

FUN AT BAT



FUNATBAT.ORG USA

GRADES K-5

FUN AT BAT



GRADES K–2 PHYSICAL EDUCATION

Copyright © 2017 by USA Baseball. All rights reserved.

National Standards and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. Copyright © 2013, SHAPE America, shapeamerica.org. All rights reserved.

Suggested citation: USA Baseball. 2017. Fun at Bat Grades K–2 Physical Education. Reston, VA: SHAPE America – Society of Health and Physical Educators.



USA Baseball
1030 Swabia Court, Suite 201
Durham, NC 27703
www.usabaseball.com



SHAPE America – Society of Health and Physical Educators
1900 Association Drive
Reston, VA 20191
shapeamerica.org

FUN AT BAT Grades K–2 Physical Education

CURRICULUM COMPONENTS

Program Overview 2

Lesson Overview..... 3

SHAPE America’s National Standards and Grade-Level Outcomes
for K–12 Physical Education..... 5

Active Start Guide..... 8

Lessons 1–8..... 11

Appendix A: Printable Active Start Diagrams 37

Appendix B: Critical Elements of Essential Skills 42

Appendix C: Assessment Rubrics 44

Appendix D: Printable Lesson 4 Target Poster..... 45

Appendix E: Printable Bat-and-Ball Position Station Cards..... 46

Program Overview

Fun At Bat is a bat and ball skills development program for all children. The overarching goal of this program is to promote fun and active lifestyles for children, while teaching them the fundamental skills of bat and ball sports. This curriculum provides the information necessary to implement the Fun at Bat program into physical education classes for grades K–2. Together, we can ensure children's first experiences with bat and ball sports are safe, positive and enjoyable!

PROGRAM GOALS

1. Teach the fundamental skills and rules that are necessary to play bat and ball sports.
2. Enable students to learn the health-enhancing benefits that are associated with playing bat and ball sports.
3. Create a fun, active, and positive environment in which students can enjoy bat and ball sports.
4. Promote high self-esteem and self-confidence by giving all students the opportunity to learn and succeed in bat and ball sports.
5. Model and teach the fundamentals of game play, while emphasizing teamwork and good sportsmanship.

USA BASEBALL'S CHAMPIONSHIP PRINCIPLES

Participating in youth sports not only allows for children to develop physically with strong muscles and bones, but it also provides a platform for emotional development. The social interactions that students experience playing sports can build a foundation for good character and positive self-esteem.

The Fun at Bat skills development program is committed to assisting in the development of positive character building traits. Throughout the curriculum, USA Baseball has incorporated eight Championship Principles that can positively impact students beyond their time in sports, and throughout their life.

INTRODUCTION OF FUNDAMENTAL SKILLS

The K–2 Fun at Bat curriculum provides opportunities for children to develop fundamental motor skills and an understanding of movement concepts in relation to bat and ball sports. The progression of skills throughout the K–2 Fun at Bat curriculum represents a developmentally appropriate progression, in alignment with the SHAPE America National Standards and Grade-Level Outcomes.

Teachers are encouraged to follow the suggested lesson progression below and are encouraged to make adjustments to meet the needs of their students in relation to their previous skill exposure and the number of instructional physical education days per week.

- LESSON 1** Underhand and Overhand Throwing
- LESSON 2** Catching
- LESSON 3** Fielding a Ground Ball/Catching a Fly Ball
- LESSON 4** Throwing/Catching/Reacting as a Fielder
- LESSON 5** Field Positions/ Base Running
- LESSON 6** Hitting
- LESSON 7** Throwing (Applied Force)/Game Specific
- LESSON 8** Game Play Specifics

Lesson Overview

CLASS SETUP AND ACTIVITY AREA

This program recognizes that physical education classes vary in the size of the available activity area. Do your best to implement in ways that maximize student participation and the time in which students are physically active.

All lessons are designed for 30-minute class blocks and can be implemented in a gymnasium or an outside field space. Be sure to take space into account, as well as gymnasium or field specifics that might need to be modified to implement each lesson.

LESSON COMPONENTS

Championship Principle

- Introduce a Championship Principle at the beginning of each class, similar to a “word of the day.” Teachers should emphasize the principle throughout the lesson and remind students to be aware of how they encounter the aspects of the principle during class.

Active Start

- After introducing the Championship Principle, teachers should direct students to begin the Active Start dynamic warm-up, which consists of exercises designed to promote fitness and prepare the body for class activities. The Active Start Guide found at the beginning of this packet provides text descriptions and images of every exercise.

Fundamentals

- The Fundamentals section provides an opportunity for the teacher to introduce students to new skills and concepts, as well as review previously learned skills, through a brief overview and demonstration.
- The teacher is encouraged to use the **ON DECK** teaching method ([see below](#)) for introducing fundamental skills.

Active Play

- The Active Play section provides an opportunity for students to develop fundamental skills through practice and modified games.

Closure

- Closure provides an opportunity to check students’ understanding of the Championship Principle and the fundamental skills introduced during the lesson. Encourage students to read the correlating chapter in their Championship Principles book in small groups, or with their parents/guardians.

ON DECK TEACHING METHOD

The **ON DECK** Teaching Method is an effective teaching tool for introducing fundamental skills:

1. **Overview of New skill:** Introduce the new skill and provide fundamental keys.
2. **Demonstration of skill:** Demonstrate to students how to execute each fundamental skill, while reinforcing the fundamental keys of the skill.
3. **Experiment with the skill:** Provide students with an opportunity to practice the skill through active play activities.
4. **Clarify keys:** While students practice the fundamental skills, provide feedback on performance and clarify the fundamental keys (e.g., "Use two hands").
5. **Key mastery:** Provide students with multiple practice opportunities to aid their skill development. While students practice, continue to reinforce the fundamental keys that are necessary for skill mastery.

EQUIPMENT

What follows is a list of equipment provided by Major League Baseball (MLB) and USA Baseball, as well as additional or alternative items that may be used for each lesson in the K–2 Fun at Bat curriculum. Each lesson plan includes equipment recommendations for each activity, as well as modifications that you can make to meet student needs.



You should view the quantities of additional/alternative equipment listed as suggestions for a class of 30 students. As class sizes vary, you will need to adjust equipment quantities to best meet the needs of all students. Larger classes might need more equipment to maximize practice opportunities and activity time.

MLB/USA Baseball Equipment Kit	Additional/Alternative Equipment
MLB 1-position Rubber-Tek™ batting tee (1)	Hitting tees or large cones (6)
MLB Throw-down Rubber-Tek™ base set (1)	Throw-down bases (8)
Foam bat and ball set (2)	Foam paddles (8) and/or foam bats (6)
Oversized foam baseballs (8)	5-inch foam balls, 8-inch foam balls, and/or fleece balls (some activities recommend a ball for every student)
Regular-size foam baseballs (12)	
Deflated 5-inch Vibe ball (2)	Medium cones (18)
Training discs (8)	Large mats (2)
Mesh equipment bag (1)	Music
12-inch inflation pump (1)	Poly spots (22)

SHAPE America's National Standards and Grade-Level Outcomes for K–12 Physical Education

Throughout the K–2 Fun at Bat curriculum, students learn the fundamental skill sets that will enhance their ability to use both a bat and a ball. They will have the opportunity to develop their throwing mechanics as well as their catching abilities. An introduction to the hitting progression and game play will allow students to investigate different parameters of bat-and-ball sports, all while enhancing their physical fitness levels.

National Standard	Grade-Level Outcomes	Description
1	Locomotor	S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
1		S1.E2.2a Runs with a mature pattern.
1		S1.E2.2b Travels showing differentiation between jogging and sprinting.
1	Nonlocomotor (stability)	S1.E3.K Performs jumping & landing actions with balance.
1		S1.E8.2 Transfers weight from feet to different body parts/bases of support for balance and/or travel.
1 Dynamic Warm-Up Only		S1.E10.1 Demonstrates twisting, curling, bending & stretching actions.
1 Dynamic Warm-Up Only	Manipulative	S1.E11.2 Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).
1		S1.E13.K Throws underhand with opposite foot forward.
1		S1.E13.1 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
1		S1.E13.2 Throws underhand using a mature pattern.
1		S1.E14.2 Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.*
1		S1.E16.Kb Catches a large ball tossed by a skilled thrower.
1	S1.E16.1.b S1.E16.2	Catches various sizes of balls self-tossed or tossed by a skilled thrower.
1		Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
1	S1.E25.2	Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.

(continued)

* According to SHAPE America's Scope and Sequence for K–12 Physical Education overhand throwing is an emerging skill for Grades K–1. SHAPE America's Grade-Level Outcomes do not address overhand throwing until Grade 2.

National Standard	Grade-Level Outcomes		Description
2	Movement Concepts	S2.E3.K	Travels in general space with different speeds.
		S2.E3.1a	Differentiates between fast and slow speeds.
		S2.E3.1b	Differentiates between strong and light force.
3	Physical Activity Knowledge	S3.E1.K	Identifies active-play opportunities outside physical education class.
S3.E1.1		Discusses the benefits of being active and exercising and/or playing.	
3		S3.E2.K	Actively participates in physical education class.
		S3.E2.1	Actively engages in physical education class.
		S3.E2.2	Actively engages in physical education class in response to instruction and practice.
3	Fitness Knowledge	S3.E3.2	Recognizes the use of the body as resistance (e.g., holds body in plank position, animal walks) for developing strength.
4	Personal Responsibility	S4.E1.K	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
4		S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.
		S4.E1.2	Practices skills with minimal teacher prompting.
		S4.E2.K	Acknowledges responsibility for behavior when prompted.
4		S4.E2.1	Follows the rules & parameters of the learning environment.
		S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.
	4	Accepting Feedback	S4.E3.K
S4.E3.1	Responds appropriately to general feedback from the teacher.		
S4.E3.2	Accepts specific corrective feedback from the teacher.		
4	Working With Others	S4.E4.K	Shares equipment and space with others.
		S4.E4.1	Works independently with others in a variety of class environments (e.g., small & large groups).
		S4.E4.2	Works independently with others in partner environments.
4	Rules & Etiquette	S4.E5.K	Recognizes the established protocols for class activities.
		S4.E5.1	Exhibits the established protocols for class activities.
		S4.E5.2	Recognizes the role of rules and etiquette in teacher-designed physical activities.

(continued)

National Standard	Grade-Level Outcomes	Description
4	Safety	S4.E6.K Follows teacher direction for safe participation and proper use of equipment with minimal reminders.
		S4.E6.1 Follows teacher direction for safe participation and proper use of equipment without teacher reminders.
		S4.E6.2a Works independently and safely in physical education.
		S4.E6.2b Works safely with physical education equipment.
5	Challenge	S5.E2.K Acknowledges that some physical activities are challenging/difficult.
		S5.E2.1 Recognizes that challenge in physical activities can lead to success.
		S5.E2.2 Compares physical activities that bring confidence and challenge.
5	Self-Expression & Enjoyment	S5.E3.Ka Identifies physical activities that are enjoyable.
		S5.E3.1a Describes positive feelings that result from participating in physical activities.
		S5.E3.2 Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).

Active Start Guide

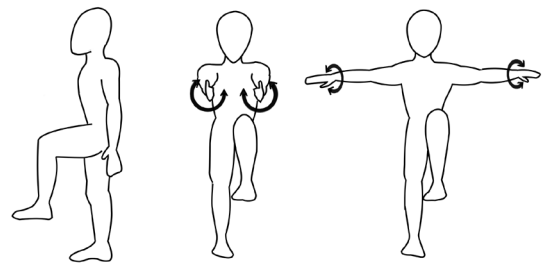
GRADES K–2 DYNAMIC WARM-UP

The dynamic warm-up incorporates activities designed to improve and develop basic functions that are the building blocks of higher-level sports skills and physical fitness. These are exercises that emphasize postural alignment, mobility, balance and coordination. The objective is to stimulate and prepare the brain and body to behave and work together.

Each class will start with this dynamic warm-up (roughly 5 minutes). Depending on the space and size of the group, have students stand in a circle with you in the middle, or in lines facing you in front. Remember to vocalize and demonstrate each exercise. Students may rest for a few seconds after each exercise, as well as at your discretion, and remind students to always breathe.

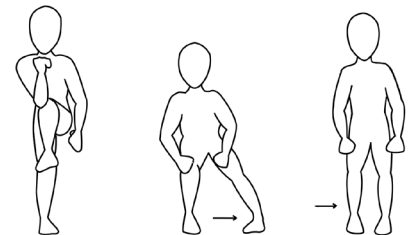
1. **MARCH IN PLACE:** This drill works postural stability and the action of running while stimulating the body's ability to balance. This challenges the eyes and brain to work together regardless of the sight line. This will prepare students to accelerate, decelerate and run whether running to a base or chasing after a live ball. **Students perform each March in Place exercise for 5 seconds.**

- March in place, looking straight ahead
- March in place, turning head to left
- March in place, turning head to right
- Challenge level: March in place, with arms out to side, performing arm circles forward and backward, or arms in front with arm circles clockwise and counterclockwise.



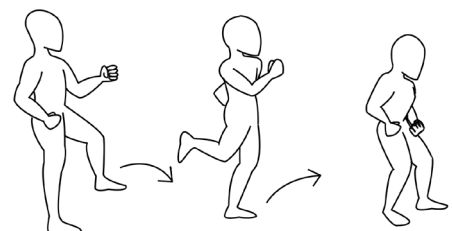
2. **SLIDES:** This prepares students to change direction quickly, whether accelerating or having to run back to a base or spring after a batted ball. Bringing the knee to the opposite elbow promotes the trunk's ability to rotate properly for hitting and throwing. **3 repetitions with each leg.**

- Slide to the right, bring R knee to L elbow, take R foot and step to R, slide L foot.
- Slide to the left, bring L knee to R elbow, take L foot and step to L, slide R foot.



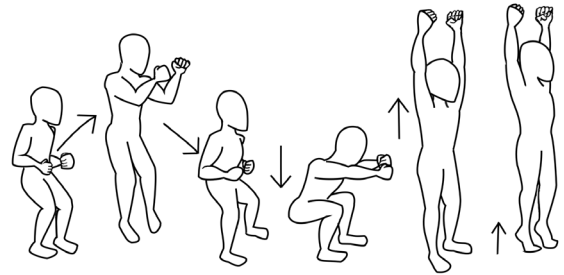
3. **HOP (SINGLE-LEG JUMPS):** This movement prepares the body for all of the energy and power required for jumping, running, accepting landing forces and observing individual differences in right- and left-side abilities. Baseball is a power game, whether hitting or going from standing to recognizing fly balls and ground balls immediately and chasing them. **3 repetitions each leg, alternating in between.**

- Going forward, jump off L leg to R leg, then from R leg jump and land on both feet.
- Going forward, jump off R leg to L leg, then from L leg jump and land on both feet.



