

# TRACK and FIELD – Day 1

## Skill(s): Throwing

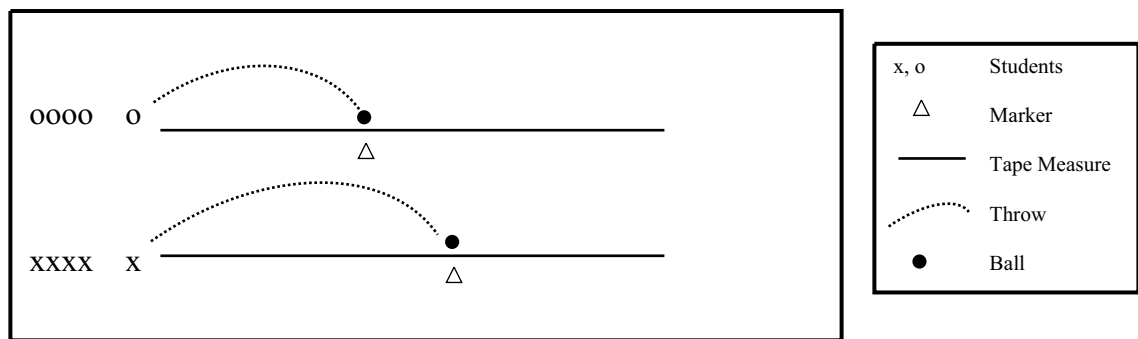
**Introduction:** Softball throw is a variant of the shot put, and is performed at the Pitt County Special Olympic Track and Field Games.

**Individual Practice:** Go through the proper mechanics used when throwing – step forward with the opposite foot, elbow up, side to target and rotate shoulder. Have students practice the motion without a ball, in personal space.

**Activity:** Softball Throw

**Equipment:** Softballs  
Measuring Tape  
Markers (cones or poly spots of different colors)

**Set-up/Formation:** Put students into lines along the baseline. Have a bucket with a mixture of softballs, whiffle balls, and tennis balls at each line. Extend the measuring tape, perpendicular to the baseline.



**Description:** Allow students three throws at a time. After each throw, mark the spot where it landed on the first bounce with a cone or other marker. Encourage the student to throw the ball past the farthest marker each time. Record the distance.

### Modifications:

#### Step Up:

- Require student to use proper form.
- Use a heavier ball. This will help the student throw the softball even further in the future.
- High functioning students may also be able to help measure if no volunteers or paraeducators are available.
- Record distances and encourage student to beat his/her distance every time.

#### Step Down:

- Allow student to throw with two hands.
- Use a lighter ball.
- Do not record distances.
- Provide physical assistance if necessary.

#### Wheelchair Modifications:

- Place the ball on student's lap and have him/her hit or push it off.
- Have student push ball out of the hand of a paraeducator.
- Suspend a ball from the basketball goal and allow student to strike.
- Provide physical assistance, if needed.

### Tips:

\*To help students line up correctly, place poly spots on the floor where you want them to line up. Tell students they must each find a spot and stand on it.

\*Ensure safety by instructing students to not throw until given permission by the teacher.

\*Practice softball throw outside, if possible.

\*To add a cardiovascular aspect to the activity, require the student to run and retrieve each throw.

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

	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> 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?
4. \_\_\_ Is the game still age-appropriate?
5. \_\_\_ Is the child still included successfully?
6. \_\_\_ Is the adaptation holding the child back and not affording a challenge?
7. \_\_\_ Does the adaptation still allow the child with the disability to work on either class goals or IEP goals?
8. \_\_\_ Does the adaptation alienate the child from the rest of the class?
9. \_\_\_ Could the adaptation be minimized or eliminated?
10. \_\_\_ Other?

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