

## Introduction to Softball

### **HISTORY:**

The game of softball is over 100 years old. George Hancock is credited with developing the game and its first set of rules in Chicago in 1887. Softball is a variation of baseball that was originally adapted for indoor play and later taken outside to the playgrounds around the country. The first game of indoor baseball, as it was called, is thought to have been played in 1887 in Chicago, where an old boxing glove and a broom handle served as a ball and bat.

The game quickly moved outdoors and was adopted by playgrounds, recreation centers, and schools all over the United States because it could be played more safely and with fewer injuries. This original version was known as indoor-outdoor baseball, mush ball, playground ball, scrub, kitten ball, and other names until the early 1930's, when the name softball was accepted. The National Recreation and Park Association (NRPA) used the game extensively in its recreation programs. In 1933 the Amateur Softball Association (ASA) was formed and gave softball its official name. The organization developed a formal set of rules, and a national tournament was held that year at the World's Fair in Chicago. Public interest in softball continued to grow before World War II, and the game became even more popular after the war. By the 1950's leagues had been established all over the country.

Today both fast and slow pitch softball enjoys immense popularity among players of all ages and ability ranges and is one of the most popular sports being played around the world.

### Softball 30-Day Unit Plan

Day 1: Syllabus and Basic Rules of Softball	Day 2: Basic overhand throwing	Day 3: Basic skill of catching	Day 4: Introduction	Day 5: Introduction to groundballs.
Day 6: Introduction to fly balls	Day 7: Throwing, catching, fielding stations, peer evaluations, and first quiz	Day 8: Introduction to positions on the field.	Day 9: Different positions practice. (Infield)	Day 10: Introduction to double plays, and throwing to bases.
Day 11: Defensive situations practice, and fielding stations, and second quiz.	Day 12: Introduction to infield grounders, and introduction to covering the right bases.	Day 13: Introduction to outfield play, with pop flies.	Day 14: Outfield play, relays to infield; using a cut-off person.	Day 15: Introduction to the slow – pitch. (Underhand)
Day 16: Introduction to the windmill pitch.	Day 17: Pitching stations, peer evaluations, and third quiz on pitching.	Day 18: Introduction to techniques to proper swing.	Day 19: Introduction to batting off a T, using short-handed implements.	Day 20: Batting off a T, using long-handed implements.
Day 21: Introduction to partner toss, hitting with short-handed implements.	Day 22: Partner toss, hitting with long-handed implements.	Day 23: Batting stations day, and fourth quiz on batting.	Day 24: Introduction to bunting, and how to utilize the bunt in softball.	Day 25: Introduction to the drag and push bunt, with pitching.
Day 26: Introduction to the sacrifice and squeeze bunt, with pitching, and fifth quiz bunting.	Day 27: Introduction to base running, the pickle, and base stealing techniques.	Day 28: Introduction to executing the hit and run, with fielders in the infield.	Day 29: Live play stations using all the skills and techniques discussed over the whole unit.	Day 30: Final test day, and modified game play.



## Softball Syllabus

<b>Instructors:</b>	Ben Johnson and John Yellam
<b>Meeting Place:</b>	School gym
<b>Contact Information:</b>	Mr. Johnson- johnsonb@cwu.edu Mr. Yellam- yellamj@cwu.edu

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### Purpose of the Course

The purpose of this softball class is to provide you with the opportunity to learn new softball skills that work out along skill progression continuum. This class will focus on the learning of essential softball skills, developing knowledge of the rules and terminology, the proper techniques, and safety issues. You will not just be thrown into a game situation without first receiving instruction. Your goal through this experience is to learn new skills that you can use outside of this class to stay physically fit and to have fun!

### Course Requirements

1. You are expected to be present and on time for every class period.
2. You are to be prepared to participate in activities each day.
3. You are to be ready for all quizzes and tests that will be given.
4. You will be expected to participate and have fun! (Please let us know if you have any allergies, bee stings or injuries that prevent you from being active).

### General Information

- You may bring your own water bottle as long as it's out of the way of our activity area. You will have chances to get a drink of your water, especially if it's hot outside. There is no water available by the fields so if you need water, you need to bring your own.
- Profanity is considered unsportsmanlike, rude, and offensive and will not be tolerated.
- Students are responsible for their own valuables (e.g. cell phones, jewelry, purses, money, keys, etc.). It is strongly recommended that students not bring valuables to class.
- Please wear appropriate attire. Jeans are not appropriate.
- We will meet everyday in the gym, and if weather is nice enough, the class will be taken outside for the day.

### Attendance

Your attendance at **all** scheduled activity classes is very important. You will receive 5 points for every day you attend. There are 20 class days for a total of 100 points you can receive by attending every class period. More than 4 excused or unexcused absences will result in a failure of the class. You are to inform us in advance if for **any reason** you have to miss a class. Failure to inform us of an absence may drop your grade. Excused absences will not be penalized and may include hospital admittance, doctor's note, or instructor's discretion.

To be considered in attendance, the student is expected to:

- dress appropriately for the activity
- be in class on time and participate until the class is officially ended
- participate productively the entire class period
- listen and follow instruction

**Grading:**

Grading for this course is described below:

Attendance/ Participation	100 points
Quizzes (5)	10 points
Final Test	20 points
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TOTAL	170 points

**Grading Scale**

<b>Grade</b>	<b>% Range</b>
A	130-125
A-	124-120
B+	119-115
B	114-110
B-	109-104
C+	105-103
C	102-99
C-	98-94
D+	93-90
D	89-86
D-	85-83
F	Below 84

**Other Required Materials**

- Softball glove
- Warm clothes for playing outside (sweats, long sleeves, sweatshirts until it gets warmer)
- Tennis shoes or cleats (no metal cleats please)

**Equipment**

You are expected to treat all equipment with respect. After use of equipment be sure to pick up after yourselves.

**First Aid**

Please inform us of all injuries immediately so that they can be treated properly.

# Softball Rules Simplified

## THE GAME

- There are 9 players on a softball team.
- The playing field is divided into the infield and outfield
- The lines between the bases are 60' apart and when joined they form a "diamond", inside the baseline is known as the infield
- Outside the baseline but inside the playing field is called the outfield.
- Any ball going outside the 1st or 3rd base line is a foul ball (runners can not advance and the batter gets another try unless the ball was caught in the air, which translates to an out)
- An official game is 7 innings (an inning is when both teams have had their turn to bat)

## PITCHING

- The pitcher must have both feet on the pitcher's rubber and can only take one step forward while pitching.
- The ball must be thrown underhand.
- Both hands must be on the ball at the start of the pitch.

## BATTING

- Batters must follow the same order throughout the whole game
- The batter is out if and when:
  - a) three strikes have been called
  - b) a fly ball is caught
  - c) the batter does not stand in the batter's box

## BASE RUNNING

- Runners must touch each base in order
- Runners may overrun 1st base only, all other bases the runner may be tagged and called out if they are off the base.
- Runners can not lead off a base, they must be on base until the ball has left the pitcher's hand
- After a fly ball has been caught the base runner must tag the occupied base before advancing to the next base
- One base runner can not pass another base runner that is ahead of them.
- Stealing a base is not permitted
- A runner is out if:
  - a. they are tagged with the ball before reaching a base
  - b. the ball gets to 1st base before the runner
  - c. they run more than 3 feet out of the base line to avoid being tagged

## TERMS:

- Ball- a legally pitched ball that does not enter the strike zone (four balls equals a walk)
- Grounder- A ball that is hit on the ground
- Force out- when the runner has to advance to the next base to make room for the following base runner.
- Fly ball- ball hit up in the air to the infield
- On deck- the next batter
- Pop up- ball hit up in the air to the infield
- Strike- term used when a ball is swung at and missed or is called when the ball enters the strike zone and is not swung at all.
- Strike zone- the ball passes the batter over the plate between their chest and knees

**Softball  
Day 2  
Throwing**

**1. Objectives:**

A. Student:

Student will demonstrate and understand the proper way to hold softball when throwing.  
Student will demonstrate and utilize the proper throwing skills when playing on the field.

- **Shoulder to target**
- **Flick the wrist**
- **Follow through**

(NASPE 1, 2) (EARL 1.1, 1.3)

B. Teacher:

**2. Equipment:** (for 30 students)

- 30 to 50 softballs
- 30 to 50 nerf softballs
- 10 to 15 cones
- 10 to 15 hula-hoops
- Gloves for all the students
- 30 Soccer balls (instant activity)

**Instant Activity:** Give all students a ball that they are comfortable dribbling with their feet (i.e., soccer ball). Designate 2/3 students as taggers. These taggers, while still dribbling a ball themselves, move throughout the area trying to tag other students who are also dribbling a ball. Players who are tagged hold their ball above their head. They are free to join the game again after a "free dribbler" tags them.

Teaching Suggestions:  
 Have boundary cones away from walls if playing inside.  
 Stop the game if the students are aren't moving safely.

If students lose control of the ball have them stand with ball overhead.  
 Have students walk instead of running.

**Set Induction:** How many of you have watched a college girl's softball game? Notice how accurate the girls are in throwing to the bases and other teammates. This is what we are going to work on today! We are going to be accurate throwers by the end of class!

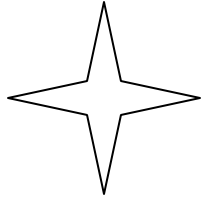
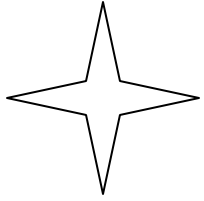
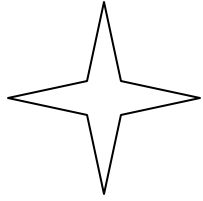
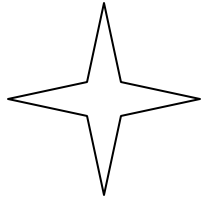
**Informing task:** Have all students gather around in "grapes" with softballs and be ready to listen to you demonstrate proper grip. This is still in group space around you, as you give them direction. After giving them direction have them break off into groups of 3, and stay within their own group space.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Students get into groups of 3, with each student possessing a softball</li> </ul>	<ul style="list-style-type: none"> <li>When preparing to throw take a two or three finger grip on the ball by placing your index and middle fingers on one seam and your thumb on a seam on the side of the</li> </ul>	<ul style="list-style-type: none"> <li>Use your hand as a "web" to grip the ball before throwing it</li> </ul>	<ul style="list-style-type: none"> <li>Check your partners to see if they have proper grip when picking the softball out of their gloves. Do this with both</li> </ul>

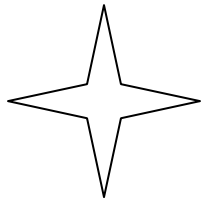
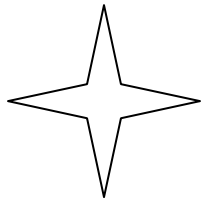
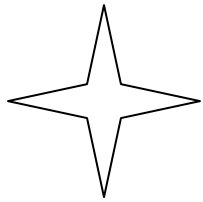
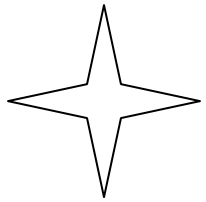
	ball opposite your fingers.		partners.
<ul style="list-style-type: none"> <li>• Students are in own space listening to teacher's instruction.</li> <li>• Students have returned the softballs to the hula – hoops to gather around in grapes to listen to teacher's instruction on the throwing motion.</li> </ul>	<ul style="list-style-type: none"> <li>• Students, you will prepare to throw the ball, by having your shoulder to your target, then you will take the ball out of your mitt, and lift the ball up and out behind your shoulder, and then follow through with a throw across your body and follow through, and shift your weight forward with the throw.</li> </ul>	<p>3 stage movement for the throw: <b>“prepare”</b>, students will cock the ball back. <b>“Execute”</b>, students will step into the throw. <b>“Follow –Through”</b>, students will rock forward after the overhand throw.</p>	<p>- Have students practice the 3-stage movement ten times in-group space without softballs.</p>
<p>- Students are spread in group space with gloves and softballs</p>	<ul style="list-style-type: none"> <li>• Students, you will prepare to throw the ball, by having your shoulder to your target, then you will</li> </ul>	<p>3 stage movement for the throw: <b>“prepare”</b>, students will cock the ball back. <b>“Execute”</b>, students will step into the throw. <b>“Follow –Through”</b>, students will rock</p>	<p>- Throw the ball 5 times to each other, and partners evaluate each other to see if they can use the 3-stage movement at least 3 out of 5 times they throw to each other.</p>

	take the ball out of your mitt, and lift the ball up and out behind your shoulder, and then follow through with a throw across your body and follow through, and shift your weight forward with the throw.	forward after the overhand throw.	
- Partners are 15 feet apart with gloves and softballs	Same as above	Same as above	- See if you can throw to your partner 8 out of 10 times directly to their glove.
- Partners are 30 feet apart with gloves and softballs	Same as above	Same as above	- See if you can throw to your partner 9 out of 10 times directly to your partner without having them move.
Closure: Have your students gather in “grapes” and have them discuss in a quick whip the different cues and procedures to a proper throw.			





**Example of how to line students  
up for practicing throwing.  
Stars = students lined up in class.**



**Softball**  
**Day 3**  
**Catching pop flies**

**1. Objectives:**

A. Students:

1. Will be able to track and anticipate the ball in the field
2. Will be able to catch the softball, and catch outside the midline of the body
  - Focus on ball, and meet the ball out front.
  - Move to the ball, and glove pocket open to the ball.

(NASPE 1, 2 ) (EARL 1.1, 1.3)

B. Teacher

**2. Equipment:**

- 50 softballs and 50 nerf softballs
- Gloves for every student
- 10 Cones for markers and fielding

**Instant Activity:** Split the class in half by handing every other person in class a penny of the same. Using half of a soccer field (or another large open field space) one team gets on one end of the field and the other team on the other end.

On the teachers signal give one team 45-60 seconds to see how many people on the other team they can tag on the shoulder and forearm and have squatting at the end of the time. When someone is tagged they must squat down at a low level. The only problem for the tagging team is that members of the other team may jump or leap over squatting teammates and that unfreezes those people so they are up and running again. After 45 seconds, switch chasing and fleeing teams.

Teaching Suggestions:  
 Stress to students that when squatting they are not to rise up while other kids are moving over them. Make sure the field space is large enough to give fleeing persons room to run and find people on their team to jump over. A small area defeats the purpose.

**Set Induction:** Great players in baseball make great catches, and you want to know why? They use the proper techniques to stay in front of the ball and make those great diving grabs, and today we are going to learn how to do so, and be the hero of a game with a game stopping play!

MAF/Techniques	Extensions	Refinements	Applications
<b>Informing Task:</b> Students will gather around in “grapes” and follow teacher instruction on catching.			
<ul style="list-style-type: none"> <li>Students are partnered up, and have 5-10 softballs each.</li> </ul>	<ul style="list-style-type: none"> <li>When catching a ball, feet are in forward stride, you focus on the</li> </ul>	<ul style="list-style-type: none"> <li>“Meet the ball”, students will know to focus on the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Have your partner throw to you 5 softballs in a row, and then evaluate</li> </ul>

<p>The partners are in their own group space.</p>	<p>ball, adjust your glove to the ball, if the ball is above waist – fingers are up, ball below waist – fingers are down, if ball is at waist – fingers are parallel to ground. Always meet the ball out front, use two hands, squeeze ball, and give with the ball, to make a soft catch.</p>	<ul style="list-style-type: none"> <li>• <b>“Two hands”</b>, students will use both hands to catch.</li> <li>• <b>“Mattress hands”</b>, students will give to the ball, to make a secure, soft catch.</li> </ul>	<p>you and tell you how many times you followed the cues we just talked about.</p>
<ul style="list-style-type: none"> <li>• Students are with their partners still, but now will throw only one softball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can make ten good catches above the waist, before moving onto the next task.</li> </ul>
<ul style="list-style-type: none"> <li>• Students are still paired up with one partner, gloves, and one softball.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can make ten good catches above the waist, before moving onto the next task.</li> </ul>
<ul style="list-style-type: none"> <li>• Students will have partners, gloves, and softball.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to have students keep their gloves</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Get set”</b>, students will move to the ball to make</li> </ul>	<ul style="list-style-type: none"> <li>• Try to make a forehand catch 8 out of 10 times</li> </ul>

	<p>out and ready to catch the ball with their feet in the forward stride.</p> <ul style="list-style-type: none"> <li>• Students need to always have the glove upfront to reach for the ball.</li> <li>• Always use two hands to get the ball caught, and prepare to throw back to the infield or your partner.</li> </ul>	<p>the catch.</p> <ul style="list-style-type: none"> <li>• <b>“Reach”</b>, students will reach for the ball.</li> <li>• <b>“Focus”</b>, students will follow the ball into their gloves</li> </ul>	<p>from your partner’s throws.</p>
<ul style="list-style-type: none"> <li>• Students will have partners, gloves, and softball.</li> </ul>		<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Try to make a backhand catch 8 out of 10 times from your partner’s throws.</li> </ul>
<ul style="list-style-type: none"> <li>• Students will have their same partner once again.</li> </ul>		<ul style="list-style-type: none"> <li>• “Get set”, students will move to the ball to make the catch.</li> <li>• “Reach”, students will reach for the ball.</li> <li>• “Focus”, students will follow the ball into their gloves.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners will throw to each other, and utilize both the forehand and backhand catches, do this 10 times each, and throw either side to your partner, giving them practice on catching either way. See if you and your partner</li> </ul>

			can make all 10 catches without dropping or missing the ball.
<b>Closure:</b> Have the class gather around in “grapes” and do a quick whip on what they learned on how to throw softball correctly.			

**Softball  
Day 4  
Pitching**

**1. Objectives:**

A. Students

- By the end of the class students will be able to demonstrate how to successfully use the underhand pitching throw. (NASPE 2) (EALR'S 1.3)
- By the end of class the students will be able to aim their pitch at targets for accuracy. (NASPE 2) (EALR'S 1.3)

B. Teacher

**2. Equipment:**

- Large gym area
- Soft foam balls (30)
- Hard softballs (30)
- Volley ball net
- Hula-hoops (30)
- Cones (30)

**Instant activity:** Students are going to play a game called foot tag. Students will get a partner and a gator ball, and stand back to back. When I say go, the students are going to turn around and throw the ball at their partner's feet, trying to hit their feet. After they have thrown the ball, they are to go and retrieve the ball, and try to hit their partner's feet again. This game is one-on-one, and they are to run around and try to avoid the throw from their partner.

**Set induction:** Today we are going to learn how to do the one thing that will get any game started, and that is pitching. Without a pitcher, what we do, have the batter self-toss it to themselves that would be boring, and way too easy. Pitching is one of the most essential parts of the game. That is why we are going to learn this aspect of softball today.

MAF	Extensions	Refinements	Applications
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**Informing Task:** When I say go I would like students to get into self space, and are going to practice how to pitch using the underarm throw.

	In self space with both feet together, and your hands out in front of you like you are bowling, move the leg that is opposite from your throwing arm forward, and at the same time swing your throwing arm back. Then with your throwing arm swing forward, with your release point at your chest.	<ul style="list-style-type: none"> <li>• <b>Step, swing, and follow through.</b></li> </ul>	In self space practice and remember to release at chest high.
<ul style="list-style-type: none"> <li>• Balls will be in a bucket already set out</li> </ul>	Now grab one of the foam softballs, and use what we just learned and practice pitching to the wall from a distance of 10 feet.	<ul style="list-style-type: none"> <li>• <b>Step, swing, and follow through</b></li> </ul>	Try to make 5 of 10 pitches making sure that the release is at chest high, and say the cues out loud when doing the motion.
<ul style="list-style-type: none"> <li>• Balls will be</li> </ul>	We are going to do	<ul style="list-style-type: none"> <li>• <b>Step, swing,</b></li> </ul>	Try to make 5 of 10



set in a bucket	the same, only using hard softballs, and making sure that the ball hits a target on the wall that is at least 10 feet high.	<b>and follow through</b>	pitches making sure that the release is at chest high, and say the cues out loud when doing the motion. Also make sure that the softball is hitting the spot 10 feet from the ground.
<ul style="list-style-type: none"> <li>The net will be set up and students will line up on either side of the net.</li> </ul>	Have one student pitch the ball over the net, and try to make it into the hula hoop on the other side using an underarm throwing motion.	<ul style="list-style-type: none"> <li>Make sure that the ball travels over the net. If the ball hits the net in any way, then the ball is not being pitched high enough.</li> </ul>	<ul style="list-style-type: none"> <li>Try to make 7 good pitches in a row.</li> </ul>
	You and your partner are going to keep on practicing what we have been doing, but now to get our accuracy down we are going to see who can make 5 throws in a row into the hula hoop making sure that we are using good form, and getting the softball over the net every time.	<ul style="list-style-type: none"> <li>Remember to make that release a chest high release, and if it makes it easier say out loud; Step, swing, and follow through.</li> </ul>	<ul style="list-style-type: none"> <li>See who can make 5 throws in a row into the hula hoop that is on the other side of the net.</li> </ul>

**Closure:** What was one of the main cues that we used for the under hand softball pitch? What is a good height for the ball to travel when pitched? Which foot do you step with first?

