**KICKBALL – Day 2**

**Skill(s):** Offense – Kicking and Baserunning

**Introduction:** In the game of kickball, kicking and baserunning are the skills necessary to score runs. These skills are executed by the team on offense.

**Individual Practice:** Allow students to spread out into personal space and kick the playground ball against the wall from a stationary position.

**Activity:** Kick and Go

**Equipment:** Playground ball or large foam ball

Cones

Optional: Poly spots, therapy ball, hockey stick, crate or box.

**Set-up/Formation:** Place one cone under the basketball goal on the baseline. Place another cone (large, street cone if available) at half court.

xxxxx

x, o Students

Cone

Direction of travel

Return path

**Description:** Students will line up behind the cone on the baseline. One at a time, they will kick a stationary kickball, run around the cone at half court, and return to the line. This activity is used to simulate the skill pattern of kicking and running. Set up multiple lines depending on class size.

**Modifications:**

**Step Up:**

* Increase the spacing between the cones.
* Roll ball to kicker.
* Add more cones.
* Record the time it takes student to kick and run around cone. Encourage each student to beat his/her own time.

**Step Down:**

* Decrease the spacing between the cones.
* Allow student to kick a therapy ball or beach ball.
* Do not require student to run to cone.
* Allow paraeducator to kick for the student.

**Wheelchair Modifications:**

* Attach crate or box to front of wheelchair. Allow student to push ball with crate or box.
* Allow paraeducator to kick for the student.
* Allow student to push ball off of tee to simulate path of a kicked ball.
* Allow student to contact ball with hockey stick.

**Tips:**

\*Place the ball on a poly spot to keep it from rolling while students try to kick it.

\*Increase the visibility of the cone they are running to with colorful scarves and flags.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6th Grade** | | **7th Grade** | | **8th Grade** | | **High School** | |
| **Competency Goal(s)** | **6** | **10** | **6** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.01** | **6.04, 6.06** | **10.01, 10.04** | **6.04** | **10.04** | **6.02** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

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