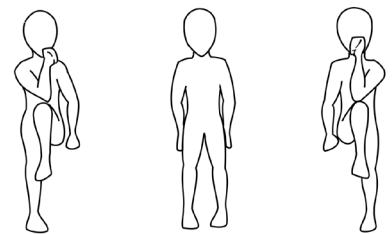
4. **DOUBLE-LEG JUMP/SQUAT/REACH/TOE RAISE/SQUAT JUMP:** This drill is designed to display double-leg power and to use the body as an entire chain that can express power, express the ability to bend with a full, deep squat requiring mobility of the ankles, hips and mid-back, trunk stability, and displaying strength and balance while doing a toe raise. Baseball requires full-body connection, whether throwing, pitching, hitting or fielding. This drill links it all together. **2 repetitions, focus on landing jumps softly.**

- Standing on both legs, jump forward, land and go to a full-squat position. Raise up from the squat, reaching arms to the sky, then add the toe raise. Lower heels, then jump straight up.



5. **CROSS-CRAWL:** This drill not only prepares the body to move in a reciprocal or opposite pattern that is similar to running, it also connects the lower and upper body to coordinate action together and stimulates the brain and balancing system to engage as the arm and leg cross midline or at the center of the body. Bat-and-ball sports require cross-body action in batting, fielding and running, as well as full mental alertness. This drill covers all of those important functions. The act of throwing is a reciprocal pattern, or one in which you step and throw with the opposite arm and leg. The ability to cross-crawl underpins throwing mechanics. **4 each way for a total of 8.**

- Standing cross-crawl, R elbow to L knee then alternate.



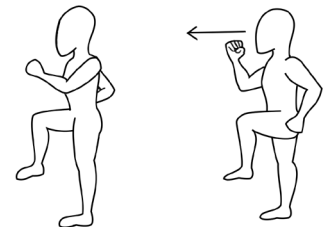
6. **BRIDGE AND HIP EXTENSION:** The bridge is a hip hinge movement on the ground and is the same athletic stance that a fielder would take in preparation to field a ball and that a batter takes to prepare for the pitch. It works the power muscles of the backside and loosens the hips. It allows the student to bend appropriately not only to field a ground ball but also to rise fluidly to throw in one motion. Pulling the knees to the chest enhances full range of motion about the hips and knees. **2 sets of each exercise.**

- Lie on back and push hips to the sky; hold for 3 seconds. When hips are back on the ground, pull both knees to chest and hold for 5 seconds.



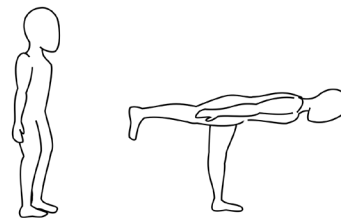
7. **SUPER-SLOW-MOTION MARCH:** This challenges one's balance through standing on one leg while teaching the body how best to handle being out of balance. Baseball requires many different movements that come at high speeds and in balance-compromising positions. This helps prepare the stabilizing muscles to act appropriately in most situations. **1 set for 10 seconds.**

- March in place, in super-slow motion, looking straight ahead.



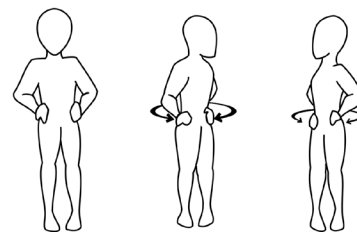
-
8. **STAND ON ONE LEG:** Taking a more advanced approach to form the bridge and hip extension, the athlete stands on one leg and then performs a hip hinge on one leg while the other leg goes behind him or her. This is an excellent drill for single-leg balance, stability and strength that challenges the ability to bend and balance on one leg. It also uses all critical elements of running and moving in any direction and very much is a precursor to throwing and pitching. **2 repetitions, alternating R and L leg. Attempt to hold each pose for 5 seconds.**

- Stand on L leg, hinge at the hip, taking chest toward the ground, R leg behind to create a T.



-
9. **WHIRLY BIRDS:** Hips and trunk that move well will perform well when playing. This drill simply opens up the hips and trunk, allowing freer movement when running, fielding and batting. 1 set rotating hips clockwise, then 1 set rotating hips counterclockwise. **10 seconds each direction.**

- Standing on both legs with feet close together and hands on the hips, rotating hips in different directions.



LESSON 1

LESSON OBJECTIVE:

Students will understand the fundamental keys of underhand and overhand throwing mechanics, identifying targets and moving safely in personal space, while identifying different playing areas.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- MLB throw-down Rubber-Tek™ base set

Additional/Alternative

- 5-inch foam balls (1 for each student)
- Fleece balls
- Music
- Zip ties (if outdoors)

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E8.2 [Nonlocomotor (stability)-Weight transfer]; S1.E10.1 [Nonlocomotor (stability)-Curling & stretching; twisting and bending]; S1.E11.2 [Nonlocomotor (stability)-Combinations]; S1.E13.K, S1.E13.1, S1.E.13.2 (Manipulative-Underhand throw); S1.E14.2 (Manipulative-Overhand throw)

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-Speed, direction, force)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: Introduce Responsibility

Responsibility means we not only care about making good choices for ourselves, but that we care about others, as well. You might be responsible for feeding your pet, helping with family chores or remembering to brush your teeth before bed. When we show responsibility, it means we are prepared and ready to learn and play. In class, you are responsible for paying attention to our class rules, making sure that you are safe and taking care of our equipment.

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF UNDERHAND THROWING (Overview and Demonstration)

3 MINUTES

Make sure students hold the ball in their preferred hand. Then, students step with the opposite foot, making sure that the hips are facing the target. Holding the ball at the waist, students swing the ball backward behind themselves without twisting the body.

As students **step** with the opposite foot, they swing the ball forward past the hip and release/toss the ball so that it travels upward toward the target.

Key 1: Step with the opposite foot

Key 2: Swing past your hip

Key 3: Release and follow-through

(continued)

ACTIVE PLAY**5 MINUTES****Invisible Throwing**

Students stand in their own space, using invisible balls to develop their underhand-throw mechanics. They place the “ball” in the favorite (preferred) hand. Then, they step with the opposite foot; making sure that the hips are facing the desired target. Holding the ball at the waist, students swing the ball backward behind themselves without twisting the body.

As they step with the opposite foot, students **swing** the ball forward past the hip and **release/toss** the ball so that it travels upward toward the target.

Targets, Targets Everywhere

Each student has an oversized foam ball. Students try to locate and throw underhand at as many targets as possible in the gym. These targets can be large items such as doors or posters, or small items such as numbers on the bleachers, cracks on the wall, etc. If outdoors, targets can be attached to the backstop or other fences with zip ties or similar fasteners. Hang targets at varying levels, low and high. Students should move by sliding (as instructed in the dynamic warm-up) from target to target.

FUNDAMENTALS OF OVERHAND THROWING (Overview and Demonstration)**3 MINUTES**

Make sure that the ball starts in the students dominant hand and point at the desired target with their non-dominant hand. Bringing their throwing arm back into an “L” shape (arm bent at the elbow and hand held in the air with the ball), the student will step with their opposite foot as they turn their hips and begin throwing the ball toward their target.

Key 1: Point to the target

Key 2: Step with your opposite foot

Key 3: Follow through across your body

(continued)

ACTIVE PLAY**12 MINUTES****Invisible Throwing**

Standing in their own space, students use invisible balls to develop their overhand-throwing mechanics. They place the “ball” in their favorite (preferred) hand and point at the target with the non-preferred hand. Then, they step with the opposite foot; making sure that the hips are facing the target. They place the arm in an “L” position, holding the ball at the top of the L. As students step with the opposite foot and the ball travels in front of the body toward the target, they release the ball.

VARIATIONS

- Have students practice facing different targets in the activity area (wall posters, the teacher, windows, etc.) and practice their throwing motion on command.
- Students can move safely around the gym using different locomotor skills while music is playing and when the music stops, they will find the teacher (adjust their feet/hips) and throw an imaginary ball to the teacher.

Targets, Targets Everywhere

Each student has an oversized foam baseball. Students try to locate and throw overhand at as many targets as possible in the activity area. These targets can be large items such as doors or posters, or small items such as numbers on the bleachers, cracks on the wall, etc. If outdoors, targets can be attached to the backstop or other fences with zip ties, or similar fasteners. Hang targets at varying levels, low and high. Students move by sliding (as instructed in the dynamic warm-up) from target to target.

Infield/Outfield (see Infield/Outfield diagram)

Divide students into two groups, with one group on each side of the activity area (one side designated the infield and the other side the outfield). Place fleece balls throughout each activity area. Explain that the infield and outfield groups are responsible for keeping their part of the field as clean as possible by having the fewest fleece balls in the activity area. This means that infield players try to throw all of the balls onto the outfield area, while outfield players try to throw all of the balls onto the infield area.

When the music begins (or command is given), students pick up a fleece ball and, using the overhand-throwing technique, throw the balls to the outfield or the infield. Allow them to throw one ball at a time, and have them continue throwing until the music stops.

VARIATIONS

- Use different locomotor skills when moving toward the fleece balls.
- Stop periodically to count the balls and see the differences in the number in the infield versus the outfield.
- Divide the activity area as you feel appropriate (e.g., half court or some established line in your gymnasium or field space).

(continued)

CLOSURE

2 MINUTES

What new skills did we learn today?

Fundamentals of Overhand Throwing

Can you name one important part of the overhand-throwing motion?
What other sports or games involve an overhand-throwing motion?

Championship Principle: Responsibility

What championship principle did we learn about today?
How were you responsible during our game play today?

Remind students to read the chapter on **Responsibility** in a small group or with their parents/guardians.

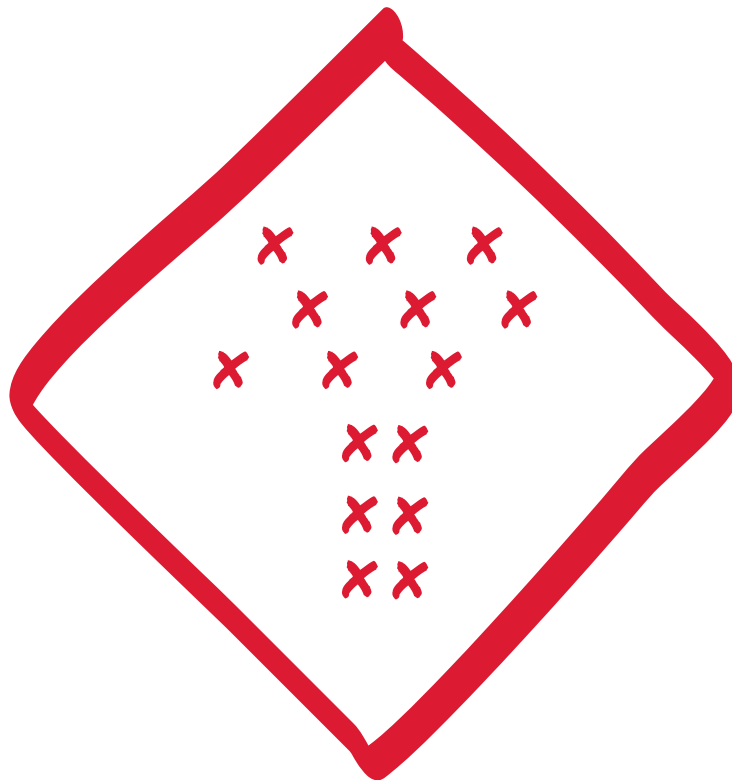
What do you think we will be doing next class?

INFIELD/OUTFIELD



Outfielder:

Throw the foam or fleece balls into the infield



Infielders:

Throw the foam or fleece balls into the outfield

X = students

LESSON 2

LESSON OBJECTIVE:

Students will understand and demonstrate the fundamental keys of stationary catching.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- MLB throw-down Rubber-Tek™ base set

Additional/Alternative

- 5-inch foam balls (1 for each student)
- Fleece balls
- Music
- Zip ties (if outdoors)

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-*Hopping, galloping, running, sliding, skipping, leaping*); S1.E8.2 [Nonlocomotor (stability)-*Weight transfer*]; S1.E10.1 [Nonlocomotor (stability)-*Curling & stretching; twisting and bending*]; S1.E11.2 [Nonlocomotor (stability)-*Combinations*]; S1.E13.K, S1.E13.1, S1.E13.2 (Manipulative-*Underhand throw*); S1.E14.2 (Manipulative-*Overhand throw*); S1.E16.Kb, S1.E16.1b, S1.E16.2 (Manipulative-*Catching*)

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-*Speed, direction, force*)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: Introduce Teamwork

Teamwork is important in many areas of life. When we work as a team, we can all reach a goal together. In our team (the class), we are good at many different things, and all of our talents help make us one big, successful team!

How can we work as a team?

Do you work with any other teams in your day (e.g., family, sports teams, dance groups)?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF UNDERHAND THROWING (Review and Demonstration)

3 MINUTES

Students hold the ball in the preferred hand. Students then step with the opposite foot; making sure that the hips face the target. Holding the ball at the waist, students swing the ball backward behind themselves without twisting the body.

As they **step** with the opposite foot, students **swing** the ball forward past the hip and **release or toss** the ball so that it travels upward toward the target.

Key 1: Step with the opposite foot

Key 2: Swing past your hip

Key 3: Release/toss and follow-through

FUNDAMENTALS OF OVERHAND THROWING (Review and Demonstration)

Students hold the ball in the preferred hand, with non-preferred hand pointing at the target. Drawing the throwing arm back into an “L” shape (arm bent at the elbow and hand held in the air with the ball), students step with the opposite foot as they turn the hips and begin throwing the ball toward the target.

Key 1: Point to the target

Key 2: Step with your opposite foot

Key 3: Follow through across your body

(continued)

ACTIVE PLAY**5 MINUTES****Targets, Targets Everywhere**

With an oversized foam baseball, students try to locate and throw underhand or overhand at as many targets in the gym as possible. These targets can be large items such as doors or posters, or small items such as numbers on the bleachers, cracks on the wall, etc. If outdoors, targets can be attached to the backstop or other fences with zip ties, or similar fasteners. Hang targets at varying levels, low and high. Students move by sliding (as instructed in the dynamic warm-up) from target to target.

FUNDAMENTALS OF CATCHING**3 MINUTES**

As the ball approaches, students should have their eyes on the ball and their arms reaching out. If the ball is below the waist, the thumbs should be out; if the ball is above the waist, the thumbs should be together. As the ball enters their hands, students grasp it and bring it in toward the body.

Key 1: Eyes on the ball

Key 2: Reach arms out

Key 3: Thumbs in if the ball is above the waist

Thumbs out if the ball is below the waist

ACTIVE PLAY**12 MINUTES****Partner Toss**

In pairs, students practice throwing overhand or underhand and catching an oversized foam baseball (or any similar-size ball). Partners start off about 5 feet apart (adjust distance based on skill level). Students count how many continuous, successful catches they make.

VARIATIONS

- Increase or decrease distance between partners
- Use a larger ball
- Count by twos, fives or 10s
- Travel (skip, slide, jog) with partners and freeze when the music stops. Then, begin throwing back and forth from wherever they end up.

Infield/Outfield (Catching Version) (see Infield/Outfield diagram)

Divide students into two groups, with one group on each side of the activity area (one side designated the infield and the other side called the outfield). Fleece balls will be placed throughout each activity area. As in Lesson 1, explain that the infield and outfield groups are responsible for keeping their part of the field as clean as possible by having the fewest fleece balls in their activity area. This means that infield players are trying to throw all of the balls onto the outfield area, while outfield players are trying to throw all of the balls onto the infield area.

