**SOFTBALL – Day 3**

**Skill(s):** Baserunning

**Introduction:** Baserunning in softball is very similar to baserunning in kickball. Baserunning is necessary when attempting to score runs.

**Individual Practice:** Run from sideline to sideline along the basketball court.

**Activity:** Baserunning

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

Bats

Batting Tees

Cones

Optional: Beach ball, scarves, flags

**Set-up/Formation:** Place one cone under the basketball goal on the baseline. Place another cone (large, street cone if available) at half court. Beside the cone under the goal, put the tee with a ball and bat beside it.

X Students

Cone

Batting Tee

Direction of travel

Return path

Path of batted ball

xxxx

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

**Modifications:**

**Step Up:**

* Increase the spacing between the cones.
* Toss or pitch ball to batter.
* Add more cones or “bases.”
* Record the time it takes student to hit and run around cone. Encourage each student to beat their own time.

**Step Down:**

* Decrease the spacing between the cones.
* Allow student to hit a beach ball off of the tee.
* Do not require student to run to the cone.
* Allow paraeducator to bat and run for the student.

**Wheelchair Modifications:**

* Allow student to use his/her hand to strike the ball off the tee.
* Allow student to simulate hitting by pushing the ball off his/her lap.
* Student should push themselves around the bases if possible.

**Tips:**

\*Increase 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** | **7** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.04** | **6.04, 6.05** | **7.01, 7.03** | **6.04, 6.06** | **10.02, 10.04** | **6.01** | **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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