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| **Unit Title** | Softball | **Year/Stage** | 7 / 4 | **Strand** | Movement Skill and Performance | **Length** | 5 Weeks |
| **Unit Description** | This unit explores softball through modified games. Students develop skills and understanding about the game through modified games specific to fielding, catching, pitching and base running. Students will also develop a deeper understanding about the safety considerations for softball. | | | | | | |
| **Objectives** | Students will develop and apply the skills that enable them to adopt and promote healthy and active lifestyles. Students will enhance personal and social attributes that contribute to successful participation in physical education focusing specifically on safety. | | | | | | |
| **Outcomes** | | | | | | | |
| A student:  4.4 Demonstrates and refines movement skills in a range of contexts and environments.  4.11 Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.  4.12 Assesses risk and social influences and reflects on personal experience to make informed decisions.  4.13 Demonstrates cooperation and support of others in social, recreational and other group contexts. | | | | | | | |
| **Students learn about:** | | | | | **Students learn to:** | | |
| * Types of movement skills - fundamental - specialised * Aspects of movement skill development - body control and awareness - anticipation and timing - technique * Influences on skill development and performance - safety - importance of practice * Contexts for specialised movement skills - games | | | | | * Practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments * Participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing * Participate safely in movement activities * Demonstrate movement skills through a range of experiences including: - games from categories such as target, striking/fielding | | |

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| **Physical Literacy Continuum Markers – Personal and Social Attributes – Cluster 5** | | | |
| **Safety**   * Assesses and adjusts the physical environment to ensure safety in physical activity for self and others | **Conflict Resolution**   * Resolves personal conflict in a sensitive manner using appropriate strategies * Reflects on conflict situations to devise plans to reduce conflict in the future | **Inclusion**   * Selects and role models strategies that promote inclusion in physical activity * Demonstrates actions that support the rights and feelings of others | **Cooperation and Communication**   * Interacts confidently with others in physical activities * Makes individual compromises based on the strengths of self and others to work effectively as a group * Supports and encourages the enjoyable involvement of others * Responds positively to the needs of others |

**Teacher Note:** For all activities where students use a bat, they **MUST** wear a helmet. For all activities wear students are using a proper softball they **MUST** wear a glove.

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| **Unit** | Softball | **Year** | 7 | **Focus** | Safety in Softball  Throwing and Catching | **Lesson** | 1 |
| **Teaching and Learning Strategies** | | | | | | **Equipment** | |
| **ACTIVITY: Safety in Softball Discussion (5-10mins)**   * Teacher sets up a softball playing area – however they need to make it unsafe (using gloves, balls/other equipment) by placing equipment on the field in a mess. (Do not let students touch this yet) * Students sit in a circle; as a class discuss the following safety considerations for softball: - use of equipment (bats) - wearing protective equipment (helmets, gloves, catcher protective equipment) - listening to the umpire and following instructions   *Q: What is the purpose of following these safety considerations? A: To protect us from causing injury to ourselves and others in the class. It is a requirement by DEC for students to safely participate in physical activity, especially in sports such as softball where the equipment used can cause severe injuries.*   * While discussing the safety considerations, teacher should have pieces of equipment in the middle of the circle so students can see the equipment they will be using during the unit. * Teacher explains the purpose of this lesson is to become aware of the safety issues in softball and how to ensure we are playing in a safe area as well as develop throwing and catching skills.   **ACTIVITY: Safety in Softball / Throwing and Catching (3-5mins)**   * Ask students to get into pairs and find a space on the field (keep in mind softball equipment set up on purpose). *\*\* If students move to the area where equipment is set up \*\* tell them to freeze and have a look at where they are standing. They need to ensure the playing area is safe and are required to move the equipment on the field to a safer area (i.e. put it away)  \*\* If students move to an area on the field away from the equipment \*\* tell them to freeze and have a look at where they are standing.  Q: Why did they move to this area as opposed to the area with equipment? Q: How can they make the other area safe so the whole class has more room to practise throwing and catching? \*\*Students adjust the environment to ensure it is clear and safe for use.*   **ACTIVITY: Warm Up - Throwing and Catching Relays (10mins)**   * When the playing area is cleared, get students into 8 small groups and ask them to stand opposite one other group, facing each other. * Students will practise a variation of throwing styles using a tennis ball (underarm/pitching, overarm). Teacher demonstrates correct technique for each style of throwing. * Students get 2 minutes to practise the first style. Once they have thrown the ball to the person opposite them they walk back to the end of their own line. * Time the class for 2 minutes to see which group can complete the most successful passes without letting the ball hit the ground. The group with the highest score wins. * Repeat this activity for the second style of throwing.   **Stretching:** Biceps, Triceps, Forearms, Quadriceps and Hamstrings  **ACTIVITY: End zone (10-15mins)**   * Set up rectangular field with an end-zone scoring area for each team. Separate class into 2 teams. * Aim is to get the ball in the end-zone by receiving a pass (on the full). Students must make 3 passes in their team (cannot pass back to the person who passed you the ball) before attempting to score.   **ACTIVITY: Throwing and Catching (with Softball and Gloves) (10-15mins)**   * Students remain in same groups for this activity. They may need to have at least 5m distance from the group next to them to ensure safety. * Using a softball glove and ball, practice throwing and catching emphasising the correct technique: **-** eyes focused on the ball - feet move to place the body in line with the ball - hands a fingers relaxed, glove open/stretched and should look webbed - non-gloved hand should cover the ball when in glove to ensure it is caught * Students practise each style of throwing again, this time using the glove and softball. When students become competent throwing and catching a short distance, increase the distance to approximately 20-30m.   **DEBRIEF (2-3mins)**  *What was the aim of today’s lesson? What were the main skills we learnt? How do we ensure the playing area is safe to use?* | | | | | | For demonstration/discussion:   * Softball bat, glove, helmet, ball, catcher protective equipment   Throwing/Catching:   * 4-5 tennis balls * Markers/cones * Braids (2 sets) * Softballs x 4 * Gloves (1 per student) | |
| PLC “Safety” | |