**Softball**  
**Day 5**  
**Fielding ground balls**

**1. Objectives:**

A. Students

- By the end of class students will be able to field a ground ball using the correct form presented to them. (NASPE 1)  
(EALR'S 1.1)

B. Teacher

**2. Equipment:**

- Large gym area
- Gator balls (30)
- Gloves (30)
- Softballs (15)

**Instant activity:** With a partner get into general space and begin stretching your arms. We are going to be doing some throwing, and we want to prevent injuries before they happen.

**Set induction:** What do we call a ball that is hit on the **ground** to any one of the players that are out in the field? We that is right, we call it a **ground ball**, which is what we are going to be learning today. This is an essential part of the game, because most balls that are hit are grounders. We are going to break it down into its most simple form, and work our way up.

MAF/Instructional Technique	Extensions	Refinements	Applications
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**Informing task:** When I say go, I would like students to grab a gator ball, move into self space along the wall and begin throwing the ball against the wall and using both hands to catch it using correct ground ball catching form.

<ul style="list-style-type: none"> <li>Equipment will be laid out on the ground for students to get easier</li> </ul>	With a gator ball stand about 10 feet from the wall and begin slow rolling the ball off the wall with enough strength to have the ball roll back to you at a slow speed	<ul style="list-style-type: none"> <li>Toss the ball using an underhand throwing motion</li> <li>When catching the ball start out in ready position</li> <li>Take a step towards the ball, and bend at the knees and lower upper body over center of gravity</li> <li>Reach your arms all the way down to the ground like a monkey does</li> <li>Over lap fingers and catch ball in a scooping motion</li> </ul>	Try to complete this 7 of 10 times without dropping the ball
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	With a gator ball stand about 10 feet	<ul style="list-style-type: none"> <li>Use the cues we have been</li> </ul>	Using the correct form try to complete
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	from the wall and begin a moderate speed of rolling the ball off the wall with enough strength to have the ball roll back to you at a moderate speed	working on	this task 9 of 10 times.
	Now we are going to work with a partner. Once you have picked a partner you are going to stand 10 feet away from each other and begin rolling the gator ball back and forth.	<ul style="list-style-type: none"> <li>Remember the correct form to field a ground ball</li> </ul>	Try to keep the ball on the ground, and rolled to your partner's feet.
	If this task has become too easy for the more skilled students have them move back and/or have the students add speed to the throws.	<ul style="list-style-type: none"> <li>Remember the correct form to field a ground ball</li> </ul>	Try to make 6 consecutive throws and catches with your partner
	Here we are going to play a game. With your partner have them turn their back to you. Then the thrower will say go and roll the gator ball at the same time. Try to roll the ball to the left and right of your partner to throw them off guard. It will also	<ul style="list-style-type: none"> <li>Remember the correct form to field a ground ball</li> <li>Keep your feet moving once you have turned around, and move forward to receive the ball</li> </ul>	This is a game, and you are trying to beat your partner. First one to 10 wins, and the only way you can score is by fielding the ground ball. If you miss the ball, or not catch but knock it down, then you don't get a point.

	<p>help to learn how to move your body in direction that the ball is coming. Students will stand 15-20 feet away from each other.</p>		
<ul style="list-style-type: none"> <li>• There is a change in the equipment, students are going to get the equipment which will be spread out on the floor away from the students, but spread out for easy pick-up.</li> </ul>	<p>With your partner 10 feet from you begin rolling the softball back and forth. The game here is that for every two catches made by you and your partner you will move back one step, but you miss you move up one step. The goal is to try to move to at least 25 feet from each other.</p>	<ul style="list-style-type: none"> <li>• Remember the correct form to field a ground ball</li> </ul>	<p>Try to make it to 25 feet from your partner.</p>
	<p>We are going to merge into groups of three. Here the groups are going to be in a triangle about 25 feet from each other. One person will start and roll a ground ball to the person on their left, the person will then field the ground ball, and then throw the ball to the person on their left. Then the person who just</p>	<ul style="list-style-type: none"> <li>• Remember the correct form to field a ground ball</li> </ul>	<p>In this game the goal is to make it around the group 4 out of 5 times without missing the ball.</p>

	received the ball will start the process all over again		
<b>Closure:</b> What was the most important cue we used today? Why are fielding ground balls so important? Do we field a ground ball with one or two hands?			

**Softball**  
**Day 6**  
**Catching fly balls**

**1. Objectives:**

A. Students

- By the end of the class students should be able to demonstrate what good fly ball catching form is. (NASPE 1) (EALR'S 1.1)
- By the end of class I want students to be able to catch a gator ball successfully. (NASPE 2) (EALR'S 1.3)

B. Teacher

**2. Equipment:**

- Large gym area
- Beach balls (30)
- Gator balls (30)
- Softballs (30)
- Gloves (30)

**Instant activity:** As the students come into class they are to partner up and begin tossing a gator ball back and forth with a partner to warm-up their arms.

**Set induction:** One of the most remembered play in world series history, was a defensive play made by a youngster playing for the Brooklyn dodgers, it was an over the shoulder catch deep in right field. The ball was hit hard and fast, and he had to put all of his speed into the run for it, hit hat came flying off as he made an over the shoulder catch with his back to the field. It was both amazing and exciting. So can anyone tell me what we are learning today? That is right how to catch a fly ball. Now I know that the over the shoulder catch is exciting, but we have to learn how to catch a fly ball first.

MAF/ Instructional Technique	Extensions	Refinements	Applications
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**Informing task:** When I say go, I want students to get into self-space we are going to play catch with ourselves using different types of balls

<ul style="list-style-type: none"> <li>Equipment will be laid for ease of students pick-up</li> </ul>	In self-space, with a beach ball, begin tossing the ball straight up about 5-10 feet above your head, and catch it using both hands	<ul style="list-style-type: none"> <li>Keep you eye on the ball</li> <li>Make toss straight up keeping arms straight</li> <li>Catch ball above head</li> <li>Always use both hands when catching</li> </ul>	Try to do this using correct form, and not dropping the ball 9 of 10 times
<ul style="list-style-type: none"> <li>Students are going to make a switch in their equipment</li> </ul>	In self-space, with a gator ball, begin tossing the ball straight up about 5-10 feet above your head, and catch it using both hands	<ul style="list-style-type: none"> <li>Keep on using the cues that we have been using</li> </ul>	Try to do this 5 out of 5 times with out dropping the ball
<ul style="list-style-type: none"> <li>Switch in equipment</li> </ul>	In self-space using a softball toss the ball 5-10 feet above your head and catch the ball using your glove, and also using your free hand as a support.	<ul style="list-style-type: none"> <li>Always use both hands when catching</li> </ul>	Try to do this without dropping the ball 10 of 10 times.



<ul style="list-style-type: none"> <li>• Switch in equipment</li> <li>• Forming a pair</li> </ul>	<p>With a partner get into general space about 10-15 feet from each other. Have one partner toss the gator ball in a long high arc to their partner, and have the partner who is catching the ball track in down by moving forward or backward and catch the ball with both hands.</p>	<ul style="list-style-type: none"> <li>• Remember to use the cues we set forth for self catching</li> <li>• When throwing make sure your arm is straight, and the release point is when your arm is above your head.</li> </ul>	<p>Try make 5 good throws, and 5 good catches in a row</p>
	<p>With the same partner get into general space 10-15 feet away from your partner. Have one partner toss the softball ball in a long high arc to their partner, and have the partner who is catching the ball track in down by moving forward or backward and catch the ball with both hands.</p>	<ul style="list-style-type: none"> <li>• Remember to use the cues we set forth for self catching</li> <li>• When throwing make sure your arm is straight, and the release point is when your arm is above your head.</li> </ul>	<p>Try make 5 good throws, and 5 good catches in a row</p>
<ul style="list-style-type: none"> <li>• Start of a group</li> <li>• Start of a game</li> </ul>	<p>With your partner pair up with another pair. There will be one person who is the thrower, and the other three in the group will stand about 20-25 feet</p>	<ul style="list-style-type: none"> <li>• Remember to use the catching cues that we have been using.</li> </ul>	<p>Try to get everybody through, and not just the same person dominating the game.</p>

	<p>away from the thrower. Their job is to catch the fly ball thrown by the thrower. The thrower will throw the ball in a long high arc, and yell out a number 1-500. The three that are catching, it is their job to catch the fly ball, and the goal of this activity is to see who can reach 500 first. When someone reaches 500, they become the thrower.</p>		
<p><b>Closure:</b> What is the most important thing to remember when catching a fly ball? Do we catch using one or two hands? What is the name of the game we just played?</p>			

**Softball  
Day 7  
Throwing**

**1. Objectives:**

A. Students

- By the end of class students will be able to demonstrate what a good throwing action looks like. (NASPE 1) (EALR'S 1.1)
- By the end of class students are going to be able to catch using the cues we have gone over in class on previous days. (NASPE 5) (EALR'S 3.3, 4.2)
- By the end of class students will be able to throw using the proper technique we have been working on. (NASPE 1) (EALR'S 1.1)

B. Teacher

**2. Equipment:**

- Large gym area
- Gloves (30)
- Softballs (30)
- Bases (20)
- Hula-hoops (6)
- Gator balls (10)
- Evaluation sheets (30)

**Instant activity:** As students show up to class grab a glove and a ball and with a partner begin warming up your arms.

**Set induction:** Can anyone tell me why we practice so much on our skills? That is right, so we can become better. The reason why we go over our skills so much is so that we can refine them, and one way of doing this is by repetition. One good way of doing this by having different stations et up so that we can tie many different skills together to see how we can incorporate our skills , and how well we have done in learning our skills.

<b>MAF/Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
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**Informing task:** When I say go, with your partner pick up an evaluation sheet, and begin moving through the stations that are set-up.

<ul style="list-style-type: none"> <li>Equipment will be set-up at each station when the students get to the station</li> </ul>	<p>Today is a station day. There will be many different stations, that will deal with throwing and catching, and also there will be a station that deals with pitching.</p>	<ul style="list-style-type: none"> <li>Students will use the throwing and catching cues we have gone over</li> <li>Keep a good pace throughout the stations</li> <li>Make sure that</li> </ul>	<p>This is all we are going to do all day, and the students are going to graded on how well they move through the stations, and the peer evaluation that is given. Also the</p>
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		they are critical of their partner, it will only help them, and their partner to become better at the game of softball	students are expected to complete all of the stations before the end of class no exceptions. Not completing will result in failure for the day.
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**Softball  
Day 8  
Positions**

**1. Objectives:**

A. Students

- By the end of the class, students will be able to list what and where every position is. (NASPE 1) (EALR'S 1.1)

B. Teacher

**2. Equipment:**

- One softball field fully set-up
- Bases (4)
- Pitching rubber (1)

**Set Induction:** There are nine gloves on a softball field, four bases, one pitchers mound, and what are we forgetting? That is right the nine players that field the team. Today we are going to go over who plays what position and what their job is on the field when there is action taking place, and what to do when the ball does not come their way.

MAF/Instructional Technique	Extensions	Refinements	Applications
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**Informing Task:** We are going to present what the positions are and what the player's job is when the ball does not come their way.

<ul style="list-style-type: none"> <li>Make sure that everybody is on task, and do a lot of check for understanding</li> </ul>	<p><b>P:</b> The Pitcher (Position #1): While the primary role of a pitcher is to pitch the ball, they must also be able to field their position. This consists of fielding ground balls and bunts up the middle of the diamond, and running to cover first base on any batted ball that pulls the first baseman out of position</p>		<p>What is the primary role of the pitcher?</p>
	<p><b>C:</b> The Catcher (Position #2): Wears protective equipment: mask, special helmet, shin guards, chest protector, they also use a special catchers glove that looks like a first baseman's glove but with more padding. They must catch, or at least block from getting by and allowing base runners to advance on past balls. They must also catch pop-ups into foul territory behind the baseline, and tag out runners who are attempting to score, while blocking their access to home plate. Backs up first base on all plays where a runner is</p>		<p>What is the equipment that a catcher must wear?</p>

	not at risk to score.		
	<p><b>1B:</b> The First Baseman (Position #3): The first baseman's job in addition to fielding balls hit in their direction, is primarily to catch throws from the other infielders (2B, 3B, and SS) in order to retire the batter and prevent base runners from getting to base.</p>		Where is first base located?
	<p><b>2B:</b> The Second Baseman (Position #4): The second baseman has the most important defensive role to field ground balls hit toward them and, if necessary, start a double play. When the ball is hit to the shortstop, the second baseman will help "turn" a double play by stepping on second base, fielding a throw from either SS or 3B and then throwing the ball to the first baseman to retire both the batter, and the runner on first base.</p>		Is this the toughest defensive position on the field? Why?
	<p><b>3B:</b> The Third Baseman (Position #5): Third base is known as "The Hot Corner," since most right-handed hitters will tend to hit ball to the third baseman. The third baseman must be able to field ground balls and throw strongly to first base, as well as cover fly balls in fair and foul territory.</p>		What is the nickname for the Third Baseman?
	<p><b>SS:</b> The Shortstop (Position #6): Shortstops, like the</p>		If a ball is hit to the second baseman who will be the one



	second baseman must field ground balls and start or turn double plays. In addition, they need a stronger arm, as the throw to first base is further on the shortstop side.		to cover the bag for a double play?
	<b>LF:</b> The Left Fielder (7); <b>CF:</b> The Center Fielder (8); <b>RF:</b> The right Fielder (9): The role of the outfielders is to chase down catch any ball hit into the outfield and, if necessary, make rapid and accurate return throws, either to a base or to the “cut-off-man,” an infielder who has moved into a position specifically to make a relay throw.		What is the main role of the outfielders?
	<b>C:</b> The Catcher (Position #2): Wears protective equipment: mask, special helmet, shin guards, chest protector, they also use a special catchers glove that looks like a first baseman’s glove but with more padding. They must catch, or at least block from getting by and allowing base runners to advance on past balls. They must also catch pop-ups into foul territory behind the baseline, and tag out runners who are attempting to score, while blocking their access to home plate. Backs up first base on all plays where a runner is not at risk to score.	Remember to communicate with your teammates.	See if your team can get three outs in a row.

**Closure:** Does anyone want to tell me what your favorite position is, or which one you want to play and why? Who stands on the mound in-front of home plate? Can anyone tell me what are the names of the three people who play in the outfield? How many player's are there on the field?

**Softball**  
**Day 9**  
**Infield practice**

**1. Objectives:**

A. Students

- By the end of the lesson students are going to know where every position is in the infield. (NASPE 1) (EALR'S 1.1)
- By the end of the lesson students are going to be able to demonstrate a throw from their position on the field. (NASPE 2) (EALR'S 1.3)

B. Teacher

**2. Equipment:**

- Large field
- Gloves (30)
- Softballs (12)
- Bases (24)

<b>Instant activity:</b> With a partner begin warming up your arm, so that no one hurts their arm, as your arm get warm take steps backward and move into a long toss.			
<b>Set induction:</b> Today we are going to start our infield practice. It can get confusing with many different places to throw the ball, so we are going to goo slow, and take a slow pace so that everybody progresses at the same rate.			
<b>MAF/Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Extensions</b>
<b>Informing task:</b> When I say go, I would like students to break into groups of five and get into general space.			
<ul style="list-style-type: none"> <li>Pick-up equipment and wait for instruction</li> </ul>	With a partner begin throwing grounders back and forth between each other	<ul style="list-style-type: none"> <li>Use our cues for fielding a ground ball</li> </ul>	<ul style="list-style-type: none"> <li>Don't make it too hard, but make sure that your partner can field the ball with ease.</li> </ul>
	Now that our arms are warmed-up, start throwing ground balls back and forth to get ready for the lesson for the day.	<ul style="list-style-type: none"> <li>Remember to use the fielding ground ball cues we have been working with</li> </ul>	Try to get to about 25 feet from your partner and throw the ground balls to the left and right of your partner to challenge them.
	The person that is at home plate, is going to be the student with the strongest arm, because they are going to be the one who is going to be throwing ground balls to each one of the students in the field. They are going to start by throwing to third, then short, then second, and then first base. The	<ul style="list-style-type: none"> <li>We are still using the ground ball cues, and also the throwing cues we have been using.</li> </ul>	The goal here is the make it around the infield 4 times without anybody missing the ball, and also making good throws back to home plate.

	students are going to return the ball to home after fielding the ground ball.		
	Here we are going to do something that is fun, and also something that will get the students used to throwing to the bases. The person at home plate will start out with the ball, and throw to the third baseman, the third baseman will throw to the second baseman, the second baseman will throw to the short stop, and the short stop will throw to the first baseman, and the first baseman will throw the ball back to home plate. This is called around the horn, and will get the arms ready to make the long throws.	<ul style="list-style-type: none"> <li>We are still using the ground ball cues, and also the throwing cues we have been using.</li> </ul>	Challenge is to go around the horn five times without a dropped ball, or a bad throw.
	The person who is at home is going to be the main person in this task. They are going to start by throwing a ground	<ul style="list-style-type: none"> <li>We are still using the ground ball cues, and also the throwing cues we have</li> </ul>	The challenge here is to try to make it around the infield 3 times without a dropped ball, or a missed ground ball.

	<p>ball to third base, and the third baseman is going to throw it to the first baseman, and the first baseman is going to throw the ball back to home plate. The person at home plate will then throw to the short stop, and second baseman, and they will follow suit by making their throws to the first baseman, and the first baseman will throw the ball back to home plate. When the person at home plate throws to the first baseman, the first baseman will make the throw to the third baseman and then the third baseman will throw the ball home.</p>	<p>been using.</p>	
<p><b>Closure:</b> What is one of our main cues to fielding a ground ball? How many people play in the infield? What did we do when the first base man was to field a ground ball?</p>			

**Softball**  
**Day 10**  
**Double play**

**1. Objectives:**

A. Students

- By the end of the class students are going to be able to understand what a double play is, and why it is important in the game of softball. (NASPE 1, 2)(EALR'S 1.1, 1.3)
- By the end of class students should be able to successfully turn a double play, at a moderate speed. (NASPE 2)(EALR'S 1.3)

B. Teacher

**2. Equipment:**

- Large field
- Gloves (30)
- Softballs (15)
- Bases (20)
- Hula-hoops (4)

<b>Instant activity:</b> As students show up to class, they are going to get with a partner and begin warming up their arms with a partner toss back and forth from 10-15 feet away, and as arms get warm start to move back and work into a long toss.			
<b>Set induction:</b> today is a special day. Does anybody know what the term “doubled-up” means? Yes, it does refer to a double play. This is what we are going to practice today. Does anybody know why they are so important? The main goal for today is try to get this strategy down.			
<b>MAF/Technique Instruction</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<b>Informing task:</b> when I say go, I would like students to get into five groups of six, with each person having a glove. Once this is done wait for further instruction.			
<ul style="list-style-type: none"> <li>Place gloves in two hula-hoops</li> <li>Place softballs in other two hula-hoops</li> </ul>	Now that our arms are warmed up in our little groups we are going to circle up and begin throwing ground balls back and forth. Make sure that everybody is involved, and that the throws are at a moderate speed.	<ul style="list-style-type: none"> <li>When catching the ball start out in <b>ready position</b></li> <li>Take a step towards the ball, and bend at the knees and <b>lower upper body over center of gravity</b></li> <li>Reach your arms all the way down to the ground like a <b>monkey arms</b></li> <li>Over lap fingers and catch ball in a scooping motion</li> </ul>	Try to keep the ball moving, and also feet moving, so that each person is ready to receive the ball, and then quickly throw the ball to another partner.
<b>Informing task:</b> When I say go, students will take positions on the field and we are going to review what we did yesterday, and throw in a twist.			
	We are going to start out by playing our game of around the horn. This time we are going to have a pitcher on the field, and they are going to receive the ball from the first baseman. When they get the ball, they are going to pitch the ball to the catcher, and then the catcher is going to throw to third, third to second, second to short, short to first, and first to pitcher.	<ul style="list-style-type: none"> <li>Use the cues that we have been using for throwing and fielding ground balls.</li> </ul>	Goal is to do this at a moderate speed, and make it around the infield 5 times without a drop, or a bad throw.
	Now that we are all warmed-up, we are going to have the pitcher, pitch the ball to the catcher, and then the catcher is going to throw the ball to a base, or pitcher or short stop, but	<ul style="list-style-type: none"> <li>Remember to stay in ready position when fielding</li> </ul>	The goal here is to make sure that everybody is ready for the ball to come their way. We are trying to successfully complete this without a dropped ball, but due to possible



	<p>no one is going to know where the throw is going to go, and it is everybody's job to be ready to field the ball. Once the ball is fielded, the throw will go to the first baseman, trying to make an out. If the ball is thrown to the first baseman by the catcher, then the first baseman will throw to third. The ball will always be thrown back to the pitcher to restart the process.</p>		<p>lack of experience, there will be one mistake allowed, but try to make it around the infield three times without an error.</p>
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	<p>Now that we have mastered infield play by having the fielders make throws to first base, we are going to try to master the ever illusive double play, this is where it can get confusing. The pitcher will pitch the ball, then the catcher will throw a ground ball to the third baseman, the third baseman will throw the ball to the second baseman who is covering second, then the throw will go from second base to first play. The idea here is to kill two birds with one stone, or double play. The second baseman is the one who will cover on the double play in every situation, except when the ball is thrown to the second baseman, then the short stop will be the one who covers second base and makes the throw to the first baseman. When the ball is thrown to the first baseman, there are two options, option one, the first baseman fields the ball, and the pitcher covers first base on the throw from the second baseman. Option number two is the first baseman fields the ball, and if only a step or two from the base, they touch the base, and then throw down to second base, and yell to the second baseman to tag. When this happens the force out was used on first base, and now the out can only be gotten if a tag is applied before the runner reaches the base. This way is not widely used, because the difficulty level makes it harder to accomplish. For the pitcher, they are</p>	<ul style="list-style-type: none"><li>• When catching the ball start out in ready position</li><li>• Take a step towards the ball, and bend at the knees and lower upper body over center of gravity</li><li>• Reach your arms all the way down to the ground like a monkey does</li><li>• Over lap fingers and catch ball in a scooping motion</li></ul>	<p>This is a tougher task to accomplish. I don't expect it to be a short one either, but is one where I think the students will have a lot of success, if they take it slow, and do not try rush it, this is the key. I think it can be done, and at a successful rate. The students are to try to make it around the bases 3 times without confusion, dropped balls, and miss fielded balls.</p>
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to ground the ball, and turn and make the throw to the second or short stop covering second base, those two need to communicate on who is going to cover. Then from second base the throw goes back to first. The pitcher will start every play.

