**SOFTBALL – Day 1**

**Skill(s):** Throwing, Catching

**Introduction:** Being able to throw and catch successfully is essential when playing the game of softball. Catching requires a great deal of hand eye coordination. Throwing requires accuracy and arm strength.

**Individual Practice:** Using a Velcro mitt and ball, allow students to practice throwing the ball into the air or off of a wall and catching it.

**Activity:** Softball Throwing and Catching

**Equipment:** Velcro balls

Velcro mitts

Cones

Optional: Tennis balls, Gator Skin balls

**Set-up/Formation:** Place cones along the sideline of the basketball court. Place another set of cones approximately 10 feet in front of these. The cones can be set up at a different distances depending on the skill level of the students. Each student should stand by a cone. At all cones place a Velcro glove and at the cones along one side place Velcro balls. If Velcro equipment is not available use Gator skin balls or tennis balls. If your class is advanced, use regulation softballs with gloves.

o o o o o o

x x x x x x

X,O Students

Cone

Students pass

Return Pass

**Description:** Have students throw and catch with each other. Make sure students throw with their partner, the person across from them, and no one else. If a student needs assistance throwing, pair a paraeducator with that student. After 5-10 minutes, increase difficulty by having students move farther from their partner, or split the groups of students so that each student throws with a new partner. This can be done more often if necessary.

**Modifications:**

**Step Up:**

* Throw smaller balls.
* Don’t use a glove.
* Move farther apart.
* Throw in groups of more than two.

**Step Down:**

* Throw larger balls.
* Use deflated balls.
* Move closer together.
* Allow student to sit and roll the ball back and forth.
* Throw with paraeducator or teacher.
* Consider a hand-off a throw.

**Wheelchair Modifications:**

* Allow student to stand as close to partner as needed.
* Encourage student to trap the ball on his/her lap when catching.
* Allow student to use two hands to throw overhead.

**Tips:**

\*Because accuracy can be limited, it may be beneficial to have partners wear pennies of the same color for easy identification.

**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)** | **6.04** | **10.01** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25

**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?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25