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| **Lesson 1 Diagram - Throwing and Catching Relays**  Students line up behind markers. Students throw the ball to the person opposite them.  Once they have thrown the ball, they walk to the back of their own line.  VARIATION:   Students can jog to the line opposite once they have thrown the ball (using tennis ball only). |

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| **Unit** | Softball | **Year** | 7 | **Focus** | Safety Assessment  Pitching and Fielding | **Lesson** | 2 |
| **Teaching and Learning Strategies** | | | | | | **Equipment** | |
| **ACTIVITY: Safety Assessment (allow at least 15mins)**   * The teacher will set up a softball playing field similar to last lesson (there should be obstacles/it shouldn’t be play worthy). This time, before students practise pitching and fielding, they will be asked to assess the playing area by using a safety checklist/assessment (given to them by their teacher). * They must assess the playing area individually by completing the checklist. They will also be asked how to make the playing area safe. Once they have completed the safety assessment, they hand it in to their teacher (with their name on it). * When all safety assessments have been handed in, the students will be asked to work together to adjust the playing field to ensure it is safe to play in. * The teacher needs to observe students adjusting the environment and record students who are not participating and assisting.   **ACTIVITY: Warm Up Game – Softball Tag (10mins)**   * Separate the class into 2 teams. One team wears a set of gloves and has 2 softballs, they are taggers. The other team is free to move around a rectangular playing field. * To tag the opposition, a tagger must have the ball in their hands and gently touch the opposition. A tagger cannot move when they have the ball, when they do not have the ball they can move freely into a position where they can tag the opposition. * When players get tagged they are eliminated. Play 2 rounds so each team gets a turn to be the taggers.   **Stretching:** Biceps, Triceps, Forearms, Quadriceps and Hamstrings  **ACTIVITY: Continuous Softball (30mins)** Aim of the game is for the pitcher to develop technique as well as improve team work skills when fielding.   * Separate class into 2 teams, one batting, one fielding. * Fielders spread out in playing area (no bases), with the pitcher standing behind a marker/pitcher plate at least 10m from the strike zone. * Rotate pitcher after every 5 pitches. * Fielders aim to get the ball back to the pitcher who attempts to lob the ball underarm to the strike zone (area set up behind batter), whether the batter is back or not. * The batter is out if – the ball hit is caught on the full, the pitcher lobs the ball to hit the strike zone. * The batter must pass the bat to the next batter before the pitcher pitches the ball. * The game is continuous; therefore the pitcher continues to pitch (whenever they have the ball). * Batting team changeover at the end of the inning. They score runs by running around a cone placed 10m away from the strike zone.   **DEBRIEF (2-3mins)**  *What was the aim of today’s lesson? What were the main skills we learnt? How do we ensure the playing area is safe to use?* | | | | | | * Softball kit * Safety Assessment Checklists (staff share) * Markers | |
| PLC “Safety” | |