**Closure:** Can anyone tell what the importance of today was? We learned a new term today, can anyone tell what it was? If the ball is hit to the third base man, who's job is it to cover second?

**Softball  
Day 7  
Station Day**

**Objectives:**

A. Students:

- Will be able to practice throwing, catching, and pitching.
- Will be able to practice fielding grounders and fly balls.

**“Prepare”**

**“Execute”**

**“Follow – Through”**

(NASPE 1, 2 ) (EARL 1.1, 1.3)

B. Teacher:

**Equipment:**

- Gloves for all students
- Softballs (20)
- Gatorballs (20)
- Milk crates, hula-hoops, and cones. (6 each)
- Bases for pitching over.
- Nerf footballs for instant activity.

**Instant Activity:** Use cones for boundaries; use nerf softballs for this activity. Have two students who are “it”, and have two students who have nerf softballs. Now the rest of the students are free running around in the boundary. They need to avoid getting tagged. If they get tagged from the shoulder to forearm, then they are frozen until they catch nerf softball from either of the two throwers, which in turn then throw to others who are “frozen”. Have students do this activity for about 3 to 5 minutes to improve throwing skills learned from the class period before.

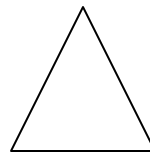
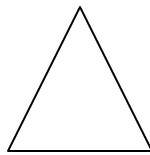
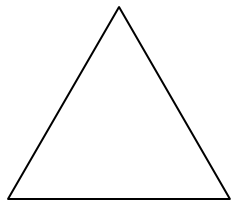
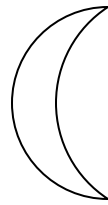
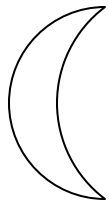
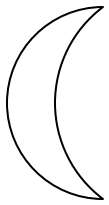
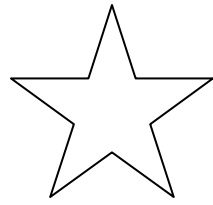
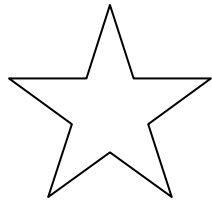
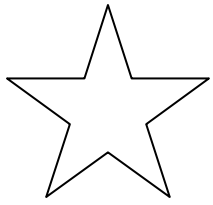
**Set Induction:** Can anyone tell me why we practice so much on our skills? That is right, so we can become better. The reason why we go over our skills so much is so that we can refine them, and one way of doing this is by repetition. One good way of doing this by having different stations set up so that we can tie many different skills together to see how we can incorporate our skills, and how well we have done in learning our skills.

MAF/Techniques	Extensions	Refinements	Applications
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**Informing Task:** When I say go, students are to get with a partner, and begin warming-up their arms.

<ul style="list-style-type: none"> <li>• Large field area</li> <li>• Gloves (30)</li> <li>• Softballs (15)</li> </ul>	<ul style="list-style-type: none"> <li>• Cues will be used, and task cards will be followed at each station for students to practice their skills and work on perfecting their throwing, catching, and fielding techniques today.</li> </ul>	<ul style="list-style-type: none"> <li>• Cues will be used at each station as we have learned and discussed so far in class.</li> </ul>	<ul style="list-style-type: none"> <li>• This is all we are going to do all day, and the students are going to grade on how well they move through the stations, and the peer evaluation that is given. Also the students are expected to complete all of the stations before the end of class no exceptions. Not completing will result in failure for the day.</li> </ul>
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**Closure:** Have the students gather around in “grapes”, and discuss cues for each station that will be effective in becoming a better softball player in the class.



**Stars are throwing and pitching stations**  
**Half moons are catching stations**  
**Pyramids are batting stations**

**Softball  
Day 7  
Station Day**

**Objectives:**

A. Students:

- Will be able to practice throwing, catching, and pitching.
- Will be able to practice fielding grounders and fly balls.

**“Prepare”**

**“Execute”**

**“Follow – Through”**

(NASPE 1, 2 ) (EARL 1.1, 1.3)

B. Teacher:

**Equipment:**

- Gloves for all students
- Softballs (20)
- Gatorballs (20)
- Milk crates, hula-hoops, and cones. (6 each)
- Bases for pitching over.
- Nerf footballs for instant activity.

**Instant Activity:** Use cones for boundaries; use nerf softballs for this activity. Have two students who are “it”, and have two students who have nerf softballs. Now the rest of the students are free running around in the boundary. They need to avoid getting tagged. If they get tagged from the shoulder to forearm, then they are frozen until they catch nerf softball from either of the two throwers, which in turn then throw to others who are “frozen”. Have students do this activity for about 3 to 5 minutes to improve throwing skills learned from the class period before.

**Set Induction:** Can anyone tell me why we practice so much on our skills? That is right, so we can become better. The reason why we go over our skills so much is so that we can refine them, and one way of doing this is by repetition. One good way of doing this by having different stations set up so that we can tie many different skills together to see how we can incorporate our skills, and how well we have done in learning our skills.

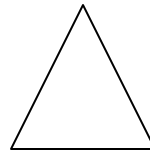
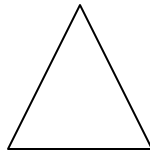
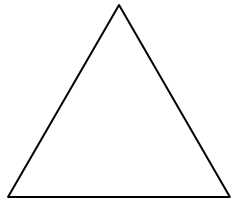
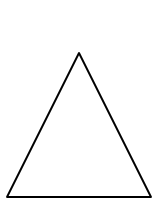
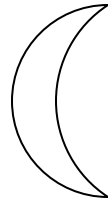
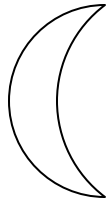
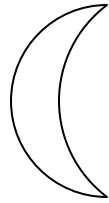
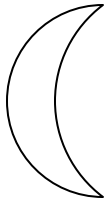
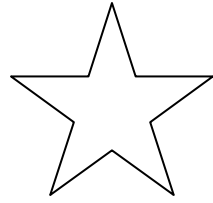
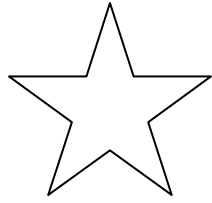
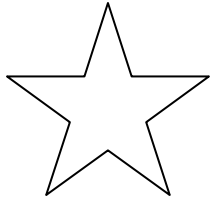
MAF/Techniques	Extensions	Refinements	Applications
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**Informing Task:** When I say go, students are to get with a partner, and begin warming-up their arms.

<ul style="list-style-type: none"> <li>• Large field area</li> <li>• Gloves (30)</li> <li>• Softballs (15)</li> </ul>	<ul style="list-style-type: none"> <li>• Cues will be used, and task cards will be followed at each station for students to practice their skills and work on perfecting their throwing, catching, and fielding techniques today.</li> </ul>	<ul style="list-style-type: none"> <li>• Cues will be used at each station as we have learned and discussed so far in class.</li> </ul>	<ul style="list-style-type: none"> <li>• This is all we are going to do all day, and the students are going to grade on how well they move through the stations, and the peer evaluation that is given. Also the students are expected to complete all of the stations before the end of class no exceptions. Not completing will result in failure for the day.</li> </ul>
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**Closure:** Have the students gather around in “grapes”, and discuss cues for each station that will be effective in becoming a better softball player in the class.





**Stars are throwing and pitching stations**  
**Half moons are catching stations**  
**Pyramids are batting stations**

**Softball**  
**Day 13**  
**Pop Flies and Line Drives**

**Objectives:**

A. Students:

- Will be able to use proper catching techniques to catch pop flies, and line drives.  
Will be able to use proper techniques to field grounders in the outfield, and relay to the infield.

**“Square up”**

**“Glove out front”**

**“Both hands for the catch and relay throw”**

(NASPE 1, 2) (EARL 1.1, 1.3)

B. Teacher:

**Equipment:**

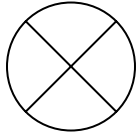
- 30 Softballs, and 30 nerf Softballs
- 6 Cones to mark positions, and for marking off the field for instant activity
- Gloves for all the students.
- Bases for students.
- Nerf footballs for instant activity.

<p><b>Instant Activity:</b> Use cones for boundaries; use nerf softballs for this activity. Have two students who are “it”, and have two students who have nerf softballs. Now the rest of the students are free running around in the boundary. They need to avoid getting tagged. If they get tagged, then they are frozen until they catch nerf softball from either of the two throwers. Have students do this activity for about 3 to 5 minutes to improve throwing skills learned from the class period before.</p>			
<p><b>Set Induction:</b> In an actual game, the batter hits a grounder or a fly, a defensive player must field the ball before making the throw for a putout (in the case of the grounder) or in order to make the out (in the case of the fly ball). Outfielders are the last line of defense – therefore, fielding ground balls is an important for them as it is for infielders. So today, we are going to work on fielding grounders in the outfield as well as working on pop flies.</p>			
<p><b>Informing Task:</b> Gather students around in “grapes”, and explain that they will be working on fielding pop flies first. Everyone grab a partner, and have your partner throw “pop flies” to you while you are 30 feet away.</p>			
MAF/Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Students are paired up into groups of two</li> <li>• Gloves for everyone</li> <li>• 3 softballs for each group</li> <li>• Group space, 30 feet apart</li> </ul>	<ul style="list-style-type: none"> <li>• Approach the pop fly with knees slightly bent, focus on the ball, keep your hands chest – high, fingers up, now watch the glove go into the glove, meet the ball high out front, use two hands,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Glove up high”</b></li> <li>• <b>“Two hands”</b></li> <li>• With these cues, students will remember to keep their glove out front, and use both hands to meet the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• One partner will throw pop flies to their partner, and move their partner around within a 10 feet area to practice watching the ball. Try and catch 8 out of 10 pop flies, and then switch roles.</li> </ul>

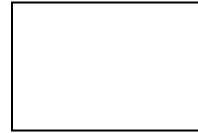
	<p>and finally shift into throwing motion, have your glove side toward target, glove elbow toward target, and throw back to your partner.</p>		
<p><b>Informing Task:</b> Gather students around in “grapes” and find a different partner to work with. Each group will now work on grounders. Have partners throw ground balls to each other while they are 30 feet apart from each other in group space.</p>			
<ul style="list-style-type: none"> <li>• Students are paired up into groups of two</li> <li>• Gloves for everyone</li> <li>• 3 softballs for each group</li> <li>• Group space, 30 feet apart</li> </ul>	<ul style="list-style-type: none"> <li>• For fielding grounders that come into the outfield, keep your knees bent, weight on the balls of your feet, back flat, focus on the ball, hands are low, glove open to ball, meet the ball out front, use two hands, watch the ball go into glove, throwing hand on the ball, now shift weight back, glove side to target, ball to overhand throwing position, and have your</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Get low”</b></li> <li>• <b>“Get your glove dirty”</b></li> <li>• <b>“Two hands”</b></li> <li>• Students will use these cues to get down, get their glove in grass, and have both the glove, and throwing hand to field the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Have partners throw grounders to their partner, and do this within a 10 feet radius, about 30 feet apart. See if you can get 8 out of 10 grounders fielded. Partners will then switch roles.</li> </ul>

	glove – side elbow to target.		
<b>Informing Task:</b> Have students gather around in “grapes”, and then have them find a different partner again. This time they will practice both the pop flies, and the grounders.			
<ul style="list-style-type: none"> <li>• Students are paired up into groups of two</li> <li>• Gloves for everyone</li> <li>• 3 softballs for each group Group space, 30 feet apart</li> </ul>	Students will field pop flies, and grounders, and use the instruction they have learned to do so.	Students will use the cues we have discussed in class to do this task.	<ul style="list-style-type: none"> <li>• Partners will pair up in group space 30 feet away from each other. One partner will throw pop flies or grounders to the other partner 30 feet away. See if you can field either the pop flies or grounders 16 out of 20 times correctly, and then switch roles.</li> </ul>
<b>Closure:</b> Bring students together in “grapes”, and discuss the cues, and techniques for catching pop flies, and fielding grounders. Do a quick whip on the preparation, execution, and follow – through of pop flies and grounders.			

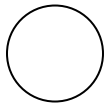
**Spread out the field like this**



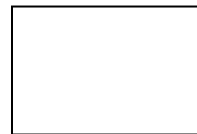
**Outfielder**



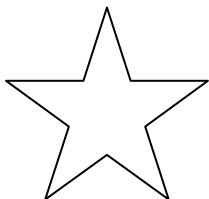
**Students doing grounders**



**Cut – off person**



**Students doing grounders**



**Infield  
Catcher**

**Softball**  
**Day 14**  
**Catching and Relays**

**Objectives:**

A. Students:

- Will be able to use proper catching techniques and relay the ball to the infield.
- Will demonstrate how to hit the cutoff man from the outfield
- Will demonstrate how to react as the cutoff man in a live play.

**“Face the outfielder”**

**“Hands up”**

**“Crow – hop”**

(NASPE 1,2,5) (EARL 1.1,1.3,3.3,3.4)

B. Teacher:

**Equipment:**

- 30 Softballs, and 30 nerf Softballs
- 6 Cones to mark positions, and for marking off the field for instant activity
- 5 bats for live play practice
- Gloves for all the students
- Buckets or milk crates for groups to carry softballs for the relays



**Instant Activity:** Two or three taggers start at one end of the track or field while the rest of the class starts at the opposite end. All students (including taggers) are instructed to run in one direction around the track. On the signal, the students begin to run. The taggers work to catch up with the rest of the students. Once a student is tagged, they turn and jog on the outer edges of the circle, running in the opposite direction of the students who have not been tagged yet. This allows them to stay safely out of the chase, and also allows everyone to see who is left to be tagged.

Eventually taggers and students lap each other, causing students to develop tactics for getting passed the tagger. Taggers are allowed to turn and tag someone behind them, but not run in the opposite direction.

It often gets interesting as one student will wait for another to be a decoy, then several students will race by the tagger. When only 2 or 3 students remain, they become the new taggers. The new taggers put the pinnies on, and the game begins again. Often 2 rounds will last about 5 minutes and the students get a tremendous aerobic workout without feeling as though they've been made to run continuously for several minutes.

**Set Induction:** Today class, we will be working on throwing to the cutoff man. How many of you have watched a baseball or softball game on television? Well of course all of you have, next time notice how quickly the outfielder hits the cutoff and relay man or woman to get the ball back into the infield.

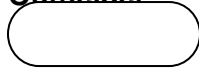
**Informing Task:** Teacher will inform students on how to execute the relay in live play. Students will get into groups of three, and then practice a relay set up, so that all three students get practice in throwing, catching and reacting as the relay person in a possible live play setup. No bats will be used; the “catcher” will throw the ball in the outfield, so that the outfielder can practice hitting the cutoff person.

<b>MAF/Techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Students will be in groups of three, with softball, and their gloves.</li> </ul>	<ul style="list-style-type: none"> <li>• The relay person will face the outfielder, and be seen as the relay</li> </ul>	<ul style="list-style-type: none"> <li>• “<b>Face your outfielder</b>”, this is how the relay person is identified.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can have your students’ complete 3 relays in a row with</li> </ul>

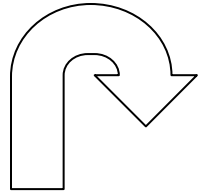
<ul style="list-style-type: none"> <li>• Students will be in the groups and set up as in the diagram shows.</li> </ul>	<p>person. Raise your arms to be seen as the relay person, focus on the ball, extend hands to prepare to catch. Now begin pivot by stepping toward target with glove – side foot, and catch ball. Complete the pivot, and begin crow – hop step, put weight on throwing – side foot, glove to target, now throw the ball using the two-finger grip. Now follow through, weight on glove – side foot, keep throwing – side shoulder forward, and keep throwing hand pointed at target.</p>	<ul style="list-style-type: none"> <li>• <b>“Hands up”</b>, this gives the outfielder a target to throw to directly.</li> <li>• <b>“Crow – hop”</b>, students will complete pivot turn toward infield target.</li> <li>• <b>“Follow – through”</b>, students will shift weight, point shoulder and glove, and finish by having throwing hand pointed at target.</li> </ul>	<p>following the cues and process in self-space.</p>
<ul style="list-style-type: none"> <li>• Students will be in groups of three, with softball, and their gloves.</li> <li>• Cones will be set up to resemble the outfield to the</li> </ul>	<ul style="list-style-type: none"> <li>• The relay person will face the outfielder, and be seen as the relay person. Raise your arms to be seen as the relay person,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Face your outfielder”</b>, this is how the relay person is identified.</li> <li>• <b>“Hands up”</b>, this gives the outfielder a target to throw to</li> </ul>	<ul style="list-style-type: none"> <li>• See if your group can complete this process without over or under throwing each other 4 out of 5 times in the process.</li> </ul>

<p>infield standing positions.</p> <ul style="list-style-type: none"> <li>• Bucket of softballs for the “catcher” to throw into the outfield.</li> <li>• Students will stay in groups of three, the “catcher” will throw from a bucket of softballs to the outfield for the outfielder to relay back to the relay person, and then the relay person throws back to the catcher.</li> </ul>	<p>focus on the ball, extend hands to prepare to catch. Now begin pivot by stepping toward target with glove – side foot, and catch ball. Complete the pivot, and begin crow – hop step, put weight on throwing – side foot, glove to target, now throw the ball using the two-finger grip. Now follow through, weight on glove – side foot, keep throwing – side shoulder forward, and keep throwing hand pointed at target.</p>	<p>directly.</p> <ul style="list-style-type: none"> <li>• “<b>Crow – hop</b>”, students will complete pivot turn toward infield target.</li> <li>• “<b>Follow – through</b>”, students will shift weight, point shoulder and glove, and finish by having throwing hand pointed at target.</li> </ul>	<ul style="list-style-type: none"> <li>• Switch roles and make sure every group member completes this task 4 out of 5 times as the relay person.</li> </ul>
<p>- Same as above - Have the groups of three spreads out 10 more feet apart.</p>	<p>Same as above</p>	<p>Same as above</p>	<p>- Same as above - Now throw 9 out 10 times correctly as the relay person back to the catcher.</p>
<p><b>Closure:</b> Have your class discuss the importance of each cue you went over to make a successful relay happen. Then have a quick whip on what they have enjoyed so far in the softball class and unit.</p>			