When the music begins (or when you give the command), students pick up a fleece ball and, using the overhand-throwing technique, throw the balls to the outfield or the infield. They are allowed to throw one ball at a time and continue throwing until the music stops. In this lesson, encourage students to catch the balls as they enter either the outfield or infield. If a student catches a ball, he or she may throw it back or find a ball on the ground to throw back.

VARIATIONS

- Establish an underhand-only round or an overhand-only round.
- If students complete a throw and catch, both players run to the middle and high-five.

(continued)

CLOSURE

2 MINUTES

What new skills did we learn today?

Fundamentals of Catching

How do you catch a ball that is above your waist? Below your waist?

Championship Principle:
Teamwork

How did you work as a team today?
Why is teamwork important?

Remind students to read the chapter on **Teamwork** in a small group or with their parents/guardians.

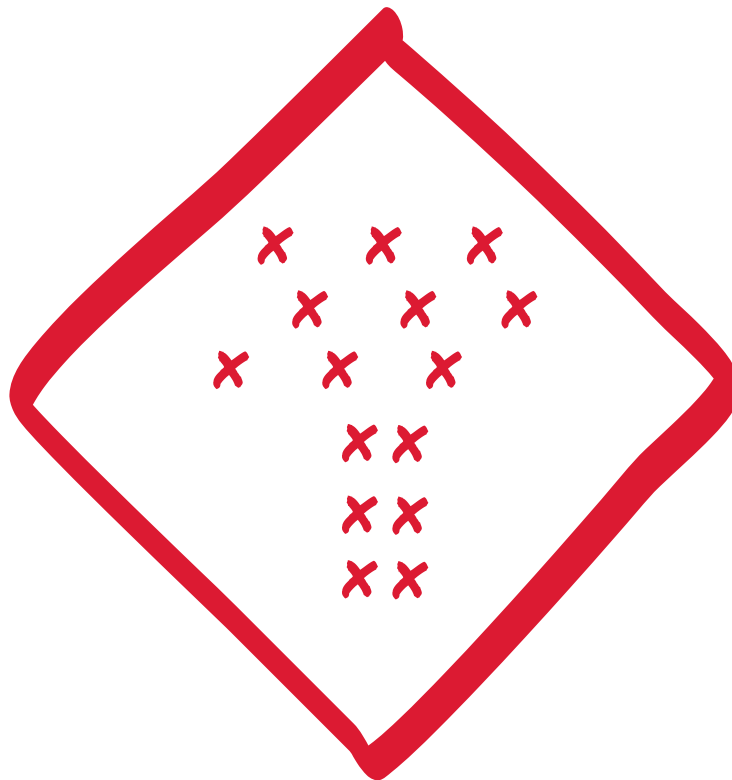
What do you think we will be doing next class?

INFIELD/OUTFIELD



Outfielder:

Throw the foam or fleece balls into the infield



Infielders:

Throw the foam or fleece balls into the outfield

X = students

LESSON 3

LESSON OBJECTIVE:

Students will demonstrate the fundamental keys of fielding a ground ball and catching a fly ball.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs

Additional/Alternative

- 5-inch foam balls (1 for every 2 students)
- Music

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E8.2 [Nonlocomotor (stability)-Weight transfer]; S1.E10.1 [Nonlocomotor (stability)-Curling & stretching; twisting and bending]; S1.E11.2 [Nonlocomotor (stability)-Combinations]; S1.E13.K, S1.E13.1, S1.E.13.2 (Manipulative-Underhand throw); S1.E14.2 (Manipulative-Overhand throw S1.E16.Kb, S1.E161.b, S1.E16.2 (Manipulative-Catching)

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-Speed, direction, force)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: Introduce Helping Others

Helping others is great way to reach a goal. We can help each other in our classroom, on the school bus, in the hallway and when we play a game. Sometimes, when you are really good at a game, you can help a friend learn the rules or practice different skills to become better.

Can you think of something that you are really good at that you could help a friend learn?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF FIELDING A GROUND BALL/CATCHING A FLY BALL

3 MINUTES

(Overview and Demonstration)

Preparing to field a ground ball involves positioning yourself almost as if you are sitting in an imaginary chair (knees bent, arms ready, feet shoulder-width apart and back flat).

- A **ground ball** travels on the ground (or below the player's waist). To field it, students must adjust their hands so that their fingers are pointing toward the ground in front of them. The hands and feet are positioned to form the three points of a triangle.

Key 1: Assume the chair-sitting position

Key 2: Feet and hands positioned to form a triangle

- A **fly ball** travels in the air and usually arrives above the waist when it reaches the player, who must present both hands with the fingers pointing up to field the ball.

Key 1: Fingers up

Key 2: Two hands

(continued)

ACTIVE PLAY**20 MINUTES****Follow the Teacher**

Spread students throughout the activity area. They move by sliding from side to side, following your direction. (You will be in the front of the class, moving side to side, holding a larger foam ball.) Periodically, yell "Ball," and present the ball either below or above the waist. At that moment, all students freeze and show a fielding position with either thumbs out or thumbs together.

VARIATIONS

- Yell "Ball" and toss the ball in the air or roll the ball on the ground.
- Students could perform different stationary exercises (jumping jacks, running in place, body squats) rather than sliding before a ball is presented.

Partner Fielding

In pairs, students either toss the ball underhand or roll the ball on the ground to their partners. (Students decide how to toss.) Receiving partners must present the hands in the proper way to catch the ball.

VARIATIONS

- Partners work on only below-the-waist fielding first and then work on above-the-waist catching.
- Groups of three or four practice taking turns trying to catch tosses from different people.
- Groups count how many successful catches they make in a row using the correct hand placement.

CLOSURE**2 MINUTES**

What new skills did we learn today?

**Fundamentals of
Fielding a Ground Ball and
Catching a Fly Ball**

What do you do differently to field a ground ball, versus catching a fly ball?

Championship Principle:
Helping Others

How did you help your partner today?

Remind students to read the chapter on **Helping Others** in a small group or with their parents/guardians.

What do you think we will be doing next class?

LESSON 4

LESSON OBJECTIVE:

Students will demonstrate how to field a ball by appropriately reacting to a variety of throws.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs

Additional/Alternative

- Printable Lesson 4 target posters ([Appendix D](#))
- 5-inch foam balls (1 for each student)
- 8-inch foam balls (1 for every 6 students)
- Zip ties/clothes pins

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-*Hopping, galloping, running, sliding, skipping, leaping*); S1.E8.2 [Nonlocomotor (stability)-*Weight transfer*]; S1.E10.1 [Nonlocomotor (stability)-*Curling & stretching; twisting and bending*]; S1.E11.2 [Nonlocomotor (stability)-*Combinations*]; S1.E13.K, S1.E13.1, S1.E.13.2 (Manipulative-*Underhand throw*); S1.E14.2 (Manipulative-*Overhand throw*); S1.E16.Kb, S1.E16.1b, S1.E16.2 (Manipulative-*Catching*)

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-*Speed, direction, force*)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: Introduce Honesty

When we are **honest**, it means that we tell the truth. Sometimes, in playing games, we might not be honest when we talk about people on another team, and competition can make us say mean-spirited things.

Have you ever played with a group of friends and someone said something not nice or not true about you?

How did that make you feel?

It's important that we are honest and follow all of the rules.

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF THROWING/CATCHING/REACTING AS A FIELDER

5 MINUTES

(Overview and Demonstration)

Playing a bat-and-ball game requires a lot of practice on the basics. Throwing and catching (fielding) are very important skills to master and it's important to never give up. Review fundamental keys of overhand throwing, catching, fielding a ground ball and catching a fly ball.

(continued)

ACTIVE PLAY**18 MINUTES****Target Practice**

Hang targets (see printable target in [Appendix D](#)) at varying heights on the walls of your activity area. If outdoors, you can attach the targets using zip ties, clothespins or similar fasteners. It is important for every student to have a ball and to be offered ample targets at various levels (e.g., low, high) so that students can practice adjusting to different throwing release positions. After each student releases the ball and hits the target, he or she instantly becomes the fielder and attempts to catch the ball using the “thumbs out, thumbs together” method, depending on how the ball comes off the target. Students continue throwing at various targets, with the reminder that they can throw only at available targets.

VARIATIONS

- Students work in pairs. One partner is the thrower and the other fields the ball after it hits the target. They switch roles after each throw or a predetermined number of targets.
- Students perform different locomotor skills while traveling to different targets.
- If students arrive at a target that is being used, they perform an exercise (e.g., jumping jacks, squat) while waiting for the target to become available.

Circle Strike

Divide students into groups of six or eight (for larger classes). Each group of students forms a circle, making sure that feet are shoulder-width apart and toes are touching the toes of the students next to them. The space in between each student's feet represents a goal. Students assume a fielding position (knees bent, arms ready, feet shoulder-width apart and back flat as if sitting in an imaginary chair). Place one 8-inch foam ball in each circle of students. Using their hands, students try to strike the ball with fingertips down, and try to hit the ball into another player's goal. When a goal is scored, the student whose feet the ball went through retrieves the ball and puts it back in play.

VARIATIONS

- Every time a goal is scored, the person who scored selects an exercise for the group to perform before resuming starting the game. As the number of goals increases, so does the number of exercises (e.g., first goal equals one rep of an exercise, second goal equals two reps of an exercise). Once a group scores a certain number of goals, they can add another ball into play to increase the pace of the game.
- Allow students to use only one hand (preferred first, then non-preferred).
- Use a different-sized ball or add multiple balls to allow for a faster paced game.
- Play the game as a class (one large circle) or in two large groups.

CLOSURE**2 MINUTES**

What new skills did we learn today?

**Fundamentals of
Throwing, Catching &
Fielding Combinations**

What should you think about and do when you are deciding how to catch or field a ball?

**Championship Principle:
Honesty**

When can you use honesty in game play?

Why is it important to be honest when you are playing with a group or partner?

*Remind students to read the chapter on **Honesty** in a small group or with their parents/guardians.*

What do you think we will be doing next class?

LESSON 5

LESSON OBJECTIVE:

Students will be able to identify field positions, base-running procedures and patterns.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- MLB throw-down Rubber-Tek™ base set

Additional/Alternative

- 3 sets of printable bat-and-ball position station cards ([Appendix E](#))
- 4 throw-down bases
- 18 medium cones (to secure position station cards)
- 2 large mats
- Music

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E2.2a, S1.E2.2b (Locomotor-Jogging, running); S1.E8.2 [Nonlocomotor (stability)-Weight transfer]; S1.E10.1 [Nonlocomotor (stability)-Curling & stretching, twisting and bending]; S1.E11.2 [Nonlocomotor (stability)-Combinations]

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-Speed, direction, force)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: **Introduce Do Your Best**

Doing your best means that you are performing an activity, job or assignment as well as you can. Even if you make a mistake or fail, you should always give it your best effort.

Can you think of an example in class where your teacher tells you to do your best?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF BAT-AND-BALL FIELD POSITIONS (Overview and Demonstration)

3 MINUTES

Each position in a bat-and-ball sport is important. Using the bat-and-ball position cards ([Appendix E](#)), students have a chance to investigate where each position is (infield/outfield) and look at what positions are close to each other.

(continued)

ACTIVE PLAY**9 MINUTES****Bat-and-Ball Field Position Stations** (see Bat-and-Ball Field Position Stations diagram)

Divide students into two equal groups, with one group per field. Assign one student per position on each field. All students not assigned to a position will form two equal lines, one at each home plate. Each student waiting at home plate will have an oversized foam baseball in his or her hand. On command—when the teacher holds up a position sign—the first student in each line will run to the position indicated by the teacher. When the student reaches the position, he or she will hand the ball off to the student at the position, who will then run back to home plate. The teacher will release students waiting in line in a timely manner, to maintain physical activity levels and a safe environment.

While waiting at each position, students complete the exercises indicated on the position cards. Direct students to stay close to the position cone, so that everyone remains safe. Position exercise stations do not require equipment, with the exception of a mat to be placed at the curl-up and push-up station. Students who finish the exercise before a classmate reaches their position will stand and wait until their position is called.

VARIATIONS

- Direct students to perform different locomotor skills as they travel to each position.
- Direct students to take an imaginary bat swing before running to their position.

FUNDAMENTALS OF BASE RUNNING (Overview and Demonstration)**3 MINUTES**

Base running is an essential part of scoring runs in bat-and-ball sports. Introduce students to the progression of moving from base to base. Starting at home plate, runners move to first base, then second base, to third base and finally back to home plate.

ACTIVE PLAY**8 MINUTES****Follow the Base Runner**

Choose a student to lead classmates around the bases (or you lead), following the correct order. Students can start in a line behind home plate.

VARIATIONS

- Students travel in pairs around the bases.
- Students use different locomotor skills to travel around the bases.
- Divide students into four groups and assign one group per base. Call out a number of bases for all students to travel to (e.g., you call out “three,” the group on home plate proceeds to third base, while the group at first base goes to home plate).
- Play music. When it stops, students stop on the nearest base.

Safety Considerations

As students move around the bases, remind them to maintain an appropriate amount of space between runners. If more bases are available and space allows, set up two sets of bases.

(continued)

CLOSURE

2 MINUTES

What new skills did we learn today?

Fundamentals of Bat-and-Ball Field Positions

- Can anyone name at least two different positions in a bat-and-ball game?
- Name a position in the infield.
- Name a position in the outfield.