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| **Unit** | Softball | **Year** | 7 | **Focus** | Base Running | **Lesson** | 3 |
| **Teaching and Learning Strategies** | | | | | | **Equipment** | |
| **ACTIVITY: Warm Up Game – Cut off Relay (10mins)**   * Separate class into 4 teams. Ask them to line up in single file approximately 10m apart. * On the whistle, the first person throws to the 2nd, who throws to 3rd, who throws to 4th. The last person to receive the ball runs to the start of the line and repeats the process until all students have gone through. * Can choose to use tennis balls, softballs (must use gloves) or soft squishy balls.   **Stretching:** Biceps, Triceps, Forearms, Quadriceps and Hamstrings  **ACTIVITY: Softball Tag (2-4 taggers only) (10mins)**   * Select the taggers. They have a glove and share 1 ball. They try to tag others in the rectangular playing field by touching them gently with the ball. When a tagger has the ball they cannot move. Everyone else can move freely around the area. * When a player gets tagged, they swap over with the person who tagged them. (Ensure they take the glove as well)   **ACTIVITY: Danish Rounders (35mins)**  Aim of the game is to develop skills for running bases (knowing when to stay, knowing when to run)   * Set up normal softball field. Separate class into 2 teams, one fielding, one batting. Use soft squishy balls to increase chances of hitting. * The pitcher lobs the ball to the batter (the ball must bounce once). The batter hits the ball into fair territory. * The batter runs as many bases as possible, while the fielders aim to get the ball and return it to the pitcher who calls “STOP”. If the batter is at a base while the pitcher yells “STOP”, then they are safe. If they are running between bases, they are out. If the ball is caught on the full the batter who hit the ball is out. * Any number of runners can be on one base at any time and can pass each other. * Team changes over once all batters are out. Teacher can modify this to suit the class.   **DEBRIEF (2-3mins)**  *What was the aim of today’s lesson? What were the main skills we learnt? How do we ensure the playing area is safe to use?* | | | | | | * Soft squishy balls x 2-3 * Tennis balls (optional) * Softballs and Gloves (optional) * Markers * Braids (2 sets) * Softball Kit | |
| **Unit** | Softball | **Year** | 7 | **Focus** | Modified Game | **Lesson** | 4 |
| **Teaching and Learning Strategies** | | | | | | **Equipment** | |
| **ACTIVITY: Warm Up Game – Softball Tag (10mins)**   * Separate the class into 2 teams. One team wears a set of gloves and has 2 softballs, they are taggers. The other team is free to move around a rectangular playing field. * To tag the opposition, a tagger must have the ball in their hands and gently touch the opposition. A tagger cannot move when they have the ball, when they do not have the ball they can move freely into a position where they can tag the opposition. * When players get tagged they are eliminated. Play 2 rounds so each team gets a turn to be the taggers.   **Stretching:** Biceps, Triceps, Forearms, Quadriceps and Hamstrings  **ACTIVITY: Progressive Softball (45mins)**   * Players play a game of softball using the standard rules. Use the following variations: - players all play as one team - once the batter gets out the put on a glove and join the fielders indicated by 1 on the diagram. The rest of the team fielding rotates as well (see diagram from 1-9 and then the end of the batting line up). * Ensure all players get a turn batting and a turn in each position. Create a rule for players to get (let students decide to ensure fairness).     **DEBRIEF (2-3mins)**  *What was the aim of today’s lesson? What were the main skills we learnt? How do we ensure the playing area is safe to use?* | | | | | | * Softball kit * Markers for positions 1-9 | |

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| **Unit** | Softball | **Year** | 7 | **Focus** | Softball Game | **Lesson** | 5 |
| **Teaching and Learning Strategies** | | | | | | **Equipment** | |
| **ACTIVITY: Warm Up Game – Cut off Relay (10mins)**   * Separate class into 4 teams. Ask them to line up in single file approximately 10m apart. * On the whistle, the first person throws to the 2nd, who throws to 3rd, who throws to 4th. The last person to receive the ball runs to the start of the line and repeats the process until all students have gone through. * Can choose to use tennis balls, softballs (must use gloves) or soft squishy balls.   **Stretching:** Biceps, Triceps, Forearms, Quadriceps and Hamstrings  **ACTIVITY: Softball Game (45mins)**   * Separate class into 2 teams, one batting, one fielding. * Explain brief rules (students should have already developed an understanding through the modified games): - batting team must be in the designated area while waiting to bat - 3 out changeover, play at least 2 innings - a batter can get out by being caught out, strike out or tagged. - 5 pitches and the pitcher should rotate - rotate backstop every inning   **DEBRIEF (2-3mins)**  *What was the aim of today’s lesson? What were the main skills we learnt? How do we ensure the playing area is safe to use?*  *Do you feel you more confident playing softball games now compared to the first lesson?* | | | | | | * Softball kit | |