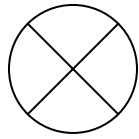
**Outfielder**



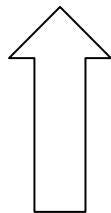
**Throw back to the cut-off man**



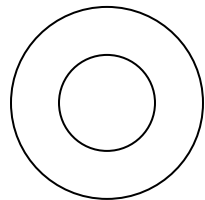
**Cut - Off man**



**Catcher**



**Bucket for softballs**



**Softball  
Day 15  
Pitching**

**1. Objectives:**

A. Student:

- By the end of class, students will be able to underhand throw a slow pitch to a partner or catcher.
- By the end of class, students will know the following cues to be able to underhand throw to a partner.  
“**Step**” towards target  
“**Pendulum**” motion with throwing arm  
“**3 o’clock**” ball release.  
(NASPE 1, 2), (EALR 1.1, 1.3)

B. Teacher:

**2. Equipment:** (for 30 students)

- Open grass field
- Gloves for every student
- 15 bean bags
- 15 softball sized gator balls
- 15 pickle balls
- 15 regulation softballs
- 6 milk crates, and hula-hoops
- 4 cones for boundaries for instant activity
- 2 softball sized gator balls
- 2 jerseys for the “it” people in instant activity

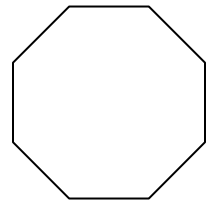
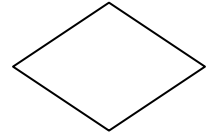
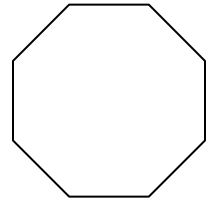
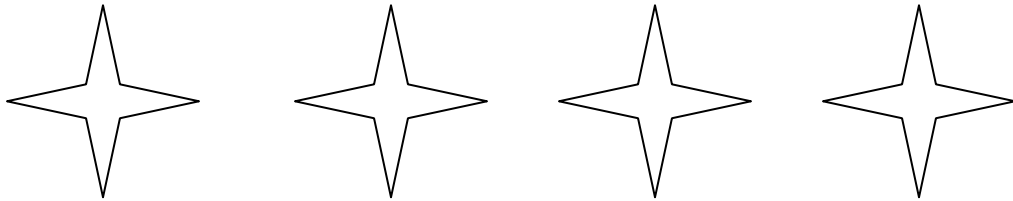
**Instant Activity:** Use cones for boundaries; use the softball sized gator balls for this activity. Have two students who are “it”, and have them in the jerseys, and have two other students with the softball sized gator balls. The students with the gator balls will be throwing to the students who become “frozen”. The rest of the students will be running around in the marked off boundary. The teacher will use his or her discretion on how big to make the field, depending on the age group for the student’s boundaries for this game. The taggers must tag the students from the shoulder blade to the forearm to freeze them. If they get tagged, they are frozen until they catch a gator ball from either of the two throwers. Now after they catch the ball, they can move, and throw to others who have become “frozen”. Teacher should randomly pick students to switch roles to keep everyone as active as possible every minute or two for a fast moving warm up activity. Do this activity for about 5 minutes to improve throwing skills and get the students moving.

**Set Induction:** Gather the students around in “grapes”, as the teacher introduces the day’s activity. Today we are going to practice our pitching skills. We’ll be learning the underhand pitch. This is of course different from baseball where pitchers throw overhand. What might surprise you is to learn that skilled softball pitchers can pitch the ball at speeds of 60 to 65 miles per hour. To do this it takes practice, and today we’ll review the proper techniques.

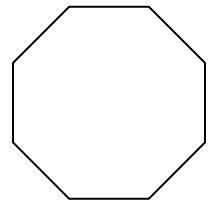
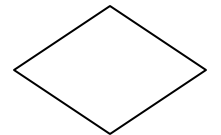
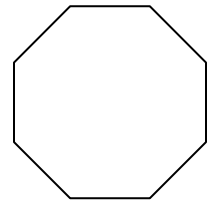
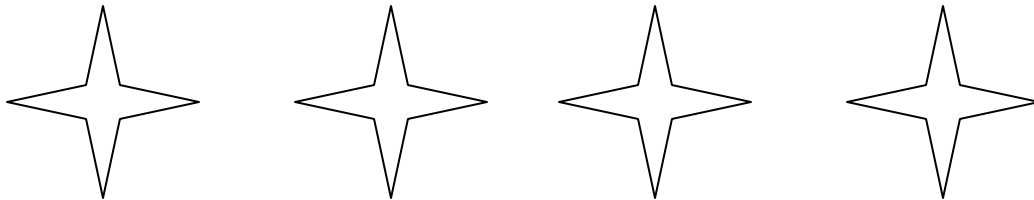
**Informing Task:** Everyone find a partner and take one beanbag with you. Students will face each other 10 feet away in the boundaries that have been set forth. Students will leave the beanbag on the ground, and follow teacher direction in their group space on how to begin throwing to each other, back and forth. Students will wait for further instructions.

MAF/Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Diagram included showing field structure.</li> <li>• Stand about 10 feet away from your partner in self – space.</li> <li>• Leave your beanbag on the ground next to you</li> <li>• Everyone follow teacher’s lead on slow pitch motion.</li> </ul>	<ul style="list-style-type: none"> <li>• We are going to go through the underhand motion pitch.</li> <li>• Step towards your partner with your non – throwing foot, drop your throwing arm into the pendulum swing motion, and you will release the ball at 3 o’clock.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to square up</li> <li>• Step towards your target</li> <li>• Use the pendulum motion with your throwing arm</li> <li>• Always release the ball at 3 o’clock.</li> </ul>	<ul style="list-style-type: none"> <li>• Have you and your partner go through the motions 10 times each, and watch each other to make sure each of you are using the step, pendulum swing, and the 3 o’clock release in your motions without the bean bag.</li> </ul>
<ul style="list-style-type: none"> <li>• Diagram included to show field structure</li> <li>• Stand about 10 feet away from your partner in self – space</li> <li>• Pick your beanbag up and prepare to underhand toss it to your</li> </ul>	<ul style="list-style-type: none"> <li>• Now we will follow the 3-step motion to underhand throw to our partners, this is with our beanbags only.</li> <li>• Step towards your partner with your non – throwing foot, drop your throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to square up</li> <li>• Step towards your target</li> <li>• Use the pendulum motion with your throwing arm</li> </ul> <p>Always release the ball at 3 o’clock.</p>	<ul style="list-style-type: none"> <li>• See if you and your partner can now complete 10 underhand slow pitches to each other, so that neither of you have to move out of your group space position.</li> </ul>

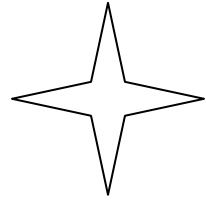
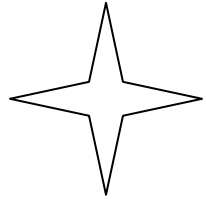
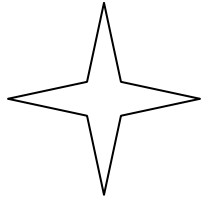
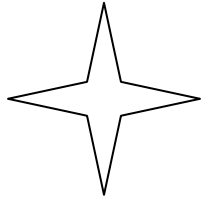
<p>partner, your partner will do likewise.</p> <ul style="list-style-type: none"> <li>Everyone follow teacher on when to throw. Have one set of partners throw on your cues, and then have the other set of partners catch, and then take a turn and throw the beanbag</li> </ul>	<p>arm into the pendulum swing motion, and you will release the ball at 3 o' clock.</p>		
<ul style="list-style-type: none"> <li>Stand about 10 feet away from your partner in self – space</li> <li>Partners can now choose a different ball of their choice to underhand pitch to each other from the hula-hoops that are next to the pitching lines.</li> <li>Teacher should invite students to get a ball of their choice by allowing a certain number of students to the hula hoops at a time, while the others continue practice, until it is their own turn to change softballs if they choose to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Have students with a ball of their choice go into the motion of throwing an underhand slow motion pitch</li> <li>Have all students use the step forward, swing the arm like a pendulum swing, and release the ball at 3 o' clock.</li> </ul>	<ul style="list-style-type: none"> <li>All students should be able to square up to their “catcher”, be able to use the pendulum motion, and release their ball at 3 o' clock.</li> </ul>	<ul style="list-style-type: none"> <li>See if you and your partner can now complete 10 underhand slow pitches to each other, so that neither of you have to move out of your group space position.</li> </ul>
<ul style="list-style-type: none"> <li>Stand about 10 feet away from your partner in self - space</li> </ul>	<ul style="list-style-type: none"> <li>Have students with a ball of their choice go into the motion</li> </ul>	<ul style="list-style-type: none"> <li>All students should be able to square up to their “catcher”, be able to use the pendulum motion, and release their ball at 3 o' clock.</li> </ul>	<ul style="list-style-type: none"> <li>See if you and your partner can now complete 20 underhand slow pitches to each other, so that neither of you have to move out of your group space position.</li> </ul>
<p><b>Closure:</b> Have your students gather around in “grapes” and discuss the three cues that can make you a good under hand slow pitch pitcher. See if any students can come up with any other cues that could be useful for them to understand the slow pitch.</p>			



**Stars: Students across from each other.**  
**Room: Use as much spacing as possible.**  
**Octagons: hula-hoops for equipment**  
**Rectangles: milk crates for targets**







**Softball  
Day 16  
Pitching**

**1. Objectives:**

A. Student:

- By the end of class, students will be able to windmill a pitch to a partner or catcher.
- Students will use cues to pitch the windmill pitch to a partner or catcher.  
    **“Step”** towards target  
    **“Windmill”** motion (fully extend arm)  
    **“Brush your hip”**  
    (NASPE 1,2,5) (EALR 1)

B. Teacher:

**2. Equipment:** (For 30 Students)

- Open grass field, fence, or back-stop
- Gloves for every student
- 15 beanbags
- 15 softball sized gator balls
- 15 regulation softballs
- Hula – hoops to separate equipment
- 4 cones for boundaries for instant activity
- 2 softball sized gator balls for instant activity
- 2 jerseys for the “it” people in instant activity
- Tape for the backstop and fence to tape square boxes for targets

**Instant Activity:** Use cones for boundaries; use the softball sized gator balls for this activity. Have two students who are “it”, and have them in the jerseys, and have two other students with the softball sized gator balls. The students with the gator balls will be throwing to the students who become “frozen”. The rest of the students will be running around in the marked off boundary. The teacher will use his or her discretion on how big to make the field, depending on the age group for the student’s boundaries for this game. The taggers must tag the students from the shoulder blade to the forearm to freeze them. If they get tagged, they are frozen until they catch a gator ball from either of the two throwers. Now after they catch the ball, they can move, and throw to others who have become “frozen”. Teacher should randomly pick students to switch roles to keep everyone as active as possible every minute or two for a fast moving warm up activity. Do this activity for about 5 minutes to improve throwing skills and get the students moving.

**Set Induction:** : Gather the students around in “grapes”, as the teacher introduces the day’s activity. Today we are going to practice our pitching skills. We’ll be learning the windmill pitch. This is of course different from baseball where pitchers throw overhand. What might surprise you is to learn that skilled softball pitchers can pitch the ball at speeds of 60 to 65 miles per hour. Jenny Finch is a prime example of this; she has been able to pitch for the USA team, along with pitching at the University of California at Los Angeles. So today we are going to learn how to use the windmill pitching motion, so that we can become good windmill pitchers ourselves.

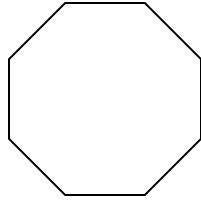
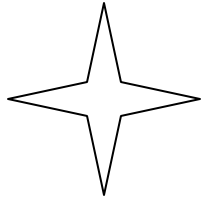
**Informing Task:** Everyone find a partner and take one beanbag with you. Students will face each other 10 feet away in the boundaries that have been set forth. Students will leave the beanbag on the ground, and follow teacher direction in their group space on how to begin throwing to each other, back and forth. Students will wait for further instructions.

MAF/Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Diagram of field setup included</li> <li>• Have partners face each other 10 feet apart</li> <li>• Have everyone leave the beanbags next to him or her on the ground.</li> <li>• Everyone follows teacher’s instruction on the motion of the windmill pitch.</li> <li>• Students will face their partner and go through the motion for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• I am going to have all the students follow in my lead, lets all face our targets or catchers, then step towards our targets, then utilize the full windmill motion with pitching arm, and then release the ball at hip level.</li> <li>• Do this for your partner without the ball, so that each of you sees each other perform the motion of the windmill pitch without using the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Always face forward towards your catcher</li> <li>• Now step to target</li> <li>• Fully extend your arm down, and then utilize the windmill motion with your pitching arm, and release the ball after you brush your hip to pitch.</li> </ul>	<p>See if you and your partner can go through the motions 10 times each, and watch each other to make sure each of you are using the step, windmill motion, (fully extend arm), and release ball at hip level. This again, is without the ball, and making sure you face your catcher.</p>
<ul style="list-style-type: none"> <li>• Stand about 10 feet away from your partner in self-space.</li> <li>• Have one partner pick up</li> </ul>	<ul style="list-style-type: none"> <li>• I am going to have the students go into the motion of throwing a windmill pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Students, face your catcher.</li> <li>• Step to your target in the windup</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can now complete 8 out of 10 windmill pitches to each other, so</li> </ul>

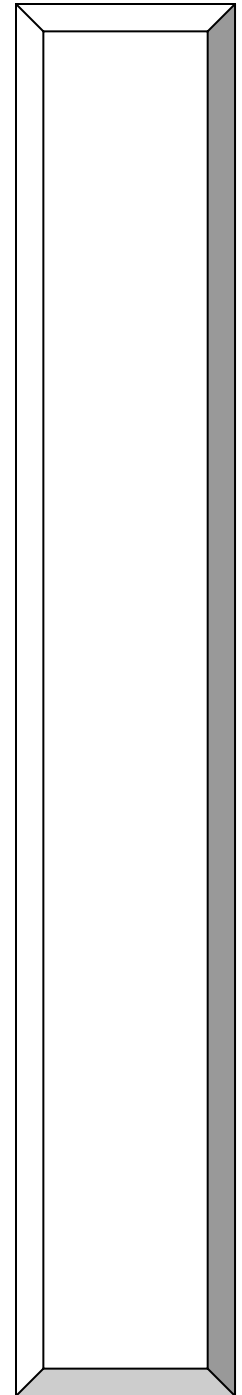
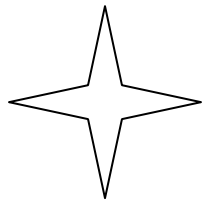
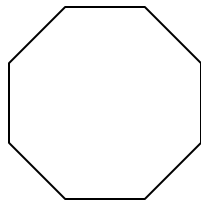
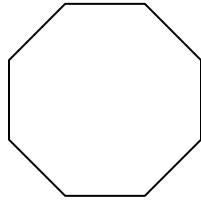
<p>the beanbag so that he or she can throw to the other partner facing them.</p> <ul style="list-style-type: none"> <li>Your partner will do likewise; so both of you will be executing the windmill pitch to each other.</li> <li>Everyone follow teacher on when to throw. Have one set of partners throw on your cues, and then have the other set catch, and then take a turn and throw the beanbag.</li> </ul>	<ul style="list-style-type: none"> <li>Students will follow the three cues for success on pitching the windmill pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Use the windmill motion to fully extend the arm.</li> <li>Release ball at hip level</li> </ul>	<p>that neither of you have to move out of your group space position.</p>
<ul style="list-style-type: none"> <li>Stand about 15 feet away from your partner in self-space.</li> <li>Partners can now choose a different ball of their choice to windmill pitch to each other from the hula – hoops that are next to the pitching lines.</li> </ul>	<ul style="list-style-type: none"> <li>Have students with a ball of their choice go into the motion of throwing a windmill pitch to their partners.</li> <li>I will have all the students use the face catcher, step to target, use windmill motion, (fully extend arm), and release ball at hip level.</li> </ul>	<ul style="list-style-type: none"> <li>Remember to “<b>face catcher</b>”</li> <li>Always “<b>step to target</b>”</li> <li>Always utilize “windmill motion” (fully extend arm)</li> </ul>	<ul style="list-style-type: none"> <li>See if you and your partner can now complete 9 out of 10 windmill pitches to each other, so that neither of you have to move out of your group space position.</li> </ul>
<ul style="list-style-type: none"> <li>Stand about 15 feet away from your partner in self – space.</li> <li>Partners are still given the option to throw with a different ball than before, using the choices that are in the hula – hoops.</li> <li>Partners can also choose to use targets on the fence or back – stop to aim for. (See diagram for more information)</li> </ul>	<ul style="list-style-type: none"> <li>Have all students use the cues, and have the groups of students use the targets, or use different balls to stay in their pitching lines if they choose to do so.</li> <li>Every student should either be practicing their windmill pitching skills with their partners, or getting to the fence and back, practicing their</li> </ul>	<ul style="list-style-type: none"> <li>Remember to “<b>face catcher</b>”</li> <li>Always “<b>step to target</b>”</li> <li>Always utilize “windmill motion” (fully extend arm)</li> </ul>	<ul style="list-style-type: none"> <li>See if you can keep pitching to your partner, and have them catch the ball every time.</li> <li>See if you can hit the target with a windmill pitched ball 7 out of 10 times, and then take steps back after doing so, and repeat task if you would like to continue with the target practice.</li> </ul>

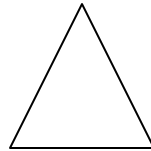
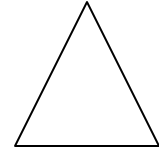
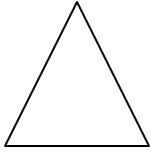
	accuracy with the taped targets on the back stop and fence.		
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**Closure:** Have your students gather around in “grapes” and discuss the three cues that can make you a good windmill pitcher. Do a quick whip on what ball they liked pitching the most. Take a few extra minutes for a quiz on pitching cues.

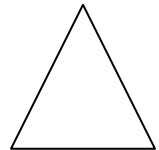
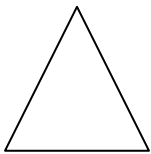


**Stars: Students across from each other.**  
**Room: Use as much spacing as possible.**  
**Octagons: hula – hoops for equipment**  
**Wall: Use away from the pitching lines for target practice**





**= cones for instant activity**  
**Set up a four square style boundary for freeze football tag**



**Softball  
Day 17  
Pitching Stations**

**Objectives:**

A. Students:

- Will be able to practice their pitching skills.
- Will be able to develop their pitching skills through pitching stations.  
**“Face target”**  
**“Release ball at 3 o’clock”**  
**“Follow through”**  
(NASPE 1, 2) (EARL 1.1, 1.3)

B. Teacher:

**Equipment:**

- Buckets of softballs for each station
- Buckets of nerf softballs for each station
- 20 cones for boundaries and setting up targets
- 8 Hula hoops, 8 milk crates for targets for stations
- Measuring tape, volleyball net, or pole for high arch station



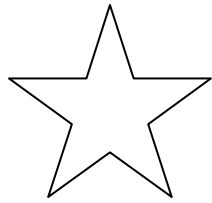


**Instant activity:** Students find partners and throw ten grounders to one person, that person throws the ball back to the same person, and then partners switch roles, this activity can be done twice to warm up the throwing arms for students.

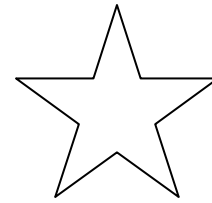
**Set Induction:** How many of you have seen baseball and softball games? They both pitch differently, and both have a wide variety of styles to pitch to the plate. This is what we will be working on today, and we have pitching stations to do so.

**Informing task:** Students will gather around the teacher as he or she explains how each station works, and that they need to find the task cards and follow the task cards to complete the station. Each station will be 10 minutes long, so complete as many task cards and get as much practice as possible at each station. Complete a peer review for each station that you do, and all stations must be completed before the class period is over.