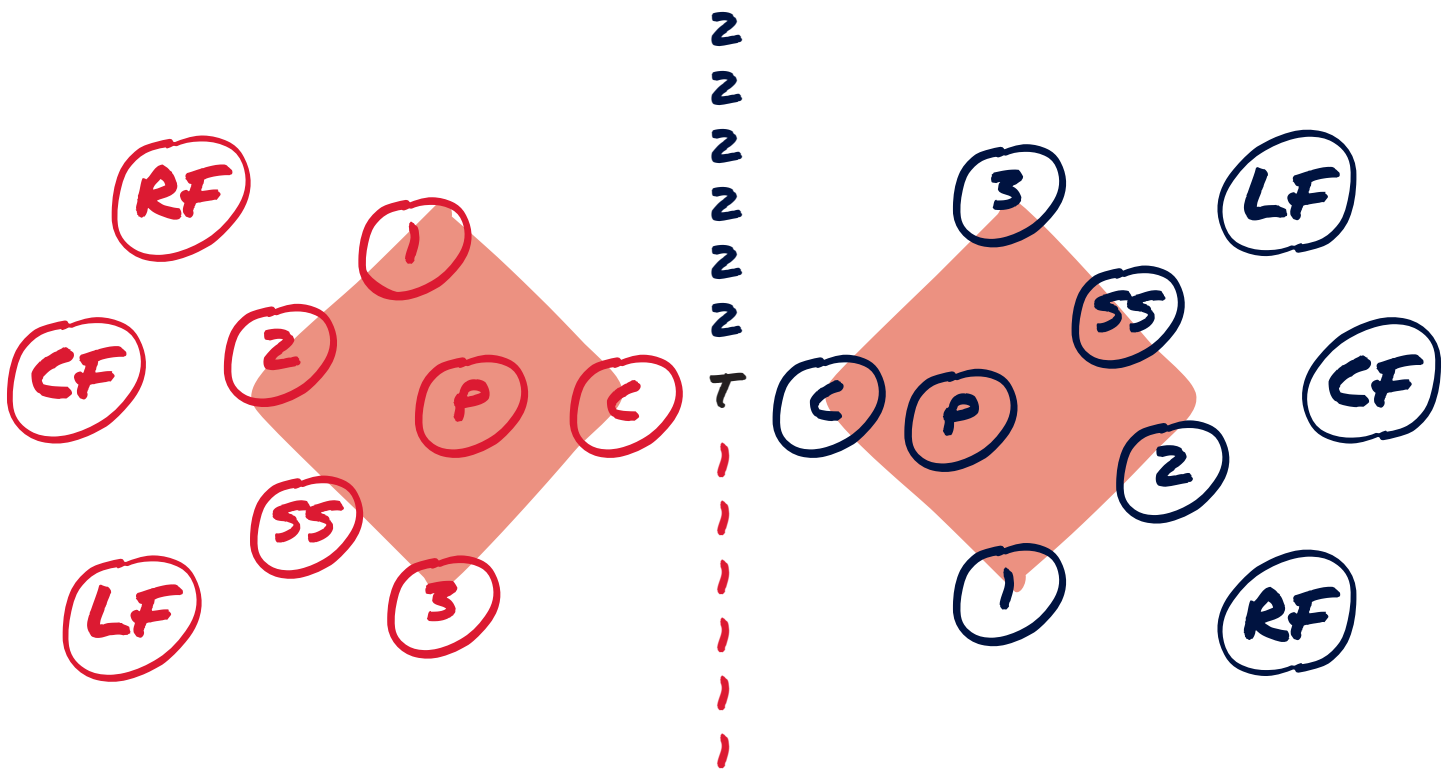
Championship Principle:
Do Your Best

- Why is it important to do your best when participating in a game or activity?
- Why is it important to do your best in the classroom?

Remind students to read the chapter on **Do Your Best** in a small group or with their parents/guardians.

What do you think we will be doing next class?

BAT AND BALL FIELD POSITION STATIONS



○ = Group 1 Position w/ Student

○ = Group 2 Position w/ Student

T = Teacher

1 = Group 1 Line

2 = Group 2 Line

LESSON 6

LESSON OBJECTIVE:

Students will understand and demonstrate the beginning stages (stance and swing) of the hitting progression.

Equipment

MLB/USA Baseball

- 8 oversized foam baseballs
- 2 5-inch VIBE balls
- 2 foam bats
- MLB 1-Position Rubber-Tek™ Batting Tee
- 8 training discs

Additional/Alternative

- 12 8-inch foam balls
- 12 large cones
- 8 foam paddles or 6 foam bats
- 16 poly spots
- 1 batting tee or large cone

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E3.K (Locomotor-Jumping & landing, horizontal plane); S1.E8.2 [Nonlocomotor (stability)-Weight transfer]; S1.E10.1 [Nonlocomotor (stability)-Curling & stretching, twisting and bending]; S1.E11.2 [Nonlocomotor (stability)-Combinations]; S1.E25.2 (Manipulative-Striking, long implement)

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-Speed, direction, force)

STANDARD 3 S3.E1.K, S3.E1.1 (Physical Activity Knowledge); S3.E2.K, S3.E2.1, S3.E2.2 (Physical Activity Engagement)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: Introduce Leadership

A **leader** is someone who can be trusted to do the right thing. Leaders are great listeners and are always doing the right thing.

Can you think of anyone in the school who is a leader?

Why do you think that person is a leader?

Why do we need leaders in games and activities?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF HITTING (Overview and Demonstration)

3 MINUTES

Hitting a ball takes place at home plate when it's a team's turn to bat. When you bat, it's important that you are ready to hit the ball from the tee or from the pitcher. The ready position prepares you to hit the ball.

- **Ready Position** (Students practice this with an imaginary bat.) Stand with feet shoulder-width apart and knees bent. Hands can be grasped as if they were holding an actual bat in front of the student's waist. Emphasize that the arms make a "V" shape. Have students bring their hands back toward the right ear (if they are right-handed) or left ear (if they are left-handed). Make sure that the hands are close to — but not touching — the ear. Students can practice making the "V" and bringing the bat up toward the ear a couple of times.
- **Swinging the bat.** Students start at the ready position and move their arms together across the front of the body at chest height, passing the "V" position, finishing toward the opposite ear (right-handed batter swings right ear to left ear; left-handed batter swings left ear to right ear).

Key 1: Make a roof of a house with your arms.

Key 2: Spread feet outside shoulders. Keep your eyes on the ball.

(continued)

ACTIVE PLAY**20 MINUTES****Musical Batters**

Play music as students move around the activity area. When the music stops, all students stop and assume the ready position for hitting a ball from a tee or a pitcher. When the music starts again, direct students to travel using a different locomotor skill.

VARIATIONS

- Students practice moving without the music first and get in the ready position as the teacher directs.
- Play Musical Batters again, adding in the swing after explaining it. After the music stops and students assume the ready position, say “Swing,” and students swing and start into their locomotor movement again.

Batters and Fielders (see Batters and Fielders diagram)

Distribute 15 large cones all around the activity area and place an 8-inch foam ball on top of each cone. Divide the class in half. One half of the class will be batters. Batters approach a cone, set themselves up to bat and hit the ball off the cone, using the hands as a bat (striking the ball with both hands). Batters must move to another cone that has a ball set up to hit. The other half of the class will be fielders. Their job is to place the balls on top of the cones as quickly as possible, so that when the music stops, all of the balls are on the cones. When the music stops, students switch jobs.

VARIATIONS

- Stop periodically and see whether the batters have more balls on the cones or the fielders have more on the ground.
- Use batting tees instead of cones.

Hitting Lines (see Hitting Lines diagram)

Divide students into eight lines. Each line has a tee (or large cone), a striking implement (paddle for kindergarten and grade 1, and bat for grade 2) and a ball. Place three poly spots in a line approximately 10 feet behind the tee. The batting students from each line all hit at the same time. When you say, “Batters ready?” all students assume the ready position. When they hear “Swing,” all students hit the balls off the tees. After they swing, say, “Bats down,” and then “Field.” Each batter retrieves his or her ball and returns it to the tee. The remaining students perform an exercise (jumping jacks, squats, arm circles or dancing) on their training disc or poly spots. When all balls have been returned to the tees, call up the next batters with “Batters up!”—.

VARIATIONS

- Students try hitting a vibe ball, in addition to the oversized foam baseball.
- Students who struggle to hit the oversized foam baseball may use a larger ball.

CLOSURE**2 MINUTES**

What new skills did we learn today?

Fundamentals of Hitting

Can you demonstrate the proper hand position when holding a bat?

How can you help others stay safe when hitting a ball from a tee?

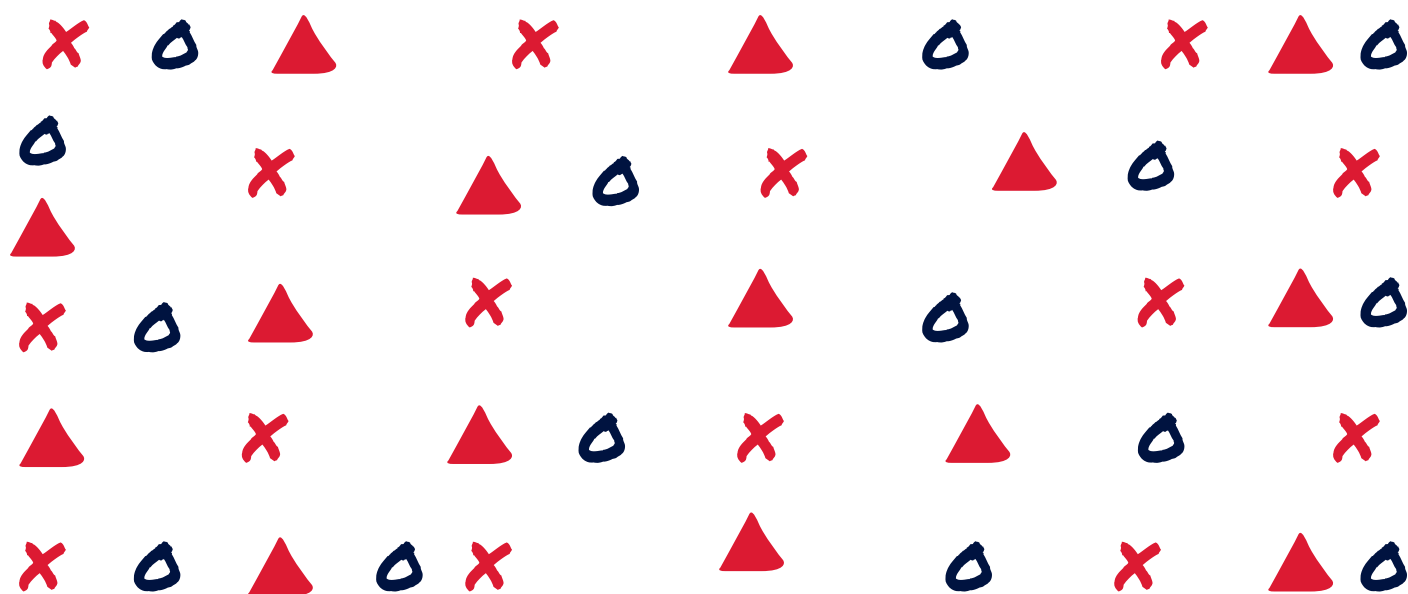
**Championship Principle:
Leadership**

Why is being a leader important in a game/activity?

Remind students to read the chapter on **Leadership** a small group or with their parents or guardians.

What do you think we will be doing next class?

BATTERS AND FIELDERS



X = Batters

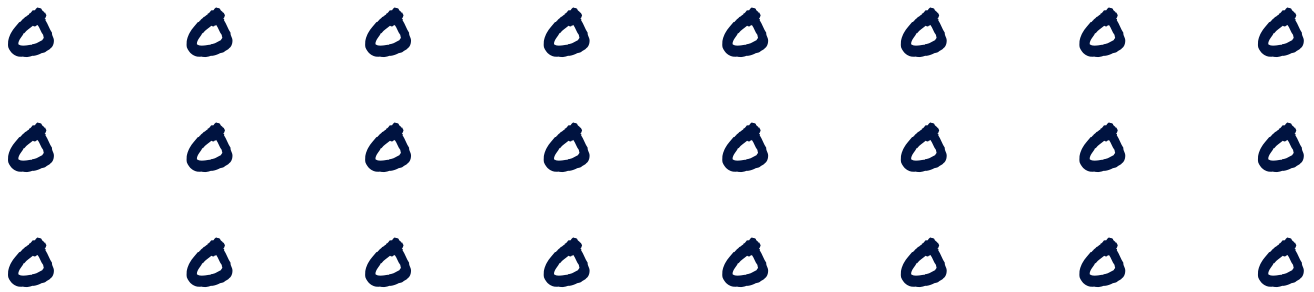
O = Fielders

Triangle = Cones

* More cones can be added to fit the needs of the class size.


HITTING LINES

HITTING INTO OPEN SPACE



 = Students who are hitting

 = Students exercising

 = Cones

LESSON 7

LESSON OBJECTIVE:

Students will apply throwing and hitting skills to modified bat-and-ball activities.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- 2 5-inch VIBE balls
- 2 foam bats
- MLB 1-Position Rubber Tek™ Batting Tee
- MLB throw-down Rubber-Tek™ base set
- 8 training discs

Additional/Alternative

- Bat-and-ball position station cards ([Appendix E](#))
- 5-inch foam balls (1 for each student)
- 8 large cones
- 8 foam paddles or 6 foam bats
- 1 hitting tee or large cone

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E2.2a, S1.E2.2b (Locomotor-Jogging, running); S1.E3.K (Locomotor-Jumping & landing, horizontal plane); S1.E8.2 [Nonlocomotor (stability)-Weight transfer]; S1.E10.1 [Nonlocomotor (stability)-Curling & stretching, twisting and bending]; S1.E11.2 [Nonlocomotor (stability)-Combinations]; S1.E13.K, S1.E13.1, S1.E.13.2 (Manipulative-Underhand throw); S1.E14.2 (Manipulative-Overhand throw); S1.E16.Kb, S1.E16.1.b, S1.E16.2 (Manipulative-Catching); S1.E25.2 (Manipulative-Striking, long implement)

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-Speed, direction, force)

STANDARD 3 S3.E1.K, S3.E1.1 (Physical Activity Knowledge); S3.E2.K, S3.E2.1, S3.E2.2 (Physical Activity Engagement)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: Introduce Never Give Up

Sometimes we try different things, and we are just not the best at them. Think about the first time you rode a bike. Maybe you fell off, maybe you went really slowly, maybe you couldn't even move one inch. But you learned to ride and got better. It's important to remember that if you keep trying, work hard and don't give up, you can do things that once were really difficult.

Can you think of something that you wanted to quit but didn't and became really good at?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF THROWING (APPLIED FORCE)/GAME-SPECIFIC

3 MINUTES

(Overview and Demonstration)

Throwing is an essential part of bat-and-ball sports. An important element of throwing is the distance that the ball must travel. Often, the ball is thrown from the outfield to the infield, and sometimes, the ball travels between players at different bases. It's important to practice throwing over both long and short distances.

(continued)

ACTIVE PLAY**8 MINUTES****Throwing Home Run Derby** (see Throwing Home Run Derby diagram)

Students can play this game in partners or small groups, depending on class size. Students start on a line that is even with home plate. On your command (“go” or “throw”), students take turns throwing at different areas of the field. Start with short distances and close field locations (e.g., pitcher’s position). Gradually shift toward farther positions and field locations (outfield and home run zone). After students throw, give a second command (“field”) and have students retrieve the ball they just threw and bring it back to their partners or groups. Repeat until all students have thrown to many field locations. While partner(s) wait their turn, have them exercise (a predetermined class exercise or a favorite exercise that they can perform in their own space without equipment). Encourage efficiency as students field the ball so that they get the maximum number of turns.

VARIATIONS

- Use a different locomotor skill (skip, slide, gallop) when retrieving the ball.
- Allow for different-sized balls that the student can choose if they are having trouble throwing to the farther locations.
- You can use the **Bat-and-ball** position station cards ([Appendix E](#)) if students need a reminder of where the positions are located.

FUNDAMENTALS OF HITTING (Review and Demonstration)**3 MINUTES**

Hitting a ball takes place at home plate when it’s a team’s turn to bat. When you bat, it’s important that you are ready to hit the ball from the tee or from the pitcher. The ready position prepares the batter to hit the ball.

- **Ready Position.** (Students practice this with an imaginary bat.) Stand with feet shoulder-width apart and knees bent. Hands can be grasped as if they were holding an actual bat in front of the student’s waist. Emphasize that the arms made a “V” shape. Have students bring their hands back toward their right ear (if they are right-handed) or left ear (if they are left-handed). Make sure that their hands are close—but not touching—the ear. Have students practice making the “V” and bringing the bat up toward the ear a couple of times.
- **Swinging the bat.** Students start at the ready position and move their arms together across the front of the body at chest height, passing the “V” position, finishing toward the opposite ear (right-handed batter swings right ear to left ear; left-handed batter swings left ear to right ear).

