

Adapted Physical Education Lesson Plan Ideas

(Use the following ideas/progressions to develop or add to your lesson plans).

Subject: Softball Skills

(Special Olympics competition events)

Special Olympics Mecklenburg County offers three seasons (Fall, Winter, Spring) each with its own line-up of sports competition. This competition is open to students ages 8 and older. Physical Education (and Adapted P.E.) classes are great settings for these students to receive appropriate practice. For more information check with the EC staff in your building; the APE department of CMS; or go to the Special Olympics' website at www.sonc.net/mecklenburg. Special Olympics follows international rules of competition, therefore scores are measured following the metric system.

Possible goals:

Student will apply competent motor skills needed to perform a variety of softball skills.

Student will understand concepts and principles that apply to the learning of softball skills, and competing in a softball skills competition.

Student will demonstrate understanding of the importance of physical activity and fitness through participation.

Student will demonstrate behavior that enhances respect for self and others.

Links to NC Essential Standards for PE:

MS: demonstrate locomotor skills (walk, run); demonstrate manipulative skills (throw, strike, field); execute combinations of more complex locomotor skills and manipulative skills specific to individual and team activities; use increasingly complex skills with power and accuracy.

MC: understand terminology; understand essential elements of correct form (throw, field, strike); value feedback and use of rubrics; apply principles of practice and conditioning that enhance movement performance.

HF: recognize/analyze fitness components; understand physiological changes and enjoyment of health enhancing activity.

PR: understand personal space, safety, and respect for others; analyze and resolve conflicts that arise in competitive activities.

(APE students are provided with means to communicate, participate, and demonstrate self advocacy).

Base Running

Setting: Baseball diamond with a distance of at least 60 feet between the bases. (Official distance is 19.81 meters).

Athlete runs as fast as possible around the bases, touching each base.

Rules: Start at home plate: "On your mark" "Go" or a whistle.

Run counter clockwise around the diamond, touching each base.

5 sec. penalty for each base missed or touched in the wrong order.

Time stops as soon as home base is touched.

Two non-consecutive attempts.

Pointers: Practice non-consecutive attempts by practicing turn taking.

Make sure to practice touching each base as well as home plate.

To increase comprehension, as well as endurance and strength have bases closer together initially. Work up to the required 60 feet distance.

Students are expected to do this skill independently, without physical assist.

Adaptations: Student using wheelchair: Make sure surface is level, use flat bases, poly spots, or flat hula hoops.

Student with visual impairment: Have a person at each base to provide student with auditory cues.

Path is clear of obstacles, and bases are flat to prevent tripping. Cane is allowed.

Throwing

Setting: A 90m. tape measure is extended perpendicular to a restraining line.

Regulation 12 " softball.

Athlete throws the ball as far as possible from behind the line, and as close as possible to the tape measure (throwing in a straight line).

Rules: 2 non-consecutive attempts.

Running start allowed.

Can't touch or cross over the restraining line until ball has left athlete's hand.

2 "do-overs", a third foot fault results in a score of zero (0) for that attempt.

Score: distance of the throw in meters (from the restraining line) minus distance from the tape measure. Round down to the meter.

Pointers: Use beanbags or markers to mark where the ball first touches the ground.

Practice non-consecutive attempts by practicing turn taking.

Practice "do-overs".

Mimic the competition as closely as you can.

Work on throwing technique; however for some athletes overhand throw may not be the best choice. For example: a student using a wheelchair may prefer a sideways throw; a student with difficulty gripping the ball may prefer an underhand toss, or even tossing it backwards.

Adaptations: Student using wheelchair: Vary positioning of the chair and choice of throw. (Forward, sideways, backward, overhand, underhand).

Student with visual impairment: Place sound source or person along the measuring tape to indicate direction of the throw.

Use rope as restraining line (can be felt).

Fielding

Setting: Official has 5 softballs.

In front of the official is a line at 6.1 meter (20 ft.).

A second line is 85 ft away from the official, with 2 cones 10ft. apart on it.
Athlete stands behind the two cones.
Glove is optional but recommended.

Rules: The official throws the ball to the athlete, between the 2 cones. The throw to the athlete must hit the ground before the 20 ft. line.

If the thrown ball is outside the cones, the throw gets repeated.

Athlete moves toward the ball and attempts to field the ball.

Athlete gets 5 attempts per trial, and 2 non-consecutive trials.

Scoring: 5 points for a clearly fielded ball (in glove or trapped against the body).

2 points for a blocked ball.

0 points for a missed ball.

(During competition a few students end up taking a zero (0) score because this activity is too difficult for them).

Pointers: Practice 5 attempts and 2 non-consecutive trials by practicing turn taking.

Glove is on the non-dominant hand (the non-throwing hand).

Practice putting other hand on the ball to secure the ball in the glove.

After each attempt the athlete goes back behind the cones.

Have a place marker to mark the spot behind the cones.

Initial practice (to work on comprehension, and skill of bending over in time to stop the ball) roll ball from a shorter distance.

Adaptations: Student using wheelchair: When trunk control is limited (can't bend over enough) use hockey stick taped to the chair or the chair to stop the ball. (Not allowed during competition).

Student with visual impairment: Use larger, bright colored ball (yellow, orange); or beeper ball.

Have place marker or slightly raised line (rope) between the cones.

Describe what is happening in clear terms.

Hitting (batting)

Setting: Regulation softball on a batting- T placed where home plate usually is.

Athlete hits the ball of the T using an "Official Softball" marked bat.

Athlete gets 3 attempts.

Rules: Distance of the hit is measured in meters from the center of the batting-T. round down to the nearest meter.

A swing and miss is a score of zero (0).

Pointers: Adjust the height of the batting-T as needed.

Batter needs to have two hands on the bat.

Right handed batters have their right hand above their left hand, and stand on the left side of home plate (from the catcher's perspective). It is the opposite for left handed batters.

As needed use foot prints.

Adaptations: Student using wheelchair: May not need any adaptations.

Pay attention to most functional way to position the wheel chair.

Difficulty gripping the bat: Use Velcro or Velcro grip-mitt.

Use alternate striking implement (not allowed at competition).

Student with visual impairment: Allow student to make a pretend swing to line the swing up with the height of the ball.
Verbalize the event.

Specialized equipment available from the Adapted P.E. department:

Cones

Floor markers such as foot prints, lines, circles, olympet hoops, and poly spots.

Flat bases

Picture symbols

Beanbags

Sound sources (beepers and beeper balls)

Wiffle balls

Big bopper

Light weight bats

For complete equipment list and directions on how to order see the listing on each of the wiki sites (Elementary, Middle, and High School).

For comments or additions to these lesson plan ideas e-mail jolanda.hengstman@cms.k12.nc.us in the Adapted P.E. department.

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