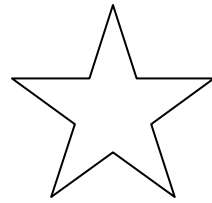
MAF/Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Large field area</li> <li>• Gloves (30)</li> <li>• Softballs (30)</li> <li>• Bases (20)</li> <li>• Hula hoops (6)</li> <li>• Gator balls (10)</li> <li>• Milk crates (10)</li> </ul>	<p>Today is a station day. There will be many different stations, which will deal with throwing and pitching. Follow the task cards for challenges and information regarding each station.</p>	<ul style="list-style-type: none"> <li>• Students will use the throwing cues we have gone over</li> <li>• Keep a good pace throughout the stations</li> <li>• Make sure that they are critical of their partner, it will only help them, and their partner to become better at the game of softball</li> </ul>	<p>This is all we are going to do all day, and the students are going to be graded on how well they move through the stations, and the peer evaluation that is given. Also the students are expected to complete all of the stations before the end of class no exceptions. Not completing will result in failure for the day.</p>



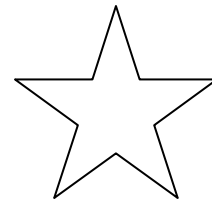
**Station 1**



**Station 2**



**Station 3**



**Station 4**

**Softball**  
**Day 18**  
**Swing technique**

**1. Objectives:**

A. Students

- By the end of the class students will be able to demonstrate what a perfect swing looks like. (NASPE 1, 2)(EALR'S 1.1, 1.1.3)
- By end of class students will understand the motions that we have to do in order to perform the proper swing technique. (NASPE 2)(EALR'S 1.3)

B. Teacher

**2. Equipment:**

- Large gym area
- Softball bats (30)

**Instant activity:** Circle up and begin following the teacher in some arm and back stretches. This will help to loosen up our arms and backs so we don't hurt ourselves. This will be good, because some of the students won't be used to the motions we go through today.

**Set induction:** What is the most exciting part of watching or playing softball? Yes, offense, but more or less it has everything to do with hitting. So today we are going to learn how to hit, and get our technique down before we put it into action. For some this will be easy, but for most it will be difficult.

MAF/Instructional Technique	Extensions	Refinements	Applications
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**Informing task:** When I say go, students will get into general space in ready athletic position.

	<p>We are going to start learning how to hit today.</p>	<ul style="list-style-type: none"> <li>• Start in ready <b>athletic position</b></li> <li>• <b>Knees bent, back straight</b></li> <li>• Make hands into fists, and place them on top of each other like you are using a <b>pepper grinder</b>, and close to your body opposite your dominant foot.</li> <li>• <b>Side to target</b></li> <li>• Step forward with non-dominant foot</li> <li>• Swing hands across body in a straight motion from one shoulder to the other</li> <li>• Outstretch arms on swing, and pivot with back foot</li> <li>• Keep eyes on ball, and also they should meet the bat when you pass your chest</li> </ul>	<p>We are going to practice this swinging motion so we can master it before we bring a bat into the picture.</p>
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<ul style="list-style-type: none"> <li>• Pinpoint ( this is where the teacher will have two or more students demonstrate to the class)</li> </ul>	<p>Now we are going to do this using bats to get the feel of what it is like to swing a bat, and get the feeling of the weight.</p>	<ul style="list-style-type: none"> <li>• Use the cues we have been using</li> </ul>	<p>Try to make 10 perfect swings. Be careful not to try to swing your hardest, we are looking for form not bat speed.</p>
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	<p>Now that we are getting the swing down, we are going to work on our foot work</p>	<ul style="list-style-type: none"> <li>• Make sure you use your non-dominant foot as your front foot.</li> <li>• Stays on the balls of your feet, which is your instep</li> <li>• Lift your leg so your knee</li> </ul>	<p>Try to do this without a bat, or a moving your upper body. We are trying to get the feel and the movement down.</p>
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		bends and your foot is 6-8 inches off of the ground <ul style="list-style-type: none"> <li>• Now slide it forward about 2 feet forward</li> <li>• Use your back foot as a pivot foot.</li> </ul>	
<ul style="list-style-type: none"> <li>• Adding the bat back into the swing</li> </ul>	Here we are going to put the whole movement together	<ul style="list-style-type: none"> <li>• Remember to use both sets of cues we have been working on</li> </ul>	<ul style="list-style-type: none"> <li>• Try to put the whole thing together and make 10 perfect swings using the all of the cues we have been using.</li> </ul>
<p><b>Closure:</b> When performing the proper swing what is the first thing you should do to get set? When you are swinging where should your eyes meet the bat? Which foot is your lead foot?</p>			

**Softball**  
**Day 19**  
**Hitting off of a tee**

**1. Objectives:**

A. Students

- By the end of the class students will be able to make contact with a ball off of a tee. (NASPE 6) (EALR'S 1.1)
- By the end of class students will be able to demonstrate a perfect swing when hitting a ball off of a tee. (NASPE 2) (EALR'S 1.3)

B. Teacher

**Equipment:**

- Large gym area
- Batting tees (30)
- Pickleball racquets (30)
- Gator balls (30)
- Balloons (30)
- Hula-hoops (8)

<b>Instant activity:</b> Our instant activity today is going to be getting into self-space, and begin stretching out our arms. Today is a day where our arms are going to be our focus for the day			
<b>Set induction:</b> what is the most exciting thing in the game of softball? Well if you guessed offense, more specifically hitting, then you were right on. In the game of softball the only way you can win is at the plate, so in order to be successful we need to practice this, so today we are going to build off of our basics to hitting, and start out really basic and see how well we progress.			
<b>MAF/Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>applications</b>
<b>Informing task:</b> When I say go, I would like students to get a pickleball racquet, a gator ball, and stand behind a tee, and wait for further instruction.			
<ul style="list-style-type: none"> <li>Equipment will be laid out in hula-hoops for students to get.</li> </ul>	<p>We are going to start out really basic. The students are going to hit off of the tee with a gator ball, using a pickleball racquet. We are going to use the cues we went over the day before. The tees are going to be placed 10 feet from the wall, and spread out all across the gym in order to ensure safety.</p>	<ul style="list-style-type: none"> <li>Start in ready athletic position</li> <li>Knees bent, back straight</li> <li>Make hands into fists, and place them on top of each other like you are using a pepper grinder, and close to your body opposite your dominant foot.</li> <li>Side to target</li> <li>Step forward with non-dominant foot</li> <li>Swing hands across body in a</li> </ul>	<p>We are going to try to keep our eyes on the ball, and make contact waist high, and make sure there is a good follow through. The goal here is to make contact 7 of 10 times.</p>



		<p>straight motion from one shoulder to the other</p> <ul style="list-style-type: none"> <li>• Outstretch arms on swing, and pivot with back foot</li> <li>• Keep eyes on ball, and also they should meet the bat when you pass your chest</li> </ul>	
<ul style="list-style-type: none"> <li>• Pinpoint (This is when the teacher will stop the class and have two or more students who are performing the task correctly to demonstrate in-front of the class)</li> </ul>	<p>Now that we have gotten started and have gotten the feeling of making contact, pick a spot on the wall and aim for it as you swing straight through. Try to make the spot above your waist, and of decent size so the you can achieve success.</p>	<ul style="list-style-type: none"> <li>• Use the cues we have been working on</li> <li>• Make sure that you keep your side to target</li> </ul>	<p>Try to hit your spot 6 of 10 times.</p>
<ul style="list-style-type: none"> <li>• Return the gator balls and pick-up a balloon</li> </ul>	<p>The students are going to drop the balloons onto their racquets and make contact with the balloon at waist</p>	<ul style="list-style-type: none"> <li>• Remember the hitting cues we have been using</li> </ul>	<p>Try to hit the balloon at waist height 10of 10 times</p>

	height. The balloon will be hit at the wall.		
	This time we are going to toss the balloon up in the air just above our heads and track the balloon as it comes back down, and make contact when the balloon is at waist height.	<ul style="list-style-type: none"> <li>Remember the hitting cues we have been using</li> </ul>	Make sure that you keep your eyes on the balloon, and make the contact at waist height. Try to hit the balloon 7 of 10 times using the correct way to swing.
	Students with their partners are going to get a little taste of what it is like to hit a ball when it is pitched to them. This is going to be tough for students who have a hard time either tracking, or making contact with a ball that is thrown at them. The ball is going to be pitched underhand. One student will stand with their side to target, which will be their partner who is tossing them the	<ul style="list-style-type: none"> <li>Remember to use the cues that we have been using for hitting.</li> <li>The most useful one here is using your eyes to track the ball.</li> </ul>	We are not looking for much, because for some this is the first time they have seen this kind of skill. The expectation is to make contact no matter where the ball goes 7 of 10 times.

	ball, and they will be standing 5-10 feet away.		
<b>Closure:</b> What is one cue that we used today? Why is it important to keep you eye on what you are going to hit? Can anyone tell me why we are practicing these skills?			

**Softball**  
**Day 20**  
**Hitting off of a tee**

**1. Objectives:**

A. Students

- By the end of class students will be able to hit off of a tee using a long handled implement. (NASPE 6) (EALR'S 1.1)
- By the end of class students will be able to demonstrate a perfect swing using a long handled implement. (NASPE 1) (EALR'S 1.1)

B. Teacher

**2. Equipment:**

- Large gym area
- Red plastic bats (30)
- Batting tees (30)
- Gator balls (30)
- Balloons (30)
- Hula-hoops (8)

<b>Instant activity:</b> Today's instant activity is going to be getting the students into self-space, and have them begin stretching their arms			
<b>Set induction:</b> What is the most exciting thing in the game of softball? Well if you guessed offense, more specifically hitting, then you were right on. In the game of softball the only way you can win is at the plate, so in order to be successful we need to practice this, so today we are going to build off of our basics to hitting, and start out really basic and see how well we progress.			
<b>MAF/Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>applications</b>
<b>Informing task:</b> When I say go, I would like students to pick-up a red plastic bat, a gator ball, stand behind a tee, and wait for further instruction.			
<ul style="list-style-type: none"> <li>Equipment will be spread out in the different hula-hoops for student pick-up</li> </ul>	<p>We are going to start out really basic. The students are going to hit off of the tee with a gator ball, using a red plastic bat. We are going to use the cues we went over the day before. The tees are going to be placed 10 feet from the wall, and spread out all across the gym in order to ensure safety.</p>	<ul style="list-style-type: none"> <li>Start in ready athletic position</li> <li>Knees bent, back straight</li> <li>Make hands into fists, and place them on top of each other like you are using a pepper grinder, and close to your body opposite your dominant foot.</li> <li>Side to target</li> <li>Step forward with non-dominant foot</li> <li>Swing hands across body in a straight motion from one shoulder to the other</li> <li>Outstretch arms on swing, and pivot with back</li> </ul>	<p>We are going to try to keep our eyes on the ball, and make contact waist high, and make sure there is a good follow through. The goal here is to make contact 7 of 10 times.</p>

		<p>foot</p> <ul style="list-style-type: none"> <li>• Keep eyes on ball, and also they should meet the bat when you pass your chest</li> </ul>	
	<p>Now that we have gotten started and have gotten the feeling of making contact, pick a spot on the wall and aim for it as you swing straight through. Try to make the spot above your waist, and of decent size so the you can achieve success.</p>	<ul style="list-style-type: none"> <li>• Keep using the cues we have been working on</li> <li>• Remember side to target</li> </ul>	<p>Try to hit your spot 6 of 10 times.</p>
<ul style="list-style-type: none"> <li>• Demonstrate for better understanding</li> </ul>	<p>The students are going to drop the balloons from shoulder height and swing and make contact at their waist.</p>	<ul style="list-style-type: none"> <li>• Remember the hitting cues we have been using</li> <li>• Keep your eyes on the balloon</li> </ul>	<p>Try to hit the balloon at waist height 10 of 10 times</p>
	<p>This time we are going to toss the balloon up in the air just above our heads and track the balloon as it comes back down, and make contact when the balloon is at waist height.</p>	<ul style="list-style-type: none"> <li>• Remember the hitting cues we have been using</li> </ul>	<p>Make sure that you keep your eyes on the balloon, and make the contact at waist height. Try to hit the balloon 7 of 10 times using the correct way to swing.</p>
	<p>The ball is going to be pitched</p>	<ul style="list-style-type: none"> <li>• Remember to use the cues</li> </ul>	<p>The expectation is to make contact no</p>

	<p>underhand. One student will stand with their side to target, which will be their partner who is tossing them the ball, and they will be standing 5-10 feet away.</p>	<p>that we have been using for hitting.</p> <ul style="list-style-type: none"> <li>• The most useful one here is using your eyes to track the ball.</li> </ul>	<p>matter where the ball goes 7 of 10 times.</p>
<p><b>Closure:</b> What is one main cue that we used today? Why is important to make eye contact when trying to hit? Can anyone show me a good batting stance?</p>			

**Softball**  
**Day 21**  
**Partner toss**

**1. Objectives:**

A. Students

- By the end of the lesson, students will be able to hit a ball that is being pitched to them. (NASPE 2) (EALR'S 1.3)
- By the end of the lesson students will be able to demonstrate what a proper swing looks like. (NASPE 1) (EALR'S 1.1)

B. Teacher

**2. Equipment:**

- Large gym area
- Pickle ball racquets
- Gator balls (30)
- Foot bags (15)
- Wiffle softballs (15)
- Peer evaluation sheets (30 copies)
- Hula-hoops (10)



**Instant activity:** Today's instant activity will be a partner stretch, this will allow each of the students to warm-up and get their arms loose, and will prevent students from injuries. Today is a day where we will be doing a lot of swinging.

**Set induction:** It has taken us a while to get here, but we made it. Can anyone tell me what is more fun than hitting a ball that sitting on a tee? If you guessed one that is being thrown at you, then you are correct, today we are going to play soft toss with a partner, and revisit our pitching skills.

MAF/Instructional Technique	Extensions	Refinements	applications
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**Informing task:** When I say go, I would like students to get into self space and using a pickleball racquet, and a gator ball.

<ul style="list-style-type: none"> <li>Equipment will be set in hula-hoops for easier pick-up for students</li> </ul>	<p>Students are going to stand 10 feet from the wall, and begin self tossing the ball, and make contact with the ball at waist height.</p>	<ul style="list-style-type: none"> <li>Start in ready athletic position</li> <li>Knees bent, back straight</li> <li>Make hands into fists, and place them on top of each other like you are using a pepper grinder, and close to your body opposite your dominant foot.</li> <li>Side to target</li> <li>Step forward with non-dominant foot</li> <li>Swing hands across body in a straight motion from one shoulder to the other</li> <li>Outstretch arms on swing, and</li> </ul>	<p>Try to do this 9 of 10 times, it is review from the previous day, and will get us into the swinging mode.</p>
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		<p>pivot with back foot</p> <ul style="list-style-type: none"> <li>• Keep eyes on ball, and also they should meet the bat when you pass your chest</li> </ul>	
<ul style="list-style-type: none"> <li>• Pinpoint (This is where the teacher will have two or more students demonstrate to the whole class).</li> </ul>	<p>Here the students are going to work on swinging using a level swing, but doing the same activity with the self toss.</p>	<ul style="list-style-type: none"> <li>• Use the swinging cues that we have been working on</li> <li>• Keep arms stiff so the racquet will stay level.</li> </ul>	<p>Try to do this 6 of 10 times. Remembering to keep your arms stiff.</p>
	<p>With their partner students will line up, one partner on at the wall, and the other partner 10-15 feet away. The partner at the wall will be the hitter, and the other partner will be the tosser. Using the underhand toss we have already learned, toss a gator ball to your partner.</p>	<ul style="list-style-type: none"> <li>• Remember to use both the batting, as well as the pitching cues we have been using</li> <li>• Step, swing, and follow through</li> </ul>	<p>Try to make contact 7 of 10 times. For the pitcher make 10 good pitches. Switch every 10 pitches.</p>
<ul style="list-style-type: none"> <li>• Intra-task variation (This is where the students have the choice to make the task easier, or more</li> </ul>	<p>If this task gets too easy for some, and they want to make it more difficult, there are foot bags, and you are to do the same activity only</p>	<ul style="list-style-type: none"> <li>• Remember to use both the batting, as well as the pitching cues we have been using</li> <li>• Step, swing, and</li> </ul>	<p>Once you have moved up to this level, the goal is to make contact 8 of 10 times, and the pitcher still needs to make 10 good</p>

difficult).	having to track, and make contact with a smaller ball.	follow through	pitched to their partner. Switching every 10 pitches.
	This is going to be the same activity, but the pitcher is going to move back to 20 feet. Keep the speed of the ball at a moderate level, make sure on the pitch the ball is released, and given an arc that is about 10-15 feet off of the ground.	<ul style="list-style-type: none"> <li>Remember to use both the batting, as well as the pitching cues we have been using</li> <li>Step, swing, and follow through</li> </ul>	Try to make contact using good swing technique 9 of 10 times, and as for the pitcher, they will pitch 10 good pitches, switching every 10 pitches.
<b>Closure:</b> what did we learn today? How high off the ground should the ball travel when pitched? What was our pitching cue?			

**Softball**  
**Day 22**  
**Partner toss**

**1. Objectives:**

A. Students

- By the end of the lesson, students will be able to hit a ball that is being pitched to them. (NASPE 2) (EALR'S 1.13)
- By the end of the lesson students will be able to demonstrate what a proper swing looks like. (NASPE 1) (EALR'S 1.1)

B. Teacher

**2. Equipment:**

- Red plastic bats (30)
- Gator balls (30)
- Foot bags (15)
- Wiffle softballs (15)
- Hula-hoops (8)

<b>Instant activity:</b> Students are to partner up and begin stretching their arms so that no one gets injured, due to the activity for the day			
<b>Set induction:</b> It has taken us a while to get here, but we made it. Can anyone tell me what is more fun than hitting a ball that is sitting on a tee? If you guessed one that is being thrown at you, then you are correct, today we are going to play soft toss with a partner, and revisit our pitching skills.			
<b>MAF/Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>applications</b>
<b>Informing task:</b> when I say go, I would like students to get into self space and pick-up a red plastic bat, and a gator ball, and wait for further instruction.			
<ul style="list-style-type: none"> <li>Equipment is going to be spread out in hula-hoops so that it is easier for the students to pick-up</li> </ul>	<p>Students are going to stand 10 feet from the wall, and begin self tossing the ball, and make contact with the ball at waist height.</p>	<ul style="list-style-type: none"> <li>Start in ready athletic position</li> <li>Knees bent, back straight</li> <li>Make hands into fists, and place them on top of each other like you are using a pepper grinder, and close to your body opposite your dominant foot.</li> <li>Side to target</li> <li>Step forward with non-dominant foot</li> <li>Swing hands across body in a straight motion from one shoulder to the other</li> <li>Outstretch arms on swing, and pivot with back foot</li> </ul>	<p>Try to do this 9 of 10 times, it is review from the previous day, and will get us into the swinging mode.</p>

		<ul style="list-style-type: none"> <li>Keep eyes on ball, and also they should meet the bat when you pass your chest</li> </ul>	
<ul style="list-style-type: none"> <li>Pinpoint (This is where the teacher will have two or more students demonstrate in-front of the class)</li> </ul>	Here the students are going to work on swinging using a level swing, but doing the same activity with the self-toss.	<ul style="list-style-type: none"> <li>Use the swinging cues that we have been working on</li> <li>Keep arms stiff so the racquet will stay level.</li> </ul>	Try to do this 6 of 10 times. Remembering to keep your arms stiff.
<ul style="list-style-type: none"> <li></li> </ul>	With their partner students will line up, one partner on at the wall, and the other partner 10-15 feet away. The partner at the wall will be the hitter, and the other partner will be the pitcher. Using the underhand toss we have already learned, toss a gator ball to your partner.	<ul style="list-style-type: none"> <li>Remember to use both the batting, as well as the pitching cues we have been using</li> <li>Step, swing, and follow through</li> </ul>	Try to make contact 7 of 10 times. For the pitcher make 10 good pitches. Switch every 10 pitches.
<ul style="list-style-type: none"> <li>Intra-task variation (This is where the students have the choice to either make the task easier or harder based on their skill, and</li> </ul>	If this task gets too easy for some, and they want to make it more difficult, there are foot bags, and you are to do the same activity only having to track, and make contact with a	<ul style="list-style-type: none"> <li>Remember to use both the batting, as well as the pitching cues we have been using</li> <li>Step, swing, and follow through</li> </ul>	Once you have moved up to this level, the goal is to make contact 8 of 10 times, and the pitcher still needs to make 10 good pitched to their partner. Switching

the progression through the task)	smaller ball.		every 10 pitches.
	This is going to be the same activity, but the pitcher is going to move back to 20 feet. Keep the speed of the ball at a moderate level, make sure on the pitch the ball is released, and given an arc that is about 10-15 feet off of the ground.	<ul style="list-style-type: none"> <li>• Remember to use both the batting, as well as the pitching cues we have been using</li> <li>• Step, swing, and follow through</li> </ul>	Try to make contact using good swing technique 9 of 10 times, and as for the pitcher, they will pitch 10 good pitches, switching every 10 pitches.
<b>Closure:</b> what did we learn today? How high off the ground should the ball travel when pitched? What was our pitching cue?			