Key 1: Make a roof of a house with your arms.

Key 2: Spread feet outside shoulder width. Keep your eyes on the ball.

(continued)

ACTIVE PLAY**9 MINUTES****Hitting Derby** (see Hitting Derby diagram)

Students can play this game in patterns or small groups, depending on class size. Students start on a line that's even with home plate. All batters hit at the same time. When you say, "Batters ready?" all students are in the ready position. When they hear the "swing" command, all students hit the ball off the tee with a striking implement (paddle for kindergarten and grade 1, and bat for grade 2). After they swing, you say, "Bats down," and then "Field," directing students waiting in the Home Run Zone to retrieve their ball and bring it back to their partners or group. Students alternate taking turns as hitter and fielder. Encourage efficiency in fielding the balls so that students get the maximum number of turns.

VARIATIONS

- Students use their hands as a bat (striking the ball with both hands).
- Change the way they move (skip, slide, gallop) when retrieving the ball.
- Students throw the ball back to their partners.
- For larger classes, place students in groups of three, with one student standing on a poly spot 10 feet behind the batter. While that student is waiting, he or she can perform a teacher-directed exercise.
- Students try hitting a vibe ball, in addition to the oversized foam baseball.
- Students who struggle to hit the oversized foam baseball may use a larger ball.

CLOSURE**2 MINUTES**

What new skills did we learn today?

Championship Principle:
Never Give Up

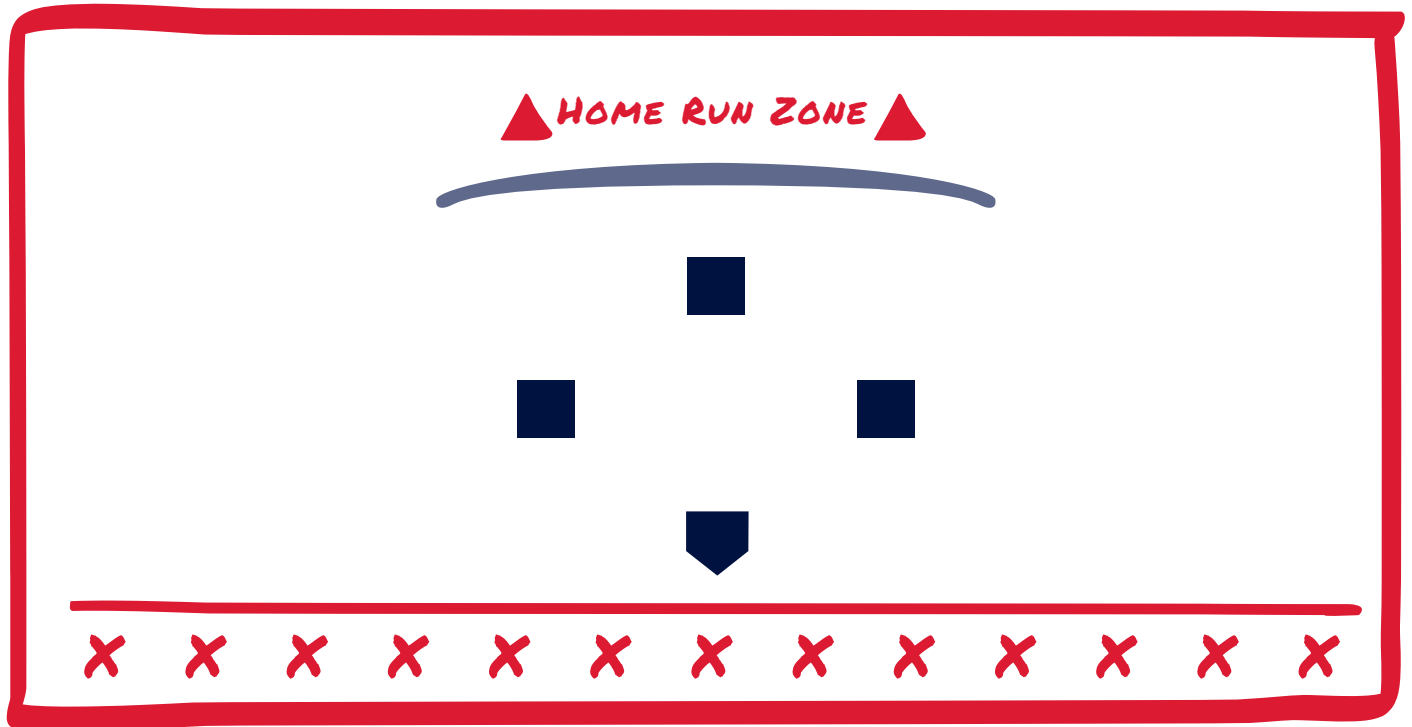
When could it have been easy to give up today?

What could happen if you give up in different activities/sports?

*Remind students to read the chapter on **Never Give Up** in a small group or with their parents/guardians.*

What do you think we will be doing next class?

THROWING HOME RUN DERBY



X = Partners or Group of Students

HITTING DERBY



X = Students T = Teacher ▲ = Ball on Tee or Large Cone

LESSON 8

LESSON OBJECTIVE:

Students will demonstrate the fundamental routines and patterns of a bat-and-ball game with an emphasis on supporting teammates.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- MLB throw-down Rubber-Tek™ base set
- 2 foam bats

Additional/Alternative

- 2 throw-down bases
- 11 large cones
- 4 foam bats

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.K (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E2.2a, S1.E2.2b (Locomotor-Jogging, running); S1.E3.K (Locomotor-Jumping & landing, horizontal plane); S1.E8.2 [Nonlocomotor (stability)-Weight transfer]; S1.E10.1 [Nonlocomotor (stability)-Curling & stretching; twisting and bending]; S1.E11.2 [Nonlocomotor (stability)-Combinations]; S1.E13.K, S1.E13.1, S1.E13.2 (Manipulative-Underhand throw); S1.E14.2 (Manipulative-Overhand throw); S1.E16.Kb, S1.E16.1.b, S1.E16.2 (Manipulative-Catching); S1.E25.2 (Manipulative-Striking, long implement)

STANDARD 2 S2.E3.K, S2.E3.1a, S2.E3.1b (Movement Concepts-Speed, direction, force)

STANDARD 3 S3.E1.K, S3.E1.1 (Physical Activity Knowledge); S3.E2.K, S3.E2.1, S3.E2.2 (Physical Activity Engagement)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2 (Personal Responsibility); S4.E2.K, S4.E2.1, S4.E2.2 (Personal Responsibility); S4.E3.K, S4.E3.1, S4.E3.2 (Accepting Feedback); S4.E4.K, S4.E4.1, S4.E4.2 (Working With Others); S4.E5.K, S4.E5.1, S4.E5.2 (Rules & Etiquette); S4.E6.K, S4.E6.1, S4.E6.2a, S4.E6.2b (Safety)

STANDARD 5 S5.E2.K, S5.E2.1, S5.E2.2 (Challenge); S5.E3.Ka, S5.E3.1a, S5.E3.2 (Self-Expression & Enjoyment)

CHAMPIONSHIP PRINCIPLE: Introduce Being Supportive

Sometimes, when we play games, we might miss a fly ball, not run fast enough to first base or strike out. It's important to remember that everyone can make mistakes, and we need our teammates to encourage us to try again.

If you have a friend who missed a catch during a game, what would you say to make your friend feel better?

Who has been supportive to you?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF GAME-PLAY SPECIFICS

3 MINUTES

When a team is up to bat, it has three outs to try to score runs. Outs may be given to batters who don't hit the ball, batters who hit a ball that is caught, and runners who don't reach the base before the ball does. After three outs, a team takes the field and the opposing team has a chance to bat.

(continued)

ACTIVE PLAY

20 MINUTES

Home Run Derby

(see Home Run Derby diagram)

Divide students into groups of three: one hitter and two fielders. Direct fielders to stand behind the cone in the outfield, while hitters take their ready stance next to the tee. Batting students all hit at the same time. When you say, "Batters ready?" all students assume the ready position waiting to hear "Swing." After they swing, say, "Bats down," and give the command "Field." That command signals hitters to run to first base and fielders in the outfield to retrieve the ball. The fielders should work together to retrieve the ball, and the person with the ball should tag first base with his or her foot. The batter keeps running between the tee and first base until a fielder has the ball on first base and shouts "Out." Students alternate taking turns as hitter and fielder. Encourage efficiency as students are fielding the ball so that students get the maximum number of turns.

VARIATIONS

- This activity can be done with students hitting with their arms, a paddle or a bat.
- Allow fielders to throw the ball back to their partner.
- Every time a hitter makes it back to the tee from first base, he or she scores a run. Students can keep track of the number of runs they score individually, and as a group.

CLOSURE

2 MINUTES

What new skills did we learn today?

Championship Principle:

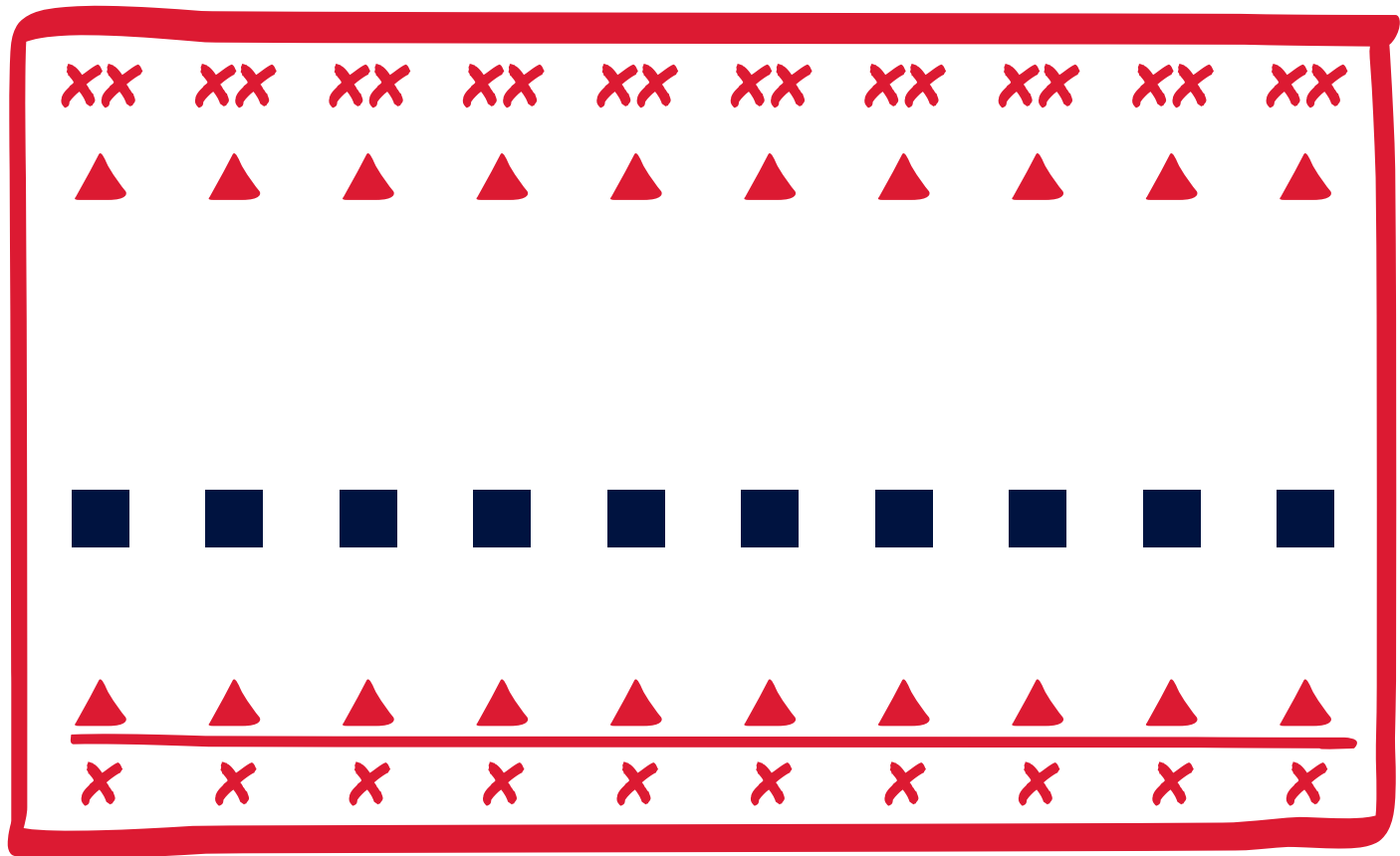
Being Supportive

What is one way that you can be supportive to your teammates?

How can you show support in a game to another player?

Remind students to read the chapter on **Being Supportive** in a small group or with their parents/guardians.

