

## 3-6 Football

Integrating students with special needs in this *Football Unit* benefits all students in class. Assessing ability determines what adaptations, if any, are needed. Some students need few adaptations, while others may require extensive adult assistance. Strive to create an environment that allows students to participate at their level and leave the class feeling successful each day.

### Football-Specific

- \* Use larger and softer footballs. Those made of foam or softer rubber are easier to catch and don't hurt when missed.
- \* Allow more than 4 plays to earn a first down.
- \* Narrow or shorten the field to concentrate play.
- \* Lengthen flags to make it easier to pull them, or shorten flags of slower runners to make it harder to pull them.
- \* Attach a flag to students' wheelchairs.

### Generic

- \* Request that adult aides who work with students in class also come to physical education to help. Use student helpers to assist students where needed.

- \* Allow students to participate in pairs or small groups and check for understanding, before introducing them to any larger group games. Large groups can be overwhelming to some. Using partner and small group activities helps many students focus.
- \* Some students need breaks throughout the lesson. Have them work toward the break by implementing a reward system.
- \* Break down and teach one segment of an activity rather than an entire game in one lesson.
- \* Emphasize to all students that individual, partner, and group improvement is the goal, not necessarily scoring more points or "winning" a game. This helps keep the focus on skills and fun instead of the final outcome or score.