**Softball  
Day 23  
Batting Stations**

**Objectives:**

A. Students:

- Will be able to hit live pitches off a pitch into play.
- Will be able to hit a pitch into a certain part of the playing field.  
(NASPE 1,2) (EARL 1.1,1.2)

B. Teacher:

**Equipment:**

- Oversize plastic bats
- 30 plastic softballs
- Regulation softball bats
- 30 regulation softballs
- Buckets, and milk crates
- 10-12 cones for field markers



**Instant Activity:** Students move into the grass field in self space and find partners and throw ten grounders to one person, that person throws the ball back to the same person, and then partners switch roles, this activity can be done twice to warm up the throwing arms for students.

**Set Induction:** Today class we are going to become hitting professionals and be accurate, and be able to hit the ball into any part of the field that we want to. We will use all our skills we have learned over the past few days on hitting.

MAF/Techniques	Extensions	Refinements	Applications
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**Informing Task:** Gather students around in “grapes”, and let everyone know to find a partner to work with. Partners will practice hitting off pitches from each other, and this will be done in-group space around the field.

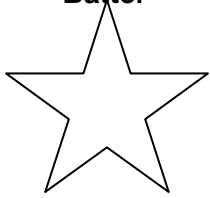
<ul style="list-style-type: none"> <li>• Students are with a partner and in group space</li> <li>• One plastic bat for each group</li> <li>• One glove for each group</li> <li>• Multiple plastic softballs for each group</li> </ul>	<ul style="list-style-type: none"> <li>• When initiating the swing have a square stance, knees bent, focus on ball, initiate hip turn, lead swing with front elbow, keep your hips square, extend your arms, roll wrists, swing through ball, hands wrap around shoulder, and chin will be on the shoulder with the proper swing through.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Square up”</b></li> <li>• <b>“Athletic stance”</b></li> <li>• <b>“Reach, and roll”</b></li> <li>• <b>“Swing through”</b></li> <li>• These cues will help the students remember to stay in position through the whole swing while in the batter’s box.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use plastic bats and hit live pitches from their partner, they will do this, and make contact 8 out of 10 times hitting the ball into play in their own group space. They will switch roles after ten pitches each.</li> </ul>
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<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above, pitcher will tell hitter where to hit</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit the ball into whatever field or</li> </ul>
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	the ball before each pitch.		side your pitcher tells you to, and be successful 7 out of 10 times in hitting it into play. Switch roles with the activity once.
<b>Informing Task:</b> Have students gather around in “grapes” and explain that now we are going to use regulation softball bats, regulation softballs, and have groups of 3. Each group will now have a fielder in the group space, so that everyone brushes up on their fielding practice as well as live hitting and pitching.			
<b>MAF/Techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Students are in groups of three.</li> <li>• One regulation bat for each group</li> <li>• Two gloves for each group.</li> <li>• Multiple regulation softballs for each group</li> </ul>	<ul style="list-style-type: none"> <li>• When initiating the swing have a square stance, knees bent, focus on ball, initiate hip turn, lead swing with front elbow, keep your hips square, extend your arms, roll wrists, swing through ball, hands wrap around shoulder, and chin will be on the shoulder with the proper swing through.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Square up”</b></li> <li>• <b>“Athletic stance”</b></li> <li>• <b>“Reach, and roll”</b></li> <li>• <b>“Swing through”</b></li> <li>• These cues will help the students remember to stay in position through the whole swing while in the batter’s box.</li> </ul>	<ul style="list-style-type: none"> <li>- Have your fielder on the third base line for example, and see if you can hit the ball down the third base line 9 out of 10 times to the fielder, off the pitcher’s pitches. Have everyone in the group switch roles and try to accomplish this task.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Have your fielder in left field for example, and see if you can hit the</li> </ul>

			ball to left field 9 out of 10 times to left field, off the pitcher's pitches. Have everyone in the group switch roles and try to accomplish this task.
<b>Closure:</b> Gather the students into "grapes", and discuss cues for hitting, and then have them fill out a quick quiz on paper before the class period ends.			

**Batter**

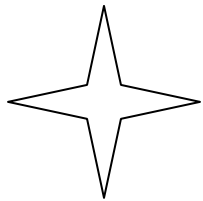


**20 feet apart from each other**

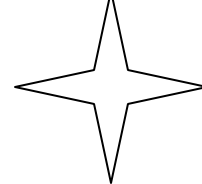
**Batter**



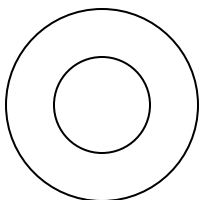
**Pitcher**



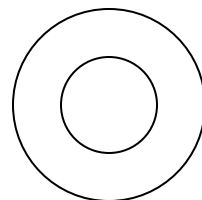
**Pitcher**



**Outfielder**



**Outfielder**





**Softball**  
**Day 24**  
**Batting stations**

**1. Objectives:**

A. Student

- By the end of class students will be able to make contact with the ball on a consistent basis. (NASPE 1) (EALR'S 1.1)
- By the end of class students will be able to track a ball that is going to be pitched to them. (NASPE 2) (EALR'S 1.3)

B. Teacher

**2. Equipment:**

- Large gym area
- Batting tees (30)
- Pickle ball racquets (30)
- Red plastic bats (30)
- Gator balls (30)
- Foot bags (30)
- Cones (20)
- Yarn balls (30)

<b>Instant activity:</b> Stretch arms, because it is going to be a day where we will be swinging a lot today.			
<b>Set induction:</b> Now that we have gone through all of our hitting instruction, we are going to put them all together in station form. There are going to be stations that are set-up to go from our first progression of self toss stationary, to partner toss, which is dynamic on the progression skills chart.			
<b>MAF/Instructional Technique</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<b>Informing task:</b> When I say go, I would like everyone to get with a partner, and wait for instruction.			
<ul style="list-style-type: none"> <li>The students are going to move throughout the stations with their partner once they have completed the given task.</li> </ul>	<ul style="list-style-type: none"> <li>I would like the students to with their partners start out at the first station, and follow the directions on the task cards.</li> <li>Once the pair has finished the task, they are to move on to the next task.</li> </ul>	<ul style="list-style-type: none"> <li>Remember the cues that we have been working with on hitting. <ul style="list-style-type: none"> <li>A good base</li> <li>Side to target</li> <li>Eyes on ball at point of contact</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The goal is to make it through all of the tasks before the class is over.</li> </ul>

**Softball**  
**Day 25**  
**Bunting**

**Objectives:**

A. Students:

- Will be able to move from normal batting stance into bunting position.
- Will be able to use the bunt to get onto base in live play.

**“Two Step Pivot”**

**“Athletic Position”**

**“Give with Bat”**

(NASPE 1, 2), (EARL 1.1, 1.3)

B. Teacher:

**Equipment:** (For 30 students)

- Oversize Plastic bats
- Pickle balls
- Softball bats
- 20 plus Softballs
- Cones and tape to emphasize batter box, and bunting down the line
- 30 soccer balls for instant activity
- 4 cones for instant activity



**Instant Activity:** Cones for general space boundaries, balls for all students that bounce

Give all students a ball that they are comfortable dribbling with their feet (i.e., soccer ball). Designate 2/3 students as taggers. These taggers, while still dribbling a ball themselves, move throughout the area trying to tag other students who are also dribbling a ball. Players who are tagged hold their ball above their head. They are free to join the game again after a "free dribbler" tags them.

Teaching Suggestions:

Have boundary cones away from walls if playing inside.

Stop the game if the students are aren't moving safely.

If students lose control of the ball have them stand with ball overhead.

Have students walk instead of running.

**Set Induction:** Ever notice many types of sports games come right down to the wire? That's because the competition is tough, and very intense. Both teams have done everything they can to succeed and win! Today we are going to learn how to get the ball into play and advance our runners on the bases, yes that's right, we are going to go over bunting!

**Informing Task:** I want you to find a partner, and work together over stance of a bunt. Everyone get a plastic or regular softball bat, and listen to instruction around me in-group space. I want everyone to gather around and listen to instruction on how to prepare and execute the proper bunt stance, and then how to follow through with the bunt.

<ul style="list-style-type: none"><li>• Students are in groups of two in group space</li><li>• Students have a bat</li></ul>	<ul style="list-style-type: none"><li>• To prepare for a sacrifice bunt, square up in the box as if hitting, hands</li></ul>	<ul style="list-style-type: none"><li>• <b>“Square up”</b></li><li>• <b>“Pivot”</b></li><li>• <b>“Face pitcher”</b></li></ul>	You and your partner see if you can use the cues to practice five times each with the bat in hand,
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<p>between the two partners</p>	<p>and bat back, focus on the pitcher.</p> <ul style="list-style-type: none"> <li>• Now two – step pivot to a square stance-facing pitcher, and have your bat parallel to ground at top of strike zone away from the body.</li> </ul>	<ul style="list-style-type: none"> <li>• These cues will help the students remember how to get ready to bunt in a bunting situation.</li> </ul>	<p>pivoting towards the other partner for preparing for a bunt.</p>
<p><b>Maf/Techniques</b></p>	<p><b>Extensions</b></p>	<p><b>Refinements</b></p>	<p><b>Applications</b></p>
<ul style="list-style-type: none"> <li>• Same as above</li> <li>• Every two person group has a plastic pickle ball (softball size)</li> </ul>	<ul style="list-style-type: none"> <li>• Now have a bottom-hand hitting grip, have your top hand outside grip area, perpendicular to ground, now the bat rests on index finger, thumb on top, and finally give with the bat as you contact the ball</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Bat up and out”</b></li> <li>• <b>“Spring reaction”</b></li> <li>• Cue <b>“bat up and out”</b>, will give the students the cue to get the bat ready to tap the softball</li> <li>• Cue <b>“spring reaction”</b>, will give the students the cue to give the softball give as you tap it into play.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can use the cues correctly to bunt to each other 9 out of 10 times directly back to your partner who is 10 feet back, only using the plastic pickle balls (softball size)</li> </ul>
<ul style="list-style-type: none"> <li>• Two person groups</li> <li>• Plastic softballs</li> <li>• Plastic bats</li> <li>• Everyone in self</li> </ul>	<ul style="list-style-type: none"> <li>• All instruction same as above</li> </ul>	<ul style="list-style-type: none"> <li>• All cues same as above</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can use the cues correctly to bunt to the left of</li> </ul>

space			you, as if you are bunting down the third base line
<ul style="list-style-type: none"> <li>• Two person groups</li> <li>• Softballs</li> <li>• Softball bats</li> <li>• Glove for pitcher</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same cues as above</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can use the cues correctly to bunt to the left, right, or down the middle, depending on where your pitcher (partner) tells you. Do this 10 times each, and switch. See who can be more successful out of ten times.</li> </ul>
<p><b>Closure:</b> Gather around in “grapes” and quick whip the cues, and stances for a sacrifice bunt situation on the play field.</p>			

**Softball**  
**Day 26**  
**Push and Drag Bunting**

**Objectives:**

A. Students:

- Will be able to perform the push bunt.
  - Will be able to perform the drag bunt.
- (NASPE 1, 2 ) (EARL 1.1, 1.3)

B. Teacher:

**Equipment:**(for 30 students)

- 5 plastic oversize bats, 5 regulation softball bats
- 10 gator balls, 20 softballs, 20 pickle balls
- 6-8 bases for home plate effect
- Cones and tape to emphasize batter box, and bunting down the line
- 15 nerf footballs (instant activity)
- 15 flags (instant activity)
- Open grass field

**Instant Activity:** This is an activity that needs to be done in an outside grassy field with plenty of room. It is not recommended to do this indoors.

Choose 3 or 4 students to be taggers. These students DO NOT wear a flag and they are out in the middle of the playing field. To identify them they can wear a pinnie if you wish. Every other student has on a flag belt and they get a football. Students with the flags and footballs will then line up in the End Zone. These students need to be spread out and not standing on top of each other before the signal.

On the teachers signal the students in the End Zone (football players), try to score a touchdown by running successfully to the other End Zone. While running they must keep their footballs tucked under their arms and keep their flags from getting pulled off by the taggers by dodging and fleeing. If they make it to the other end, they are safe. Students wait in the end zone, until the signal to repeat--running again to the opposite end zone. If a student gets their flag pulled or drops their football they become taggers. Stop the game every minute or so to change positions and restart the activity.

**Set Induction:** Today class we are going to go more in depth on the bunt, and use two styles of bunts to become more effective players for the game of softball. We will become bunting professionals!

**Informing Task:** I want you to find a partner, and work together over stance of a bunt. Everyone get a plastic or regular softball bat, and listen to instruction around me in-group space. I want everyone to gather around and listen to instruction on how to prepare and execute the proper bunt stance, and then how to follow through with the drag bunt.

MAF/Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Students are with a partner</li> <li>• Each group has a bat</li> <li>• Each group has a gator or plastic softball</li> <li>• Field has bases scattered in group space</li> <li>• Tape or cones to mark down a first and third base line</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in the batter's box with shoulder facing the pitcher, at the last second, quickly step into the incoming pitch, and drop your bat 45 degrees down to drag the ball down the first base line. This bunt uses the element of surprise to get the batter on base, and is not so much for advancing base runners. Do not leave the batter's box, until the ball hits the ground down the line.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>"Lower your bat"</b>, students will use this cue to prepare for the drag bunt.</li> <li>• <b>"Execute"</b>, students will drag the ball down the line, and take off down to first base.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can use the plastic bats, gator balls, and take turns pitching to each other, and utilizing the drag bunt down the first base line, 7 out of 10 times.</li> </ul>

**Informing Task:** Now lets all use the regulation equipment for drag bunt maneuver.

<ul style="list-style-type: none"> <li>• Students are with a</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in the batter's box</li> </ul>	<ul style="list-style-type: none"> <li>• <b>"Lower your bat"</b>,</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your</li> </ul>
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<ul style="list-style-type: none"> <li>partner</li> <li>Each group has a regulation softball</li> <li>Each group has regulation bats</li> <li>Field has bases scattered in group space</li> <li>Tape or cones to mark</li> <li>The first base line</li> </ul>	<p>with shoulder facing the pitcher, at the last second, quickly step into the incoming pitch, and drop your bat 45 degrees down to drag the ball down the first base line. This bunt uses the element of surprise to get the batter on base, and is not so much for advancing base runners. Do not leave the batter's box, until the ball hits the ground down the line.</p>	<p>students will use this cue to prepare for the drag bunt.</p> <ul style="list-style-type: none"> <li><b>“Execute”</b>, students will drag the ball down the line, and take off down to first base.</li> </ul>	<p>partner can use the regulation bats, regulation softballs, and take turns pitching to each other, and utilizing the drag bunt down the first base line, 7 out of 10 times.</p>
<b>MAF/Techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> I want you to find a partner, and work together over stance of a bunt. Everyone get a plastic or regular softball bat, and listen to instruction around me in-group space. I want everyone to gather around and listen to instruction on how to prepare and execute the proper bunt stance, and then how to follow through with the push bunt.</p>			
<ul style="list-style-type: none"> <li>Students are with a partner</li> <li>Each group has a bat</li> <li>Each group has a gator or plastic softball</li> <li>Field has bases scattered in group space</li> <li>Tape or cones to mark down a first and third base line</li> </ul>	<ul style="list-style-type: none"> <li>To prepare for a push bunt, square up in the box as if hitting, hands and bat back, focus on the pitcher.</li> <li>Now two – step pivot to a square stance-facing pitcher, and have your bat parallel to ground at top of strike zone away from the body. Then have a bottom – hand hitting grip, have your top hand grip outside area, perpendicular to the ground, now the bat rests on index finger, thumb on top, and</li> </ul>	<ul style="list-style-type: none"> <li><b>“Square up”</b></li> <li><b>“Pivot”</b></li> <li><b>“Face pitcher”</b></li> <li>These cues will help the students remember how to get ready to bunt in a bunting situation.</li> <li><b>“Bat up and out”</b></li> <li>Cue <b>“bat up and out”</b>, will give the students the cue to get the bat ready to push the softball into the play field.</li> </ul>	<ul style="list-style-type: none"> <li>See if you and your partner can use the plastic bats, gator balls, and take turns pitching to each other, and utilizing the push bunt into “play” 7 out of 10 times each of you.</li> </ul>

	finally give with the bat as you contact the ball. Push the ball between third base, and the pitcher's mound. This is the difference between the sacrifice bunt, and the push bunt.		
<b>MAF/Techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Students are with a partner</li> <li>• Each group has a regulation softball</li> <li>• Each group has regulation bats</li> <li>• Field has bases scattered in group space</li> <li>• Tape or cones to mark</li> <li>• The first and third base line.</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare for a push bunt, square up in the box as if hitting, hands and bat back, focus on the pitcher.</li> <li>• Now two – step pivot to a square stance-facing pitcher, and have your bat parallel to ground at top of strike zone away from the body. Then have a bottom – hand hitting grip, have your top hand grip outside area, perpendicular to the ground, now the bat rests on index finger, thumb on top, and finally give with the bat as you contact the ball. Push the ball between third base, and the pitcher's mound. This is the difference between the sacrifice bunt, and the push bunt.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Square up”</b></li> <li>• <b>“Pivot”</b></li> <li>• <b>“Face pitcher”</b></li> <li>• These cues will help the students remember how to get ready to bunt in a bunting situation.</li> <li>• “Bat up and out”</li> <li>• Cue “bat up and out”, will give the students the cue to get the bat ready to push the softball into the play field.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can use the regulation bats and regulation softballs and take turns pitching to each other, and utilizing the push bunt into “play” 7 out of 10 times each of you.</li> </ul>
<p><b>Closure:</b> Gather students around in “grapes”, go over the cues for the two bunts learned today, and finally have the students explain the difference between the two bunts, and when to use each bunt.</p>			

**Softball**  
**Day 27**  
**Slash and Squeeze bunt**

**Objectives:**

A. Students:

- Will be able to perform the slash bunt
  - Will be able to perform the squeeze bunt
- (NASPE 1, 2) (EARL 1.1, 1.3)

B. Teacher:

**Equipment:**

- 5 plastic oversize bats, 5 regulation softball bats
- 10 gator balls, 20 softballs, 20 pickle balls
- 6-8 bases for home plate effect
- Cones and tape to emphasize batter box, and bunting down the base lines
- 5 of each: Cones, tennis balls, soccer balls, rubber balls, footballs (instant activity)
- Open grass field
- CD player (instant activity)
- CD for music (instant activity)



**Instant Activity:** Set up cones to establish boundary lines. Each student chooses a ball of their choice then finds a personal space. When the music begins, the student may begin playing with the ball in their personal space. When the music stops, the students have to the count of 10 to exchange balls with someone else in the class. When everyone has chosen a different ball, and the music begins again, they may play with the new ball in their personal space.

**Set Induction:** Today class we are going to go more in depth on the bunt, and use two styles of bunts to become more effective players for the game of softball. We will become bunting professionals!

**Informing Task:** I want you to find a partner, and work together over stance of a bunt. Everyone get a plastic or regular softball bat, and listen to instruction around me in-group space. I want everyone to gather around and listen to instruction on how to prepare and execute the proper bunt stance, and then how to follow through with the slash bunt.