HOME RUN DERBY



= Students



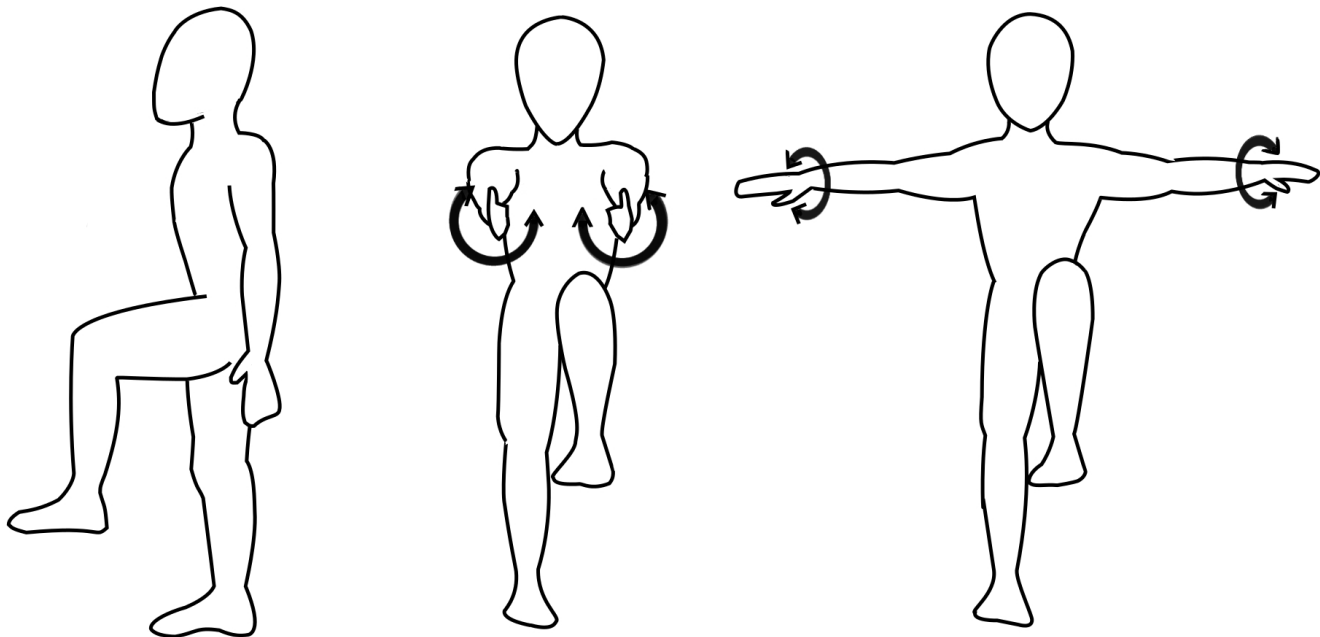
= Ball on Tee or Cone



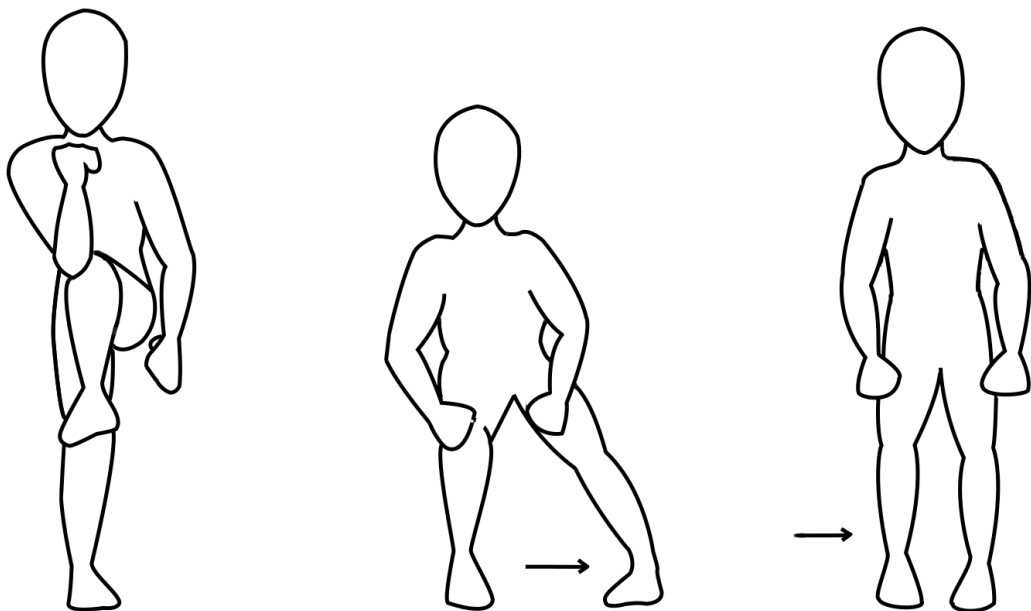
= Base

Appendix A: Active Start Diagrams

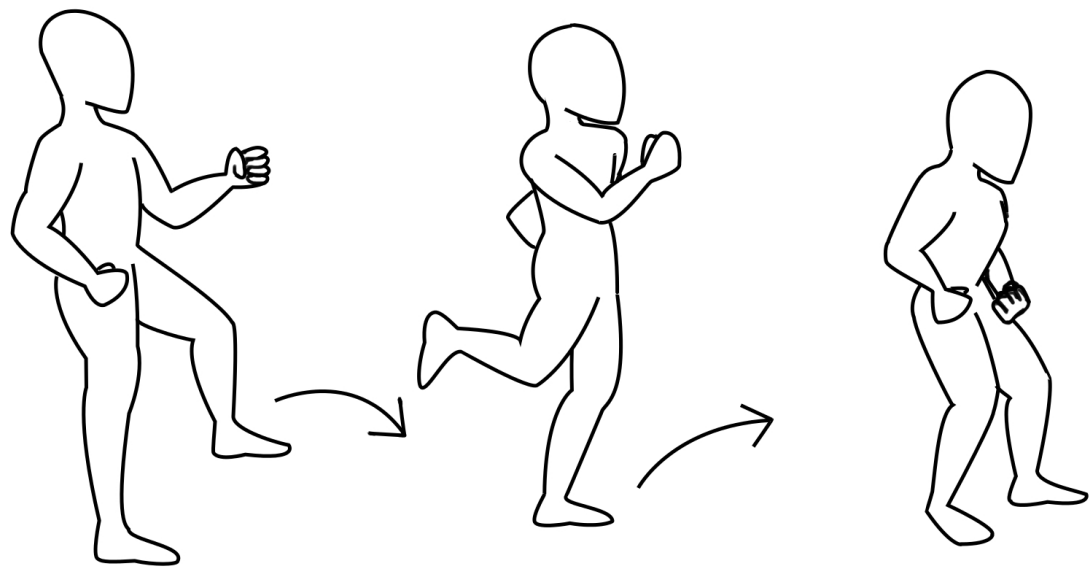
MARCH IN PLACE



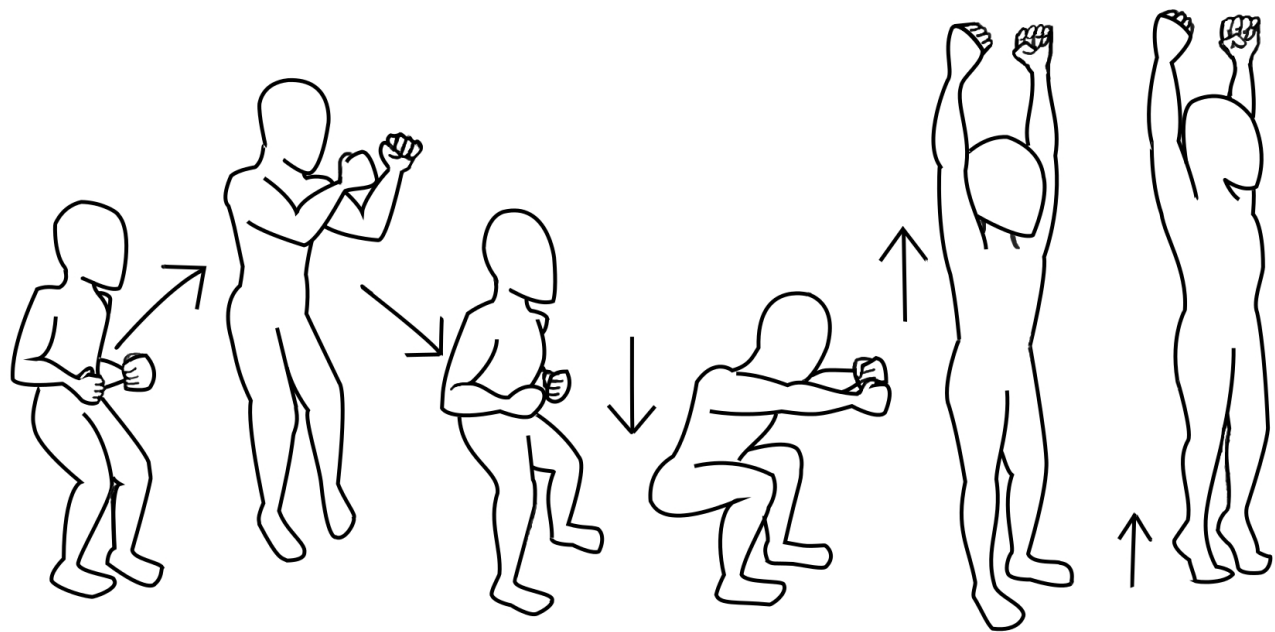
SLIDES



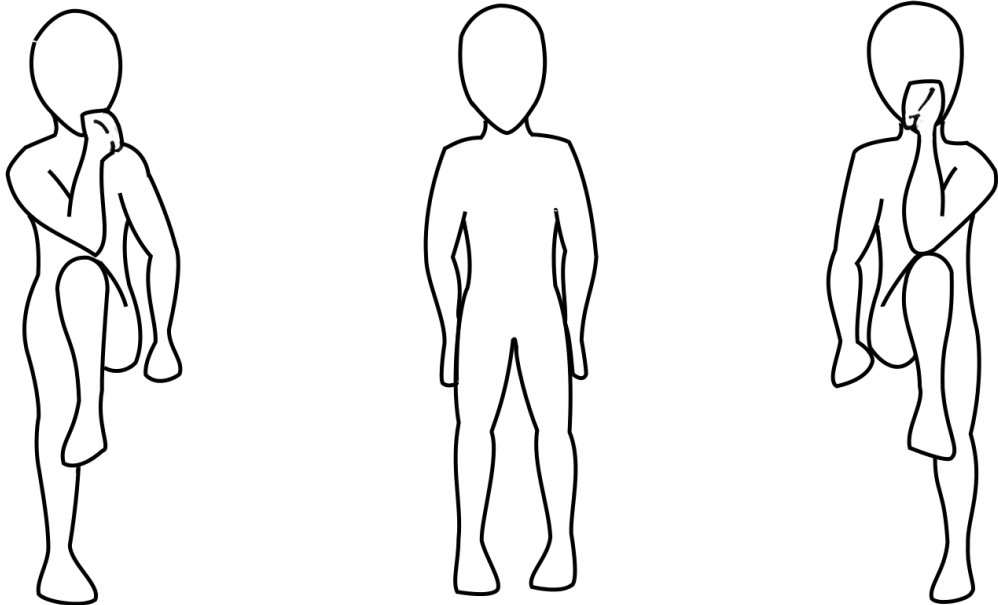
HOP (SINGLE-LEG JUMPS)



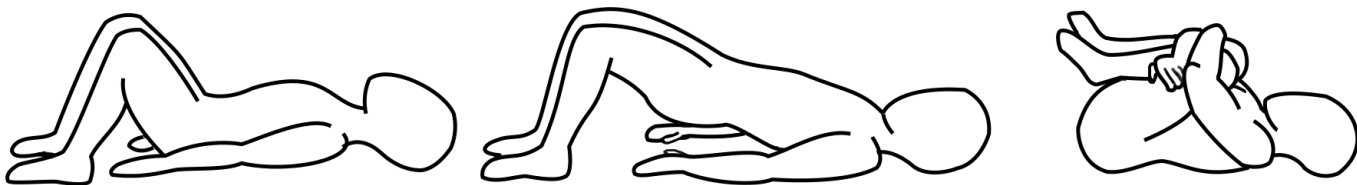
DOUBLE-LEG JUMP



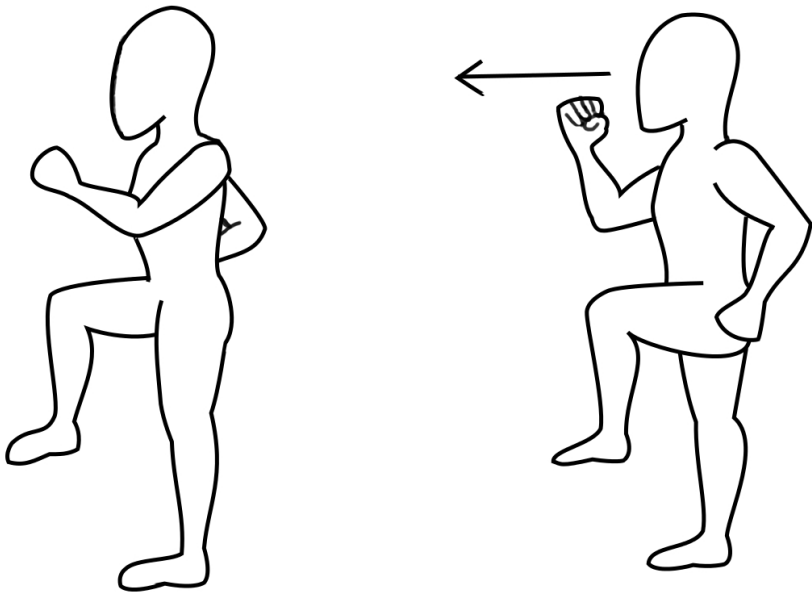
CROSS-CRAWL



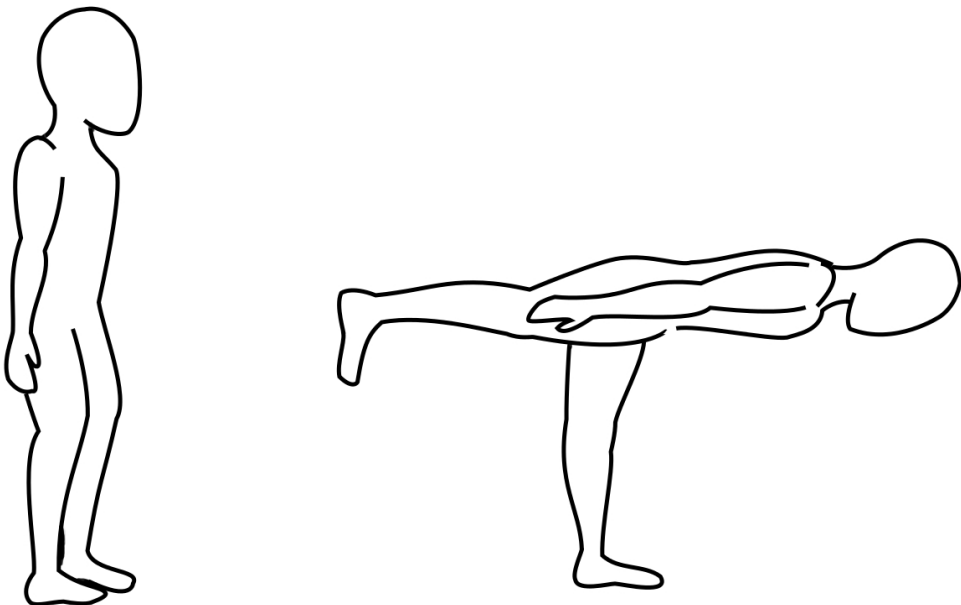
BRIDGE AND HIP EXTENSION



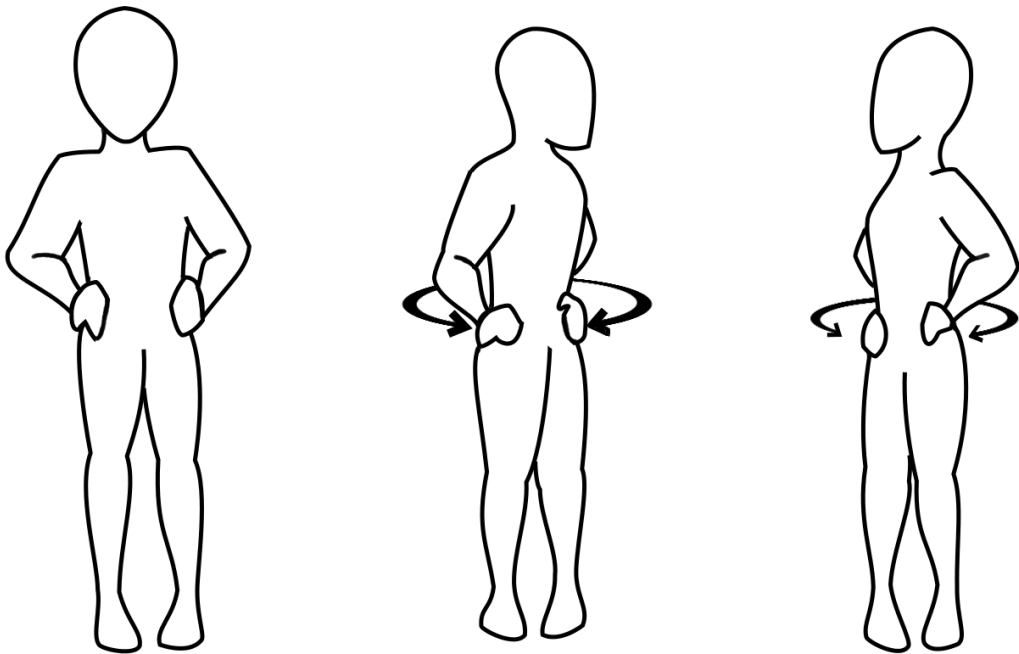
SUPER-SLOW-MOTION MARCH



STAND ON ONE LEG



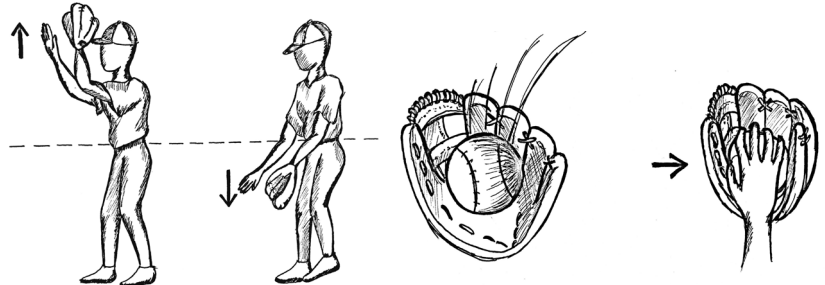
WHIRLY BIRDS



Appendix A: Active Start Diagrams

Catching

- Extend arms outward to reach for the ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as a catch is made.
- Curl the body slightly around the ball.

