**SOFTBALL – Day 2**

**Skill(s):** Batting, Fielding

**Introduction:** Softball uses the skills of throwing, catching, fielding, batting and running. We can adapt these so that any individual can have fun and participate.

**Individual/Partner Practice:** Use a tee and hit a small Gator Skin ball against a wall. Retrieve the ball and repeat. For fielding, have partners roll the ball to each other. Encourage students to field the ball using two hands.

**Activity:** Softball Batting and Fielding

**Equipment:** Gator Skin balls (large and small)

 Bats

 Batting Tees

 Optional: Tennis balls, playground balls, and volleyball trainers

**Set-up/Formation:** Place the tee under the basketball goal. Place a large Gator Skin ball on the tee. Place the bat beside the tee. One student will stand at the tee and the other students should spread out in the field.

 O O

 O

X O

 O O O

X Batter

O Fielders

 Batting Tee

Path of batted ball

**Description:** In this activity one student will bat while others field the batted ball. When the batted ball is fielded, students throw the ball back to the teacher or paraeducator who then places it back on the tee. The batter hits again. Let each student hit 3-5 times. If you have a large class, you can split your class into smaller groups with one group batting while the others are fielding. You can also reduce the number of times students get to bat if you have a large class.

**Modifications:**

 **Step Up:**

* Use smaller balls.
* Remove the tee and pitch (toss) the ball to the batter.
* Use two batters on two tees. This increases the amount of balls that need to be fielded.

 **Step Down:**

* Use larger balls.
* Use deflated balls.
* Move the fielders in (make sure if you do this you have a very soft ball)
* Allow student to knock the ball off of the tee using his/her hand.

 **Wheelchair Modifications:**

* Allow student to use his/her hand to strike the ball off the tee.
* If a student cannot reach the tee have him/her push the ball off his/her lap.

**Tips:**

\*Identify safety issues with batting – one batter at the tee at a time. Look before swinging.

\*Place poly spots in the field and have students stand on them so they don’t group together.

**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, 6.05** | **10.01, 10.02** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.03** | **6.01** | **10.02, 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