MAF/Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Students are with a partner</li> <li>• Each group has a bat</li> <li>• Each group has a gator or plastic softball</li> <li>• Field has bases scattered in group space</li> <li>• Tape or cones to mark down a first and third base line</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare for a slash bunt, square up in the box as if hitting, hands and bat back, focus on the pitcher.</li> <li>• Now two – step pivot to a square stance-facing pitcher, and have your bat parallel to ground at top of strike zone away from the body. Then have a bottom – hand hitting grip, have your top hand grip outside area, perpendicular to the ground, now the bat rests on index finger, thumb on top, finally bring your hands together and slap the ball with a light hit, this will throw off the defense.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Square up”</b></li> <li>• <b>“Pivot”</b></li> <li>• <b>“Face pitcher”</b></li> <li>• These cues will help the students remember how to get ready to bunt in a bunting situation.</li> <li>• <b>“Slap the ball”</b></li> <li>• This cue will help the students remember how to perform the slash bunt, as it is a light hit down one of the base lines.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can use the plastic bats, gator balls, and take turns pitching to each other, and utilizing the slash bunt into “play” 7 out of 10 times each of you.</li> </ul>

**Informing Task:** Now lets all use the regulation equipment for slash bunt maneuver.

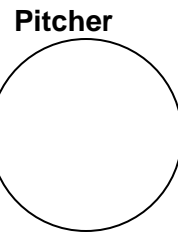
MAF/Techniques	Extensions	Refinements	Applications
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<ul style="list-style-type: none"> <li>• Students are with a partner</li> <li>• Each group has a regulation softball</li> <li>• Each group has regulation bats</li> <li>• Field has bases scattered in group space</li> <li>• Tape or cones to mark</li> <li>• The first and third base line.</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare for a slash bunt, square up in the box as if hitting, hands and bat back, focus on the pitcher.</li> <li>• Now two – step pivot to a square stance-facing pitcher, and have your bat parallel to ground at top of strike zone away from the body. Then have a bottom – hand hitting grip, have your top hand grip outside area, perpendicular to the ground, now the bat rests on index finger, thumb on top, finally bring your hands together and slap the ball with a light hit, this will throw off the defense.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Square up”</b></li> <li>• <b>“Pivot”</b></li> <li>• <b>“Face pitcher”</b></li> <li>• These cues will help the students remember how to get ready to bunt in a bunting situation.</li> <li>• <b>“Slap the ball”</b></li> <li>• This cue will help the students remember how to perform the slash bunt, as it is a light hit down one of the base lines.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you and your partner can use the regulation bats, regulation softballs, and take turns pitching to each other, and utilizing the slash bunt into “play” 7 out of 10 times each of you.</li> </ul>
<p><b>Informing Task:</b> Gather students around in “grapes”, and have groups of 3 students now get together and practice bunting. This time the students will rotate, one pitcher, one bunter, and one first baseman. The bunter will use the squeeze bunt to get on base; each group will rotate and take turns in each position. This exercise is used for the students to use all the different bunts that we have used in class.</p>			
<ul style="list-style-type: none"> <li>• Regulation softball bat</li> <li>• Regulation softball</li> <li>• Gloves for pitcher, and first baseman</li> <li>• A first base for the bunter to run to.</li> <li>• Cones for the foul lines</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare for a sacrifice bunt, square up in the box as if hitting, hands and bat back, focus on the pitcher.</li> <li>• Now two – step pivot to a square stance-facing pitcher, and have your bat parallel to ground at top of strike zone away from the body. Now</li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Bat up and out”</b></li> <li>• <b>“Spring reaction”</b></li> <li>• Cue <b>“bat up and out”</b>, will give the students the cue to get the bat ready to tap the softball</li> <li>• Cue “spring reaction”, will give the students the cue to give the softball give as you tap it into play.</li> </ul>	<ul style="list-style-type: none"> <li>• Now see if the bunter can get the ball into play 8 out of 10 times using any of the bunting techniques.</li> <li>• Have each member of the group of 3 try this, and have the bunter run to the base every time.</li> </ul>

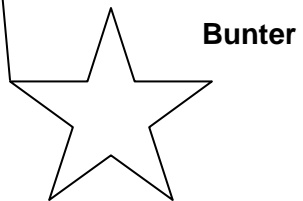
	have a bottom – hand hitting grip, have your top hand outside grip area, perpendicular to ground, now the bat rests on index finger, thumb on top, and finally give with the bat as you contact the ball.		
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**Closure:** Bring students in after the last activity, and have a quiz on paper about bunting. Finally do a quick review on cues, and types of bunting that the class worked on.

**Utilize as much space as possible for bunting, each group should be set up like this.**



**In self space, have students set up like this and bunt down the taped line.**



**Softball**  
**Day 28**  
**The Pickle, Steal, and Run**

**Objectives:**

A. Students:

- Will learn to how to run the bases.
- Will learn how the pickle works.
- Will learn how to steal a base.  
(NASPE 1, 2) (EARLS 1.1, 1.3)

B. Teacher:

**Equipment:**

- Gloves for all students
- 4 sets of bases to accommodate the whole class
- 20 softballs

**Instant Activity:** Cones for general space boundaries

Children are in scattered formation within the playing area. The activity begins with all of the students being "it". The objective of the activity is for the students to move about the general space tagging various classmates on the arm, while avoiding being tagged.

Once a student is tagged he/she must perform a previously identified fitness exercise (i.e., sit ups, dance). If a double tag occurs both students perform the agreed upon task. The length of time to use for this instant activity should be based on how safely the students are able to move about the general space.

Teaching Suggestions:

1. Don't let students perform the exercises incorrectly! Have them redo if they perform them using poor techniques.
2. Limit the speed and type of movement until the students are able to move safely through general space (i.e. walking first).
3. Once the students are comfortable with the activity it is possible to alternate between the fitness components (i.e., curl-ups and static stretching).
4. May want to have students move to the side of the area to complete their exercises if you are working in a very crowded area.
5. Make sure all students understand that they need to be aware of students on the floor while they are moving. Don't trip over them.

**Set Induction:** Being fast and condition are important in softball, being able to move quick and at the right times help you stay on base for instance. So today we are going to get into the art of stolen bases, and how to pickle runners.

**MAF/Techniques**

**Extensions**

**Refinements**

**Applications**

**Informing Task:** Students gather around in "grapes" and listen to instruction on first activity. The students will get into groups of three, and practice the pickle situation with two bases, a runner, and two acting basemen.

- 3 students in a group
- 2 bases 15 feet apart
- 2 gloves
- 1 softball

- Try to get the runner out with the least amount of throws. One is good, two is all right, and more than two is too many. The person with the ball runs down the stranded runner until the runner commits to one base or another. If the initiator cannot make the tag, the ball is then thrown to who ever are covering that base. The goal is to keep the

- **"Charge the runner"**, this cue will tell the initial person to chase down the runner.
- **"quick snap"**, this cue will tell the initial person to throw quickly with a quick, short snap.
- **"two hands"**, this cue reminds the tagger to use two hands to tag the runner, so the ball does not come loose.

- The groups of 3 will each take turns in the roles of the pickle.
- Each person will complete this pickle situation in each of the 3 positions 5 times each, and then switch roles.

	<p>runner away from the bases. Always throw the ball to the side of the runner, never over the runner's head. Always throw a short snap throw for quickness. Tag the runner with the back of your glove, and hold the ball with your other hand too.</p>		
<p><b>Informing Task:</b> Students gather around in “grapes” to understand the next activity. Students will learn how to run in the pickle situation and be a “smart” runner in the situation.</p>			
<ul style="list-style-type: none"> <li>• 3 students in a group</li> <li>• 2 bases 15 feet apart</li> <li>• 2 gloves</li> <li>• 1 softball</li> </ul>	<ul style="list-style-type: none"> <li>• The runner must always keep his eye on the ball, and who has the ball. Then when the ball is thrown the runner must decide to run at full speed to the bag away from the throw or to stay in the rundown situation. It is also important to prolong the rundown if you have someone about to run home and score.</li> </ul>	<p>“<b>eyes clean</b>”, cue reminds the runner to watch who has the ball in the rundown.</p> <p>“<b>keep moving</b>” cue reminds the runner to keep the pickle going, so that his teammate can score while he distracts the infielders.</p>	<ul style="list-style-type: none"> <li>• The groups of 3 will each take turns in the roles of the pickle.</li> <li>• Each person will complete this pickle situation in each of the 3 positions 5 times each, and then switch roles.</li> </ul>
<p><b>Informing Task:</b> Gather the students around in “grapes” to understand the next activity. There are three different stances for stealing bases in live play.</p>			
<ul style="list-style-type: none"> <li>• 3 students in a group</li> <li>• 2 bases 15 feet apart</li> </ul>	<ul style="list-style-type: none"> <li>• The rocker start, the runner stands behind the base with the preferred driving foot (foot that pushes off) on the front edge of the base. As the pitcher is in the wind up phase of the delivery, the runner</li> </ul>	<ul style="list-style-type: none"> <li>• “<b>push off</b>”</li> <li>• “<b>rocker position</b>”</li> <li>• These cues will help the student remember how to lead off on the bag.</li> </ul>	<ul style="list-style-type: none"> <li>• Have your partners watch and evaluate you as you take off from the bag using the rocker start. See if everyone in the group can run a total of 20 correct times off the base that is in your group space.</li> </ul>

	begins to shift weight from back to front over the driving foot (the foot that leaves the base last). The first step toward the next base is taken with the back foot, and that step is timed with the release of the ball by the pitcher.		
<ul style="list-style-type: none"> <li>• 3 students in a group</li> <li>• 2 bases 15 feet apart</li> </ul>	<ul style="list-style-type: none"> <li>• The “track start” position is where the lead foot is off the bag and the rear foot is touching the bag. The foot touching the bag is the foot that takes the initial step.</li> </ul>	“push off”	<ul style="list-style-type: none"> <li>• See if everyone in the group can run a total of 20 correct times off the base that is in your group space.</li> </ul>
<ul style="list-style-type: none"> <li>• 3 students in a group</li> <li>• 2 bases 15 feet apart</li> </ul>	<ul style="list-style-type: none"> <li>• The third take off is the crossover – start position. When using this method, the runner (at first base) faces home plate with the left foot on the edge of the base closest to the left foot, then pivot the right foot toward second base and crosses the left foot over the right, taking the first step toward second base with the left foot.</li> </ul>	“push off”	<ul style="list-style-type: none"> <li>• See if everyone in the group can run a total of 20 correct times off the base that is in your group space.</li> </ul>
<p><b>Closure:</b> Go over the steps for pickling in a live play situation , and then go over how to set your feet and prepare to steal bases in live play situations.</p>			



**Softball**  
**Day 29**  
**Live Pitching Stations**

**Objectives:**

A. Students:

- Will be able to apply all hitting skills, pitching skills, and base running knowledge to execute the hit and run.
- Will be able to take the next base in the running position and be successful in getting to the base safely. (NASPE 1, 2) (EARL 1.1, 1.3)

B. Teacher:

**Equipment:**

- 10 softballs, 10 plastic softballs
- Gloves for every student
- Extra bases for the hit and run stations
- 15 cones to mark off the fields
- 10 bats, 10 plastic bats
- Open grass field

**Instant Activity:** 5 various stations  
 Pitching, hitting, catching, pop flies, hitting Tee's. This instant activity will prepare the students for the live play hit and run lesson today.

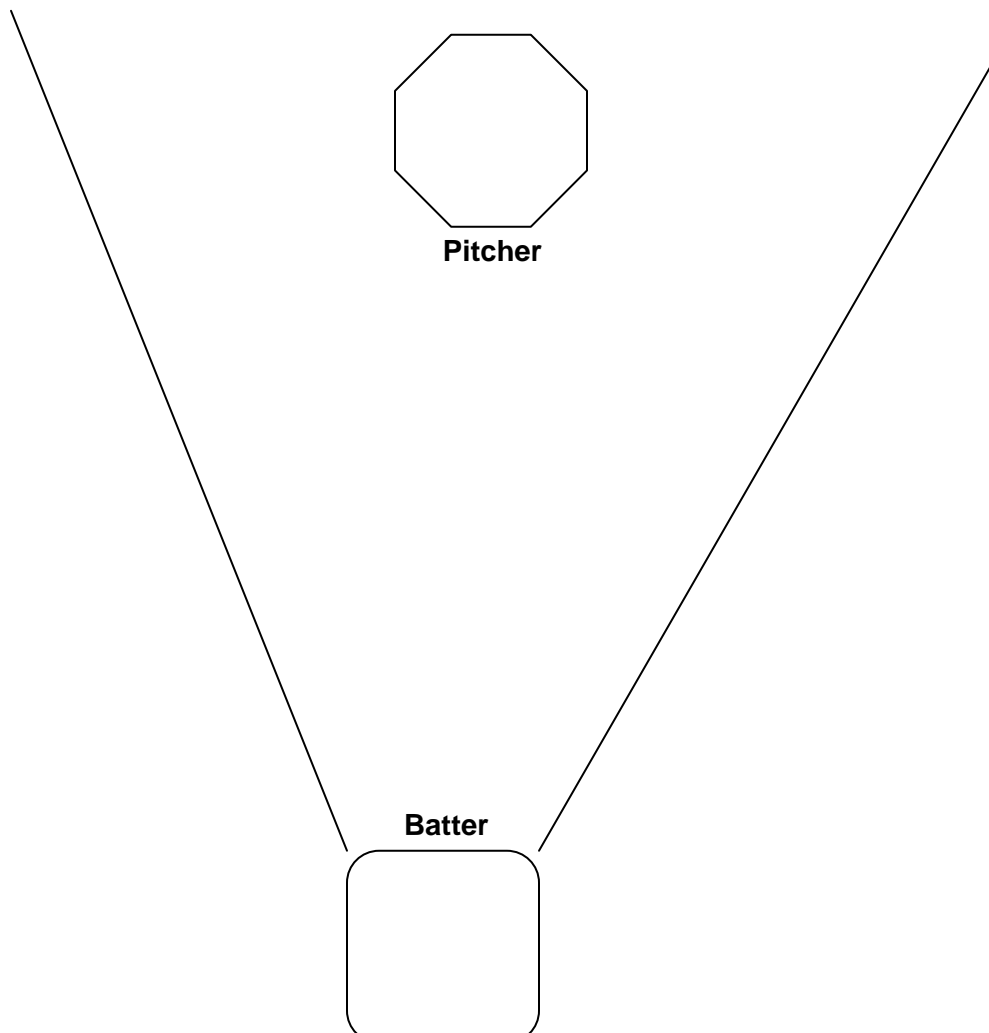
**Set Induction:** What's your favorite play in softball? I love watching a hard line drive resulting in extra bases, but I also like watching a player get a stolen base. I think that I love watching a hit and run, you get see both in one play. So guess what? Today, we are going to learn how to execute a hit and run.

**Informing Task:** Have students gather around and explain that they will be in groups of 8, and practice and play each position at the live play stations that are spread out over the field.

<b>MAF/Techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Students will be in groups of 8</li> <li>• One bat</li> <li>• One softball</li> <li>• Bases</li> <li>• Gloves for fielders</li> </ul>	<ul style="list-style-type: none"> <li>• The pitcher: face catcher, execute the pitch and point glove to home plate.</li> <li>• The hitter: knees bent, side to target, step with non-dominant foot, level swing.</li> <li>• The base runner: athletic stance, move on a crossover – start position to run to the base.</li> <li>• The fielder: Focus on ball, knees slightly bent, and watches the ball go into</li> </ul>	<ul style="list-style-type: none"> <li>• Three cues that can be used for all the skills listed would be</li> <li>• <b>“Prepare”</b></li> <li>• <b>“Execute”</b></li> <li>• <b>“Follow – Through”</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if the group can all play the positions in a live play situation with pitching, hitting, fielding, running on the hit, and hitting the cut – off person.</li> </ul>

	the glove.		
<b>Closure:</b> Have everyone share what he or she enjoyed most about the softball class, and what they learned that was most valuable to them personally. Do this as a quick whip.			

**Set up a pitcher and batter, and have them hit down the lines, separate  
Everyone like this in group space 20 to 30 feet apart for the hitting stations**



**Softball**  
**Day 30**  
**Final Test, and Modified Game**

**1. Objectives:**

A. Student:

- Students will take the final exam today, on paper.
- Students will engage in modified game play after test is taken (NASPE 1, 2 ) (EARL 1.1, 1.3)

B. Teacher:

**2. Equipment:** (for 30 students)

- 5-7 bats for the game
- 5 softballs for the game
- 3 sets of bases for 3 modified games
- Gloves for all the students
- Open grass field, cut into 3 fields if only one is available
- Cones to mark off the fields for modified game play
- 30 pencils for the final test for the students

**Instant Activity:** There will be no instant activity in this last and final class. Students will spread out in their own space and take the final test, this test should only take 15 minutes. Pencils will be provided. After the 15 minutes, collect the test, and explain that modified games of softball will be played to enhance skills, and practice what we have learned over the past few weeks of practice and play.

**Set Induction:** Gather students around in “grapes”, and introduce that they will be playing 3 modified games of softball. Today class, we get to take our skills and all our practice into game play. How many have ever played a baseball or softball game with only a home base and second base, well that’s what we are going to do today!

**Informing Task:** Have all students split into groups of 3, have a serious game, a fun game, and a game that is just for guys or girls. Try any of these methods, so that students can play where they feel comfortable.

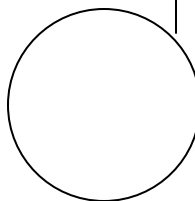
<b>MAF/Techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Students are in 3 groups that are set by the teacher with the types of game play the students want to be involved in.</li> <li>• Each team has 5 players</li> <li>• There will be a catcher, second baseman, pitcher, left fielder, and a cutoff person for each team.</li> <li>• Each field has two bases, a home plate, and a second base.</li> <li>• 5 bats, a softball, and cones to mark off center and right field, they will be “out” if hit into.</li> </ul>	<ul style="list-style-type: none"> <li>• Every player rotates positions after each inning played.</li> <li>• Points are scored after a player gets to second base and back to home plate.</li> <li>• 3 outs for each team are allowed before the teams trade, everything applies for outs for softball as does the modified game here.</li> <li>• There are only 4 pitches per batter, only 2 strikes, and 2 balls.</li> <li>• 2 balls result in a free walk to second base.</li> <li>• Running to home requires to run on the right side of the mound, and running to second base requires running on the left side of the mound.</li> <li>• All balls hit into center or right field are out.</li> </ul>	<ul style="list-style-type: none"> <li>• Students remember 3 words that will prepare them for fielding, catching, throwing, and batting.</li> <li>• <b>“Prepare”</b></li> <li>• <b>“Execute”</b></li> <li>• <b>“Follow through”</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students ideally have the goal to score the most points in the modified game to win.</li> </ul>

**Closure:** Tell students what a great job they did on their practice and play in class, and have them share what they enjoyed most in the class, and have them say a cue or a memorable teaching that they felt helped them become a better player.

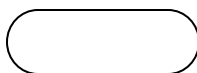
**Left Field is open for play**

**Center Field closed**

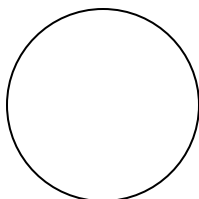
**2<sup>nd</sup> base**



**Pitcher's Mound**



**Home Plate**

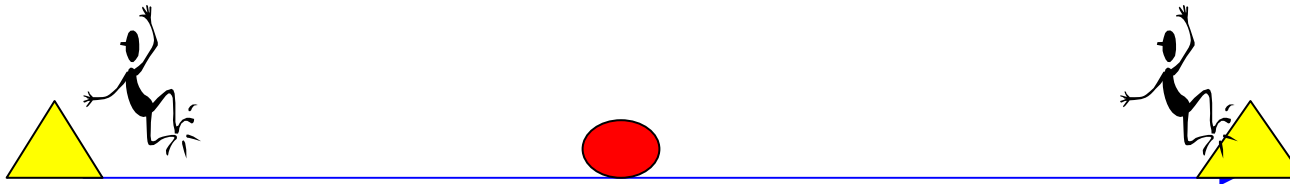


**Right field closed**



## **Task One:**

**With your partner start out by throwing ground balls back and forth using only the gator balls. One person will stand at one cone, and the other person at the other cone that is placed 15 feet away.**

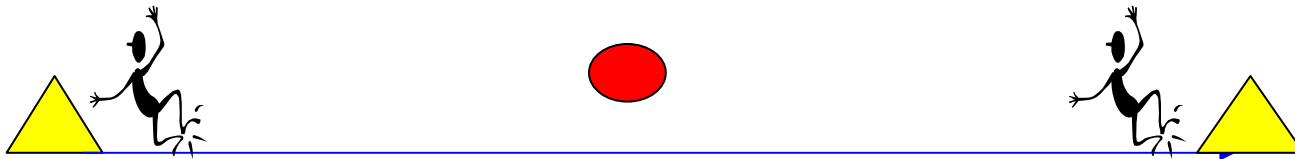


## **Challenge:**

**Try to see if you and your partner can make 7 good rolls to each other, without having you or your partner miss.**

## **Task two:**

**With your partner grab a gator ball and have one partner stand at one cone, and the other partner at the other cone 15 feet away. Begin throwing the ball back and forth making sure we are using our correct throwing form.**

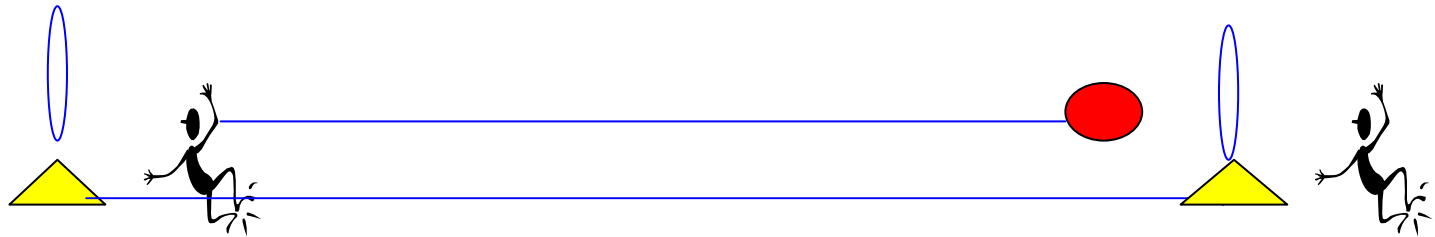


## **Challenge:**

**Have your partner turn their back to you and when you say go, you throw the gator ball to them. When you say go, your partner will turn around, and track the ball and catch it. Try to do this 5 times each in a row without dropping it.**

## Task three:

With your partner there will be set up tow cones 15 feet apart, and on each cone there will be a hula hoop. We are going to use softballs for this one. Have one partner crouch like a catcher would behind the hula-hoop and get ready for the throw from their partner. The other partner is going to try to throw from 15 feet away the softball through the hula-hoop in the air.