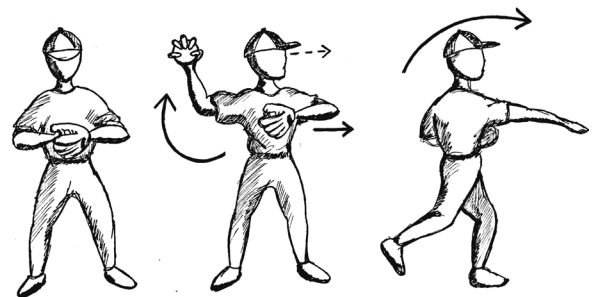


Throwing (Underhand Pattern)

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level.
- Follow through to target.

Throwing (Overhand Pattern)*

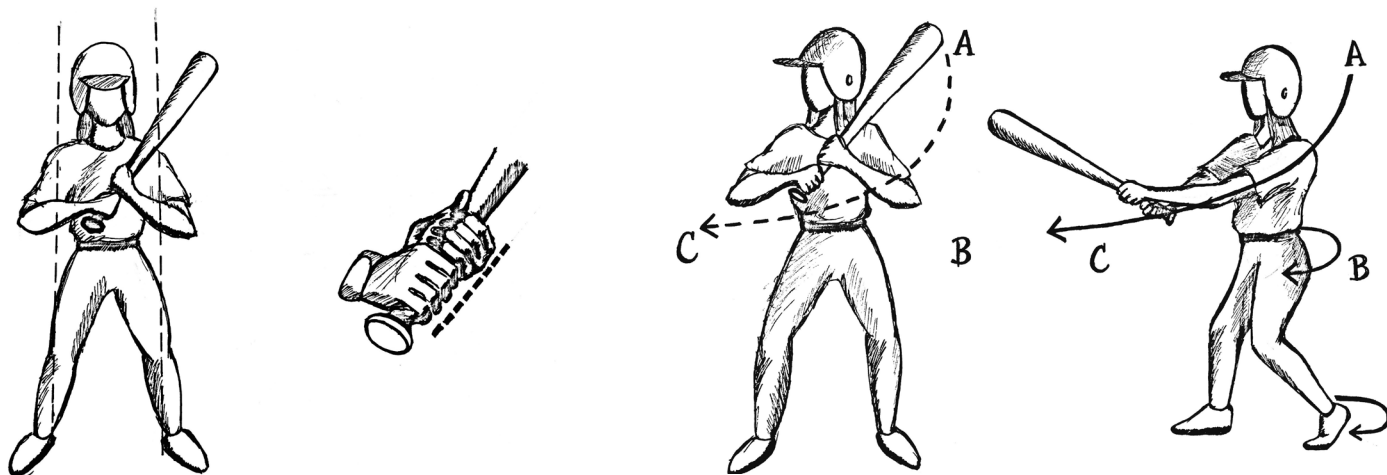
- Side to target in preparation for throwing action.
- Arm back and extended, elbow at shoulder height or slightly above in preparation for action; lead with elbow of non-throwing arm.
- Step with opposite foot as throwing arm moves forward.
- Rotate hip and spine as throwing action is executed.
- Follow through toward target and across body.



* According to SHAPE America's Scope and Sequence for K–12 Physical Education overhand throwing is an emerging skill for Grades K–1. SHAPE America's Grade-Level Outcomes do not address overhand throwing until Grade 2.

Striking with Long Implement (Side-Arm Pattern)*

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat in a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



*Striking with a long implement is a developmentally appropriate grade-level outcome for Grade 2. Kindergarten and Grade 1 outcomes indicate that students should be striking with a short-handled implement, such as a paddle.

Appendix A: Active Start Diagrams

Throughout the K–2 Fun at Bat curriculum students are introduced to the critical elements of throwing (underhand and overhand) and catching. You can use assessments throughout the curriculum to help you determine what variations of class activities students should be working toward.

By Lesson 3, you will have introduced the critical elements of stationary throwing and catching, and students will have practiced them. You can use those critical elements with the rubrics that follow to assess students' proficiency in these fundamental bat-and-ball skills. You can use these rubrics as you see fit, but only after providing appropriate skill introduction and practice.

If, during an assessment, you see that students need more practice time to meet the rubric criteria, allow for more practice opportunities and reassess in a later lesson. You can incorporate more opportunities to assess or recheck students' throwing abilities into Lesson 7 during the Throwing Home Run Derby activity.

THROWING UNDERHAND

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes:

- Throws underhand with opposite foot forward. (*S1.E13.K*)
- Throws underhand, demonstrating two of the five critical elements of a mature pattern. (*S1.E13.1*)

Level	Scoring Criteria
3 Proficient	All throws display the number of critical elements appropriate for grade level.
2 Competent	Most throws display the number of critical elements appropriate for the grade level.
1 Needs Improvement	Most throws display fewer critical elements than are appropriate for the grade level.

CATCHING

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes:

- Catches a large ball tossed by a skilled thrower. (*S1.E16.Kb*)
- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (*S1.E16.2*)

Level	Scoring Criteria
3 Proficient	Catches ball, with no drops or bobbles, while displaying the appropriate number of critical elements, depending on grade level.
2 Competent	Catches ball, with occasional drops or bobbles, while displaying the appropriate number of critical elements, depending on grade level.
1 Needs Improvement	Catches ball with frequent drops or bobbles, while displaying fewer than the appropriate number of critical elements, depending on grade level.