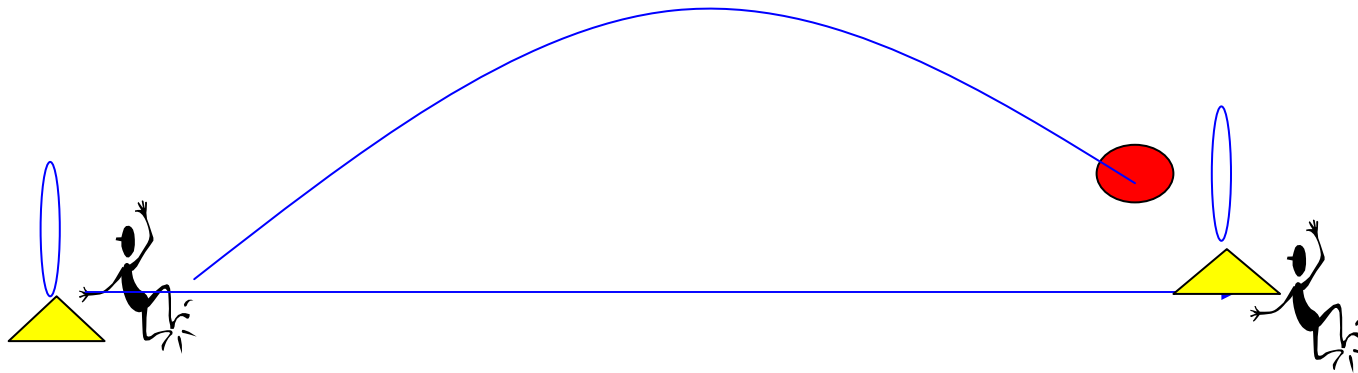


## Challenge:

We are working on our accuracy of our throwing skills. The better accurate that you are with your throws, the better you will be on the field, try to make it through the hula-hoop 4 times in a row.

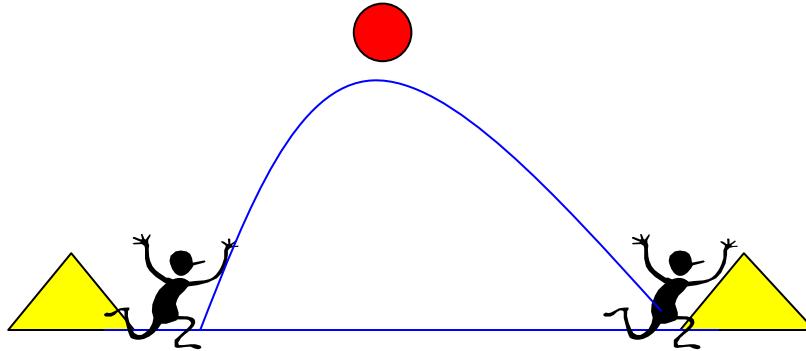
## Task four:

With your partner there will be two cones set up with hula-hoops set up on them 15 feet apart. The goal here is to underhand pitch the ball from 15 feet away through the hula-hoop. Try to make 3 in a row.



## **Task five:**

**With your partner stand at one cone, and the other partner at the other cone 25 feet away. Here we are going to throw each other pop flies back and forth.**

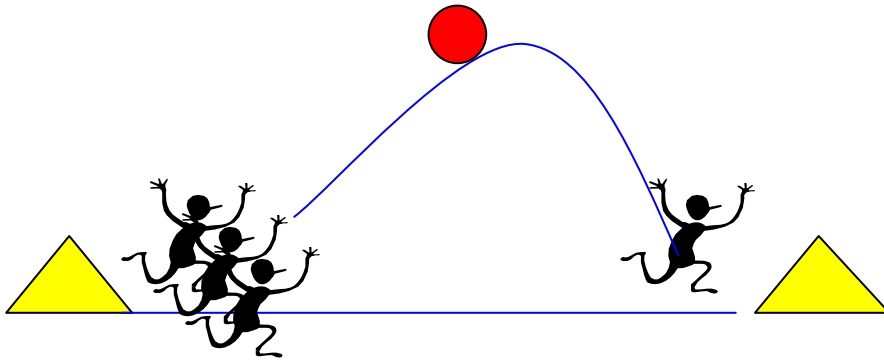


## **Challenge:**

**Try to make your partner catch a ball on the run by having them move forward and backward. Also try to have them catch the ball 5 of 6 times on the run.**

## Task six:

Team up with another group, so now your group is 4 people. We are going to play a small game at this station. The name of the game is 500. One person throws to the other three who are standing about 25 feet away. First one to score 500 wins. The way someone scores is by catching the ball by the thrower, who also yells out a number from 1-500. Hint makes the game go easier if the thrower yells out the numbers in hundreds (i.e. 100, 200, 400, etc.)



## Challenge:

Try to get everybody to get to be the thrower by the end of the station.

Day 17  
Pitching Station # 1

Task one: Stand back about 10 feet from the hula-hoop. Take your choice of a softball, plastic softball, or gator ball and use the proper under hand throwing motion to slow pitch the ball of your choice into the hula hoop.

Challenge: Try to see if you can “drop” your ball using a slow pitch into the hula-hoop 8 out of 10 times.

Task one: Stand back about 10 feet from the milk crate. Take your choice of a softball, plastic softball, or gator ball and use the proper under hand throwing motion to slow pitch the ball of your Choice into the hula-hoop.

Challenge: Try to see if you can “drop” your ball using a slow pitch into the milk crate 7 out of 10 times.

# Task 1

See if you and your partner can take the bean bags that are located at station 1 and using our cues, **step toward target, pendulum motion with throwing arm, and 3 o'clock ball release**, with an under – hand pitch, try and drop the bean bag into the hula hoop ten feet away.

Challenge: See if you can get 8 out of 10 bean bags into the hula hoops ten feet away using the three cues in utilizing the under – hand pitch.

Now see if you can get 8 out of 10 bean bags into the hula hoops twenty feet away using the three cues in utilizing the under – hand pitch.

See if you can get 10 out of 10 bean bags into the hula hoops twenty feet away using the three cues in utilizing the under – hand pitch.



## Task 2

See if you and your partner can take the bean bags that are located at station 1 and using our cues, **step toward target, pendulum motion with throwing arm, and 3 o'clock ball release**, with an under – hand pitch, try and drop the bean bag into the milk crate ten feet away.

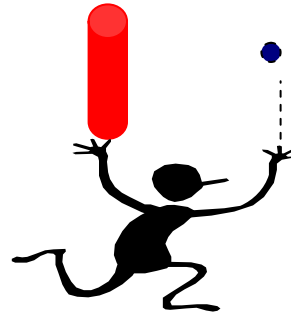
Challenge: See if you can get 8 out of 10 bean bags into the milk crates ten feet away using the three cues in utilizing the under – hand pitch.

Now see if you can get 8 out of 10 bean bags into the milk crates twenty feet away using the three cues in utilizing the under – hand pitch.

See if you can get 10 out of 10 bean bags into the milk crates twenty feet away using the three cues in utilizing the under – hand pitch.

## **Task four: Self toss**

**By yourself pick up either a pickle ball racquet, or a red plastic bat, and begin with a gator ball self tossing the ball and making contact at waist height against the wall. If too easy with the pickle ball racquet, move up to the red plastic bat.**

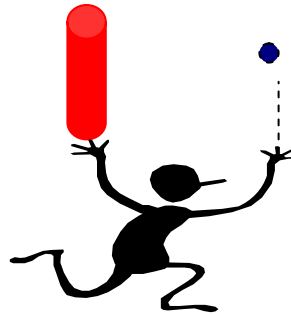


## **Challenge:**

**Pick a spot on the wall after a few warm-up swings, and try to hit it from 10 feet away 7 of 10 times.**

## **Task five: Self toss**

**By yourself pick up either a pickle ball racquet, or a red plastic bat, and begin with a foot bag self tossing the ball and making contact at waist height against the wall. If too easy with the pickle ball racquet, move up to the red plastic bat.**



## **Challenge:**

**Try to hit the same spot as before only now I want to see this accomplished 8 of 10 times. Don't be afraid to move up, but at the same time don't get ahead of yourself.**

## **Task One:**

### **Hitting off of a tee**

**With either a pickle ball racquet, or a red plastic bat hit a gator ball off of the tee at the wall from 8-10 feet away.**



### **Challenge:**

**Try to make the contact at waist height, so set the tee at your waist, and then pick a spot on the wall and try to hit it 6 of 10 times. Remember to have side to target, step with non-dominant foot, and level the swing, with a follow through. The swing should go from shoulder to shoulder**

## **Task Two: Hitting off of a tee**

**With either a pickle ball racquet, or a red plastic bat hit a yarn ball off of the tee at the wall from 8-10 feet away.**



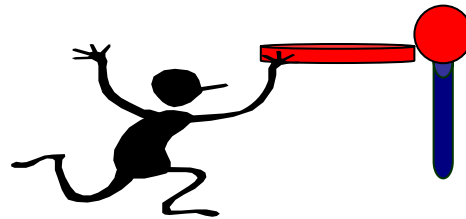
### **Challenge:**

**Try to make the contact at waist height, so set the tee at your waist, and then pick a spot on the wall and try to hit it 6 of 10 times. Remember to have side to target, step with non-dominant foot, and level the swing, with a follow through. The swing should go from shoulder to shoulder**

## **Task Three:**

### **Hitting off of a tee from different spots**

**Now try to hit off of the tee by either moving it closer to you, or further away to simulate a pitch that is either pitched inside or outside. You can use a gator ball, or a yarn ball, as well as either a pickle ball racquet or a red plastic bat.**

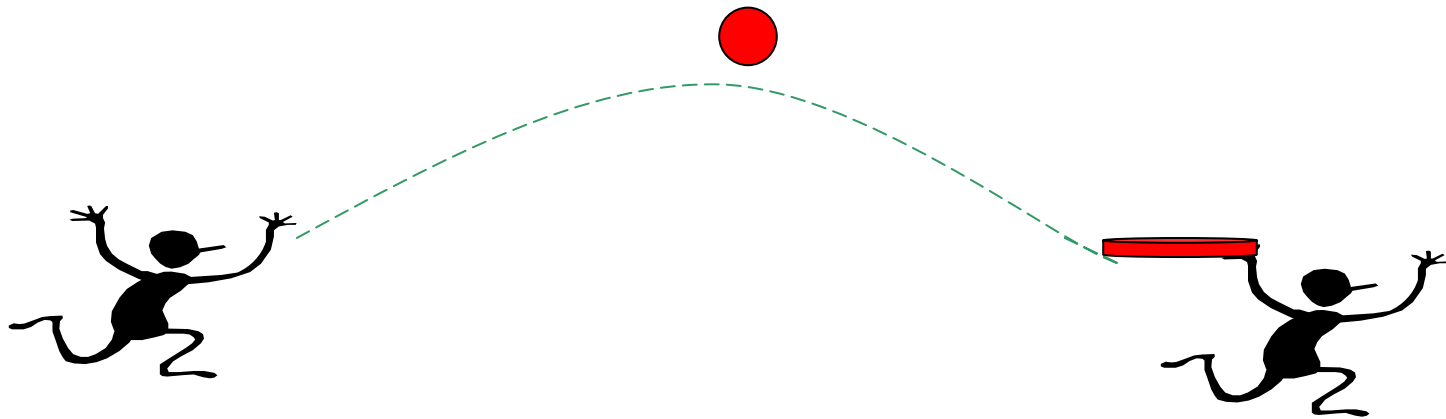


### **Challenge:**

**Another thing you can do is raise or lower the tee. Try to pick a spot on the wall that is not directly in front of you. Try one that is either 2-3 feet to the left or right of your last spot. Try to hit the spot 6 of 10 times.**

## Task six: Soft toss

With your partner have one partner at the wall, and the other 15 feet away. The pitcher will use the underhand toss, and a foot bag. The hitter will hit using a red plastic bat.



## **Challenge:**

The pitcher is to throw pitches that will make the hitter either have to extend their arms to hit, or bring their elbows in for a pitch that is inside. The hitter is to hit 5 of 7 pitches pitched to them.

Switch every 7 pitches.



<b>Day</b>	<b>Lesson Theme</b>	<b>Informal Assessment</b>	<b>Standards</b>	<b>Formal Assessment</b>	<b>Standards</b>
Softball unit day 1	Syllabus, and rules of softball				
Softball unit day 2	Basic overhand throwing				
Softball unit day 3	Basic skill of catching				
Softball unit day 4	Introduction to pitching	Check for understanding at end of lesson	NASPE 2 EALR'S 1.3		
Softball unit day 5	Introduction to groundballs	Check for understanding at end of lesson	NASPE 1 EALR'S 1.1		
Softball unit day 6	Introduction to fly balls	Check for understanding at end of lesson	NASPE1 EALR'S 1.1, 1.3		
Softball unit day 7	Throwing, catching, and fielding	Check for understanding at end of lesson	NASPE 1, 5 EALR'S 1.1,3.3, 4.2	Quiz on throwing, fielding, and catching	
Softball unit day 8	Introduction to positions on the field	Check for understanding at end of lesson	NASPE 1 EALR'S 1.1		
Softball unit day 9	Infield practice	Check for understanding at end of lesson	NASPE 1 EALR'S 1.1, 1.3		
Softball unit day 10	Introduction to double plays, and throwing to bases	Check for understanding at end of lesson	NASPE 1, 2 EALR'S 1.1, 1.3		
Softball unit day 11	Defensive situations practice, and fielding stations			Quiz on defensive situations	
Softball unit day 12	Introduction to infield grounders, and covering the				

	right bases				
Softball unit day 13	Introduction to outfield play, with pop flies				
Softball unit day 14	Outfield play, relays to infield; using a cut-off person				
Softball unit day 15	Introduction to the slow-pitch(underhand )				
Softball unit day 16	Introduction to the windmill pitch				
Softball unit day 17	Pitching stations			Quiz on pitching, and peer evaluation	
Softball unit day 18	Introduction to techniques to proper swing	Check for understanding at the end of lesson	NASPE 1, 2 EALR'S 1.1, 1.1.3		
Softball unit day 19	Introduction to batting off a tee, using short-handled implements	Check for understanding at end of lesson	NASPE 6 EALR'S 1.1, 1.3		
Softball unit day 20	Batting of a tee, using long-handled implements	Check for understanding at end of lesson	NASPE 6, 1 EALR'S 1.1		
Softball unit day 21	Introduction to partner toss, using a short-handled implement	Check for understanding at end of lesson	NASPE 1, 2 EALR'S 1.1, 1.3		
Softball unit day 22	Partner toss using a long handled-	Check for understanding at end of lesson	NASPE 1, 2 EALR'S 1.1,1.3		

	implement				
Softball unit day 23	Batting stations	Check for understanding at end of lesson	NASPE 1 EALR'S 1.1, 1.3	Quiz on batting	
Softball unit day 24	Introduction to bunting, and how to utilize the bunt in softball				
Softball unit day 25	Introduction to the drag and push bunt with pitching				
Softball unit day 26	Introduction to the sacrifice and squeeze bunt, with pitching			Quiz on bunting	
Softball unit day 27	Introduction to base running, the pickle, and base stealing techniques				
Softball unit day 28	Introduction to executing the hit and run, with fielders in the infield				
Softball unit day 29	Live play stations using all the skills and techniques discussed over the whole unit				
Softball unit day 30	Modified game play			Final test day	

**Name:**

**Softball Unit Final**

**Date:**

True or False:

1. Always use two hands when catching a pop fly?  
True or False
2. The softball mound is 90 feet away from home plate?  
True or False
3. The slap hit is an effective hit for hitting home runs?  
True or False
4. Is the cue "pendulum swing" used for the windmill pitch?  
True or False
5. When using the slow pitch its important to arc the ball 6 to 10 feet high?  
True or False
6. If you get a grounder in the outfield, you should always overthrow the cut-off man and try to throw it to the catcher in every instance?  
True or False
7. Its important to step with throwing – hand foot when pitching to the catcher?  
True or False
8. You should only use the two – finger grip when throwing from the outfield to the infield basemen?  
True or False
9. You should use the hit and run when you are trying to get on base, and there is no one on base?  
True or False
10. You should always pitch a "fat" ball over the plate's center for the batter?  
True or False
11. The pitch that is known as a rise ball will break sharply up?  
True or False
12. The slow pitch requires an overhand delivery?  
True or False
13. The pitch is the skill used by the defense to put the ball into play in a regulation game?  
True or False
14. You always brush the hip when releasing a windmill pitch?  
True or False

## Multiple Choices

15. When executing the slow pitch, how many fingers should you use on the ball, besides the thumb?
- A. The whole hand
  - B. Two fingers
  - C. Three fingers
  - D. Four fingers
16. When is it most important to use the squeeze bunt?
- A. A base runner is on second with 2 outs
  - B. A base runner is on third with 2 outs
  - C. All the bases are open, and you are trying to get on base
  - D. A base runner is on third with less than 2 outs
17. A windmill pitch pitched by a professional can reach:
- A. 45 mph
  - B. 30 mph
  - C. 60 mph
  - D. 80 mph
18. The bases in a softball diamond are \_\_\_ feet apart?
- A. 30
  - B. 60
  - C. 45
  - D. 25
19. How many innings are there in a NCAA Softball game?
- A. 7
  - B. 5
  - C. 9
  - D. 11
20. In a pickle situation, getting a base runner out without \_\_\_\_\_ is the goal?
- A. Throwing too many throws back and forth
  - B. Running
  - C. Covering one of the bases
  - D. Covering both of the bases
21. When the runner does get caught in a pickle between the first and second bases, which are the back-up fielders?
- A. Catcher and shortstop
  - B. Right fielder and the ball boy
  - C. Left fielder and third baseman
  - D. Pitcher and the shortstop
22. When initiating the swing in softball, it is important to?
- A. Have a square stance.
  - B. Have middle knuckles aligned.
  - C. Have knees bent.

D. All of the above.

23. When contacting with the ball, what must you do to contact the ball?

- A. Hips square
- B. Have arms extended
- C. Focus on the ball
- D. All of the above

24. Why is hitting important?

- A. Hitting gets you on base
- B. Hitting gets you a chance to score runs
- C. Hitting can be fun
- D. All of the above

25. When executing a sacrifice bunt, you should hold the bat at?

- A. Chin level
- B. Waist level
- C. Chest level
- D. Knee level

26. Explain in three sentences, the most important cues you learned, and what was most beneficial for you. (Extra – credit, 5 points)

Proper  
Throwing  
Motion When  
Throwing  
Over Hand









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SPALDING







Proper  
Underhand  
Pitching  
Technique



















# How To Grip the Bat



GRIZZLEY P  
WTR ASCE

# Proper Swinging Technique























# Proper Bunting Technique











# Proper Slash Bunting Technique







# Proper Pop Fly Catching Technique