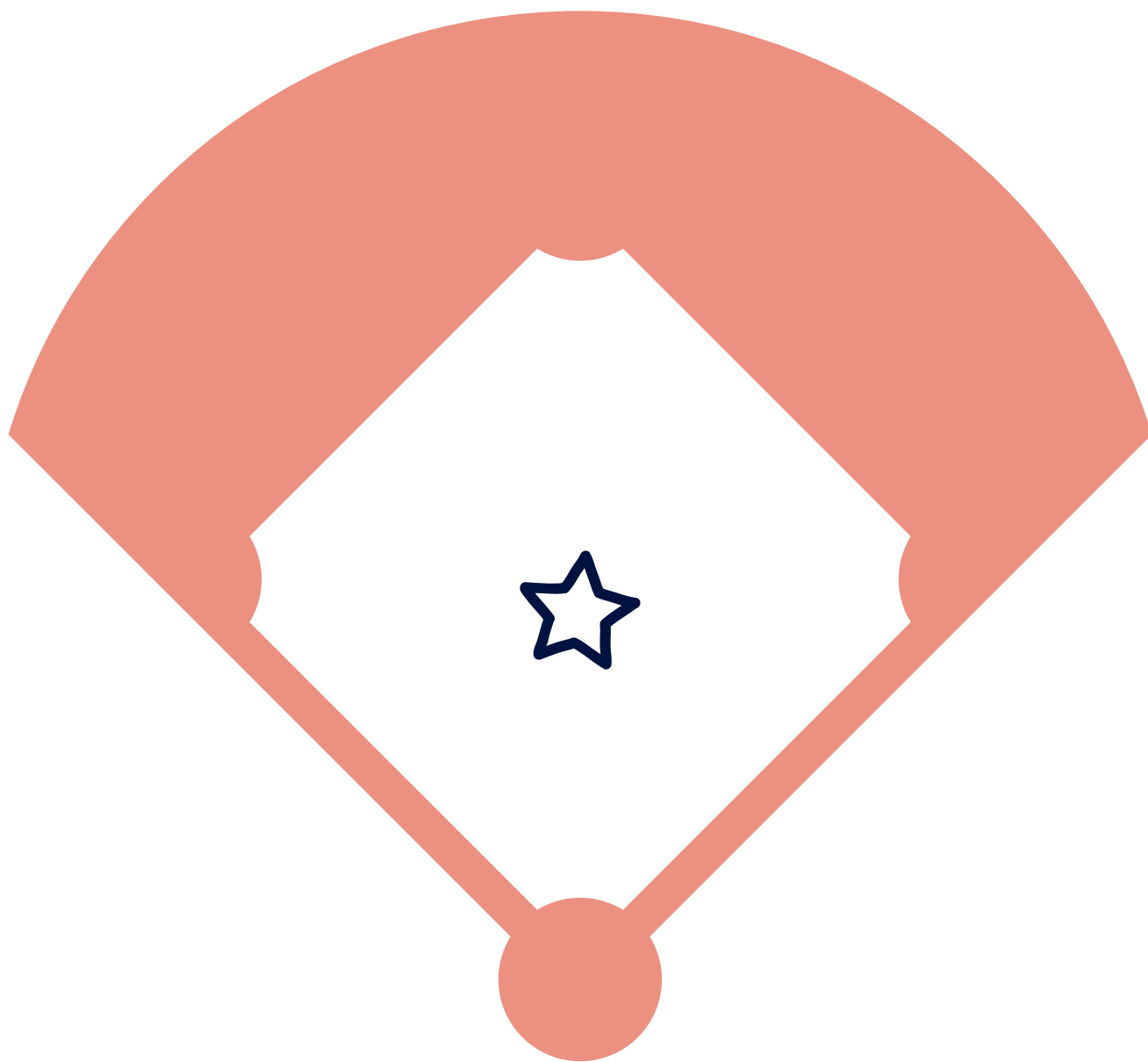
Appendix A: Active Start Diagrams



Appendix E: Lesson 5 Bat-and-Ball Position Station Cards

INFIELD

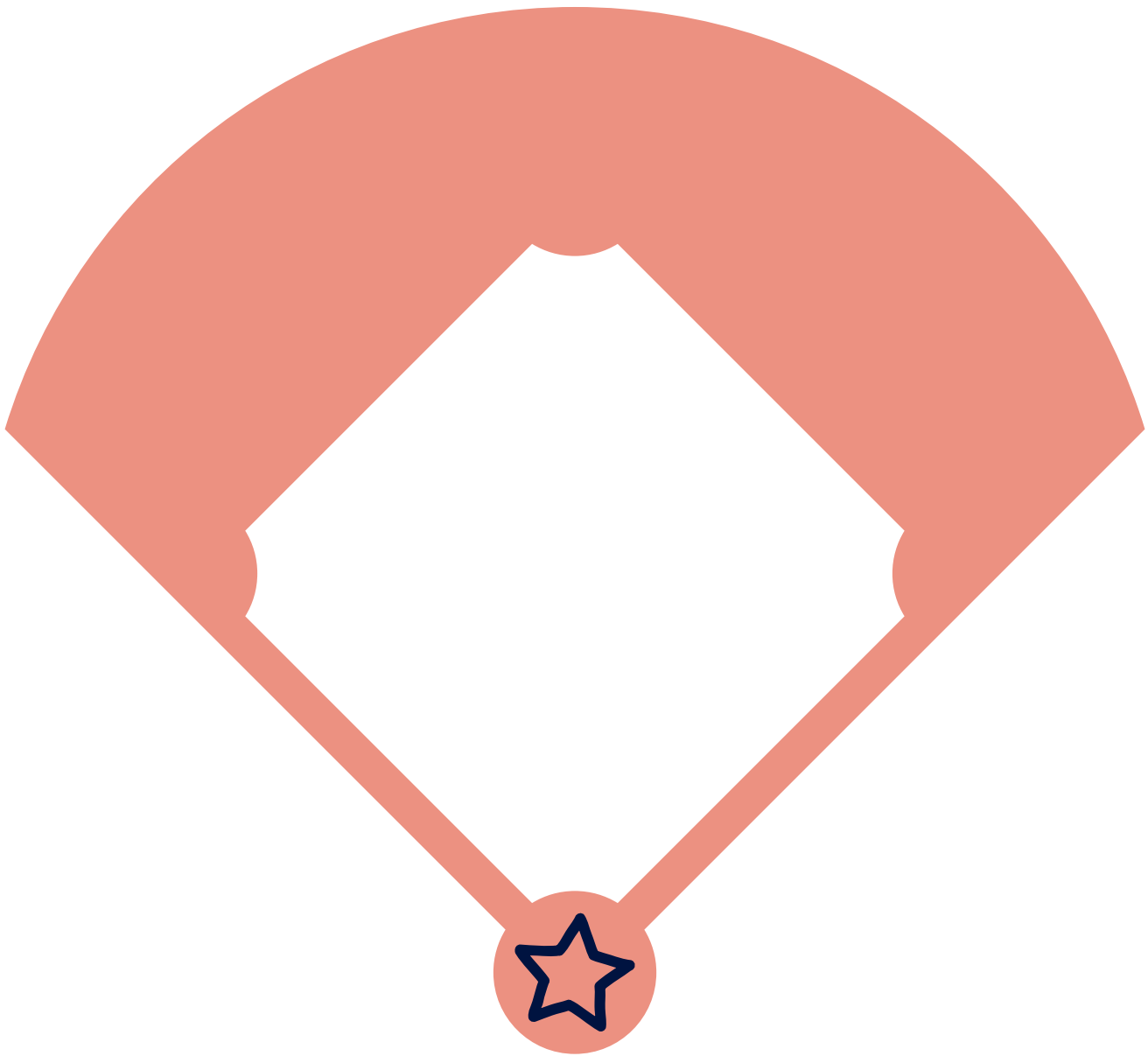
Pitcher



**Imaginary Overhand Throw
10 Times**

INFIELD

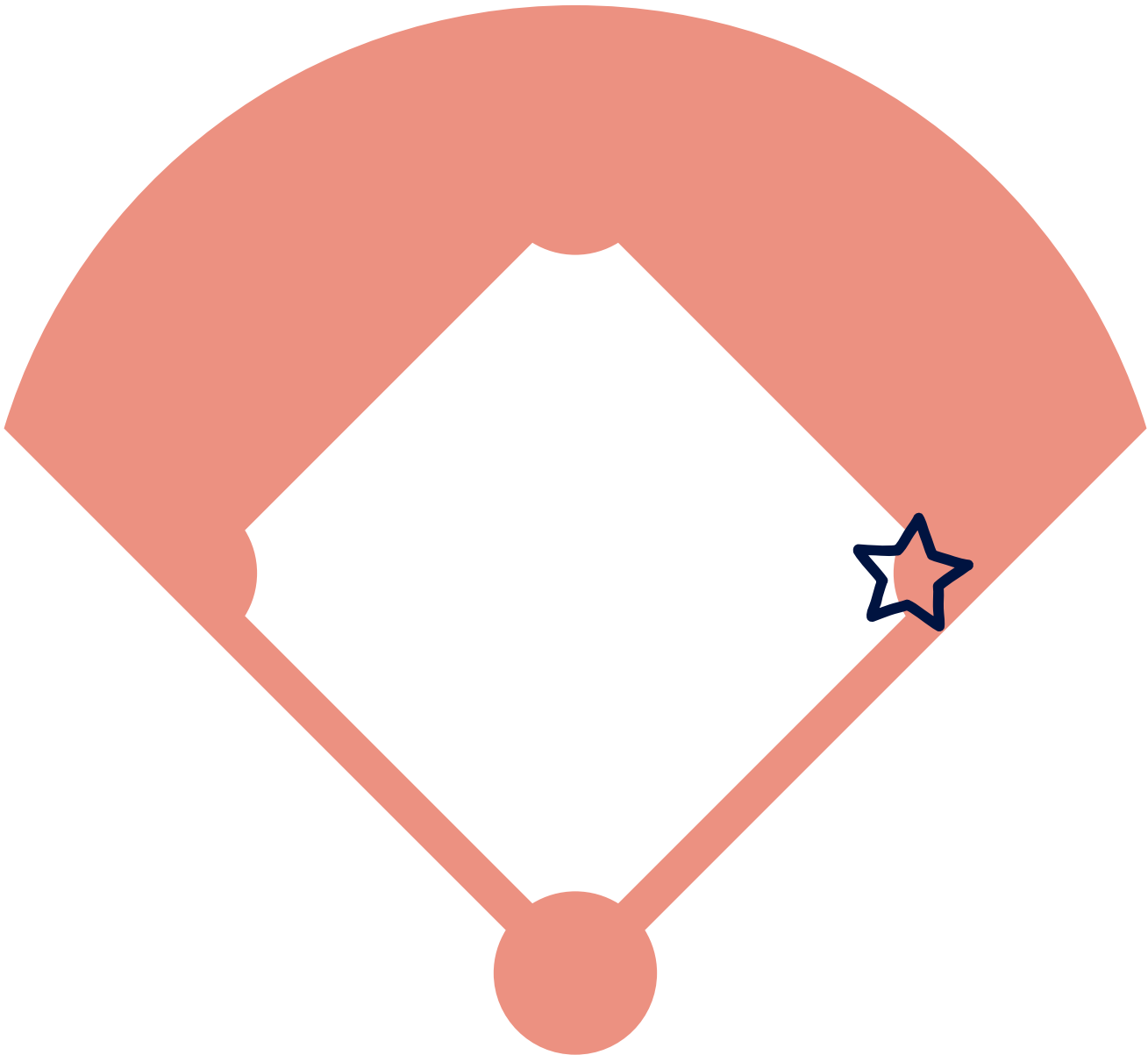
Catcher



10 Jumping Jacks

INFIELD

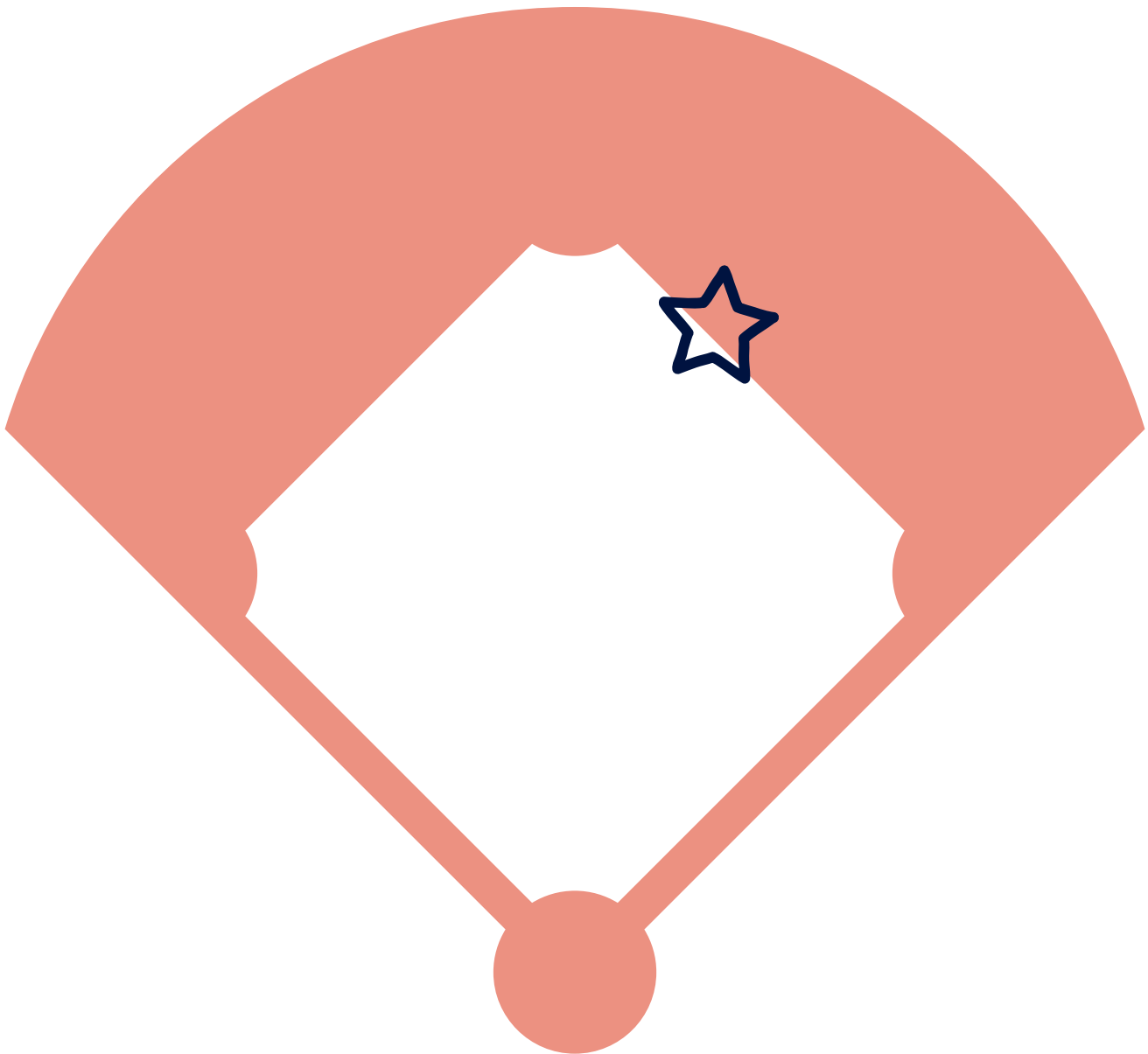
First Base



10 Body Squats

INFIELD

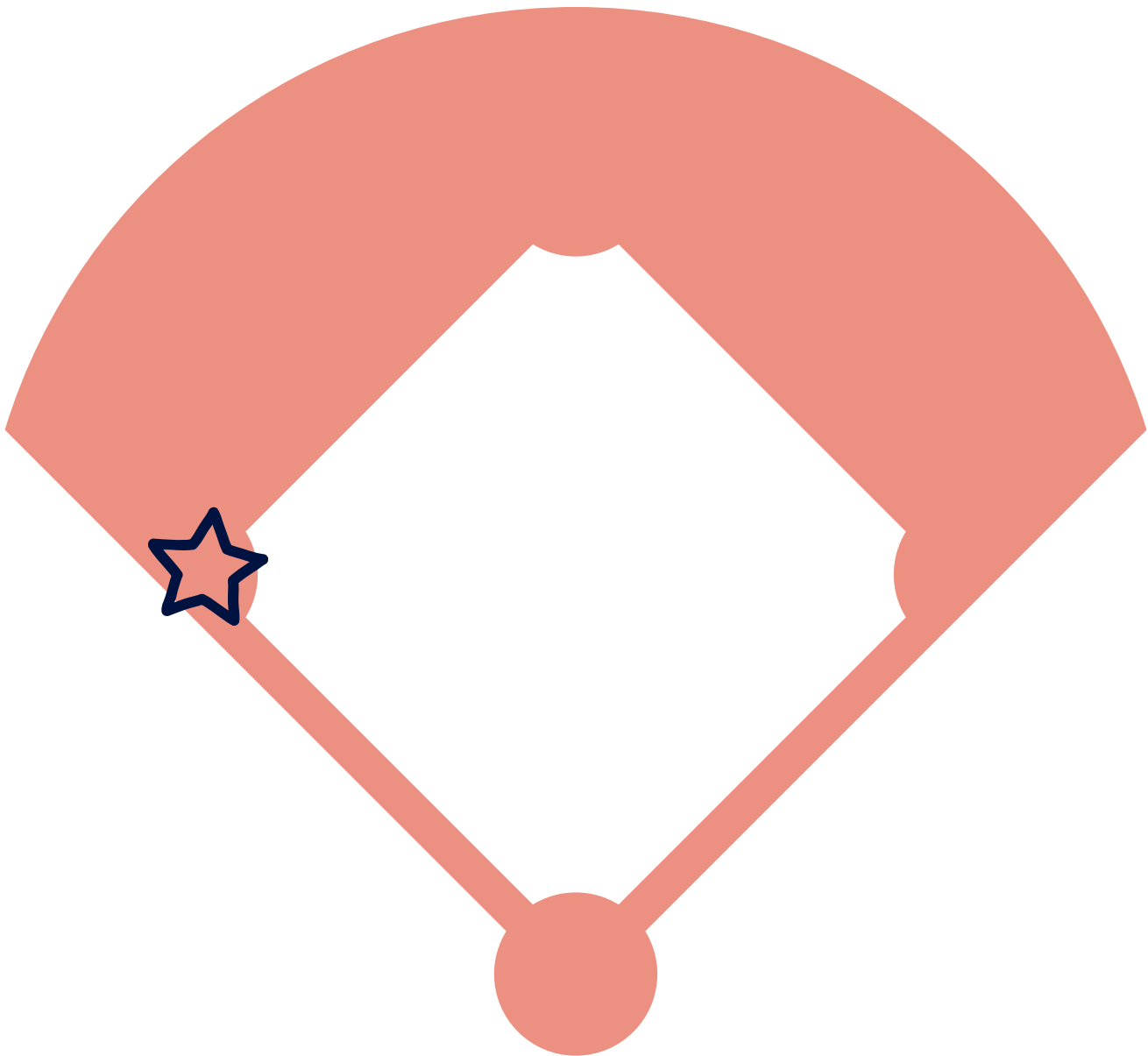
Second Base



10 Forward Arm Circles

INFIELD

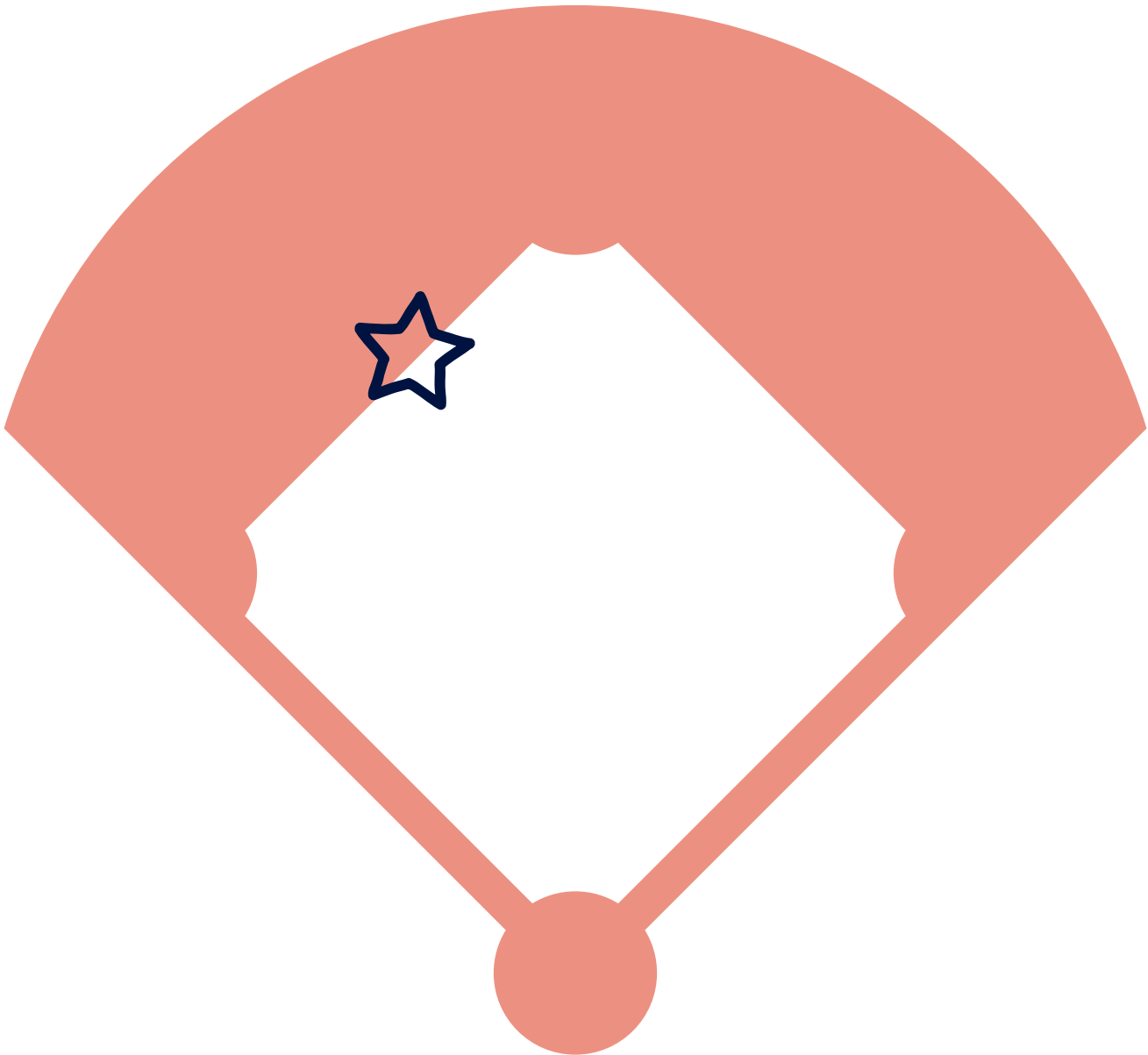
Third Base



March in Place 10 Steps

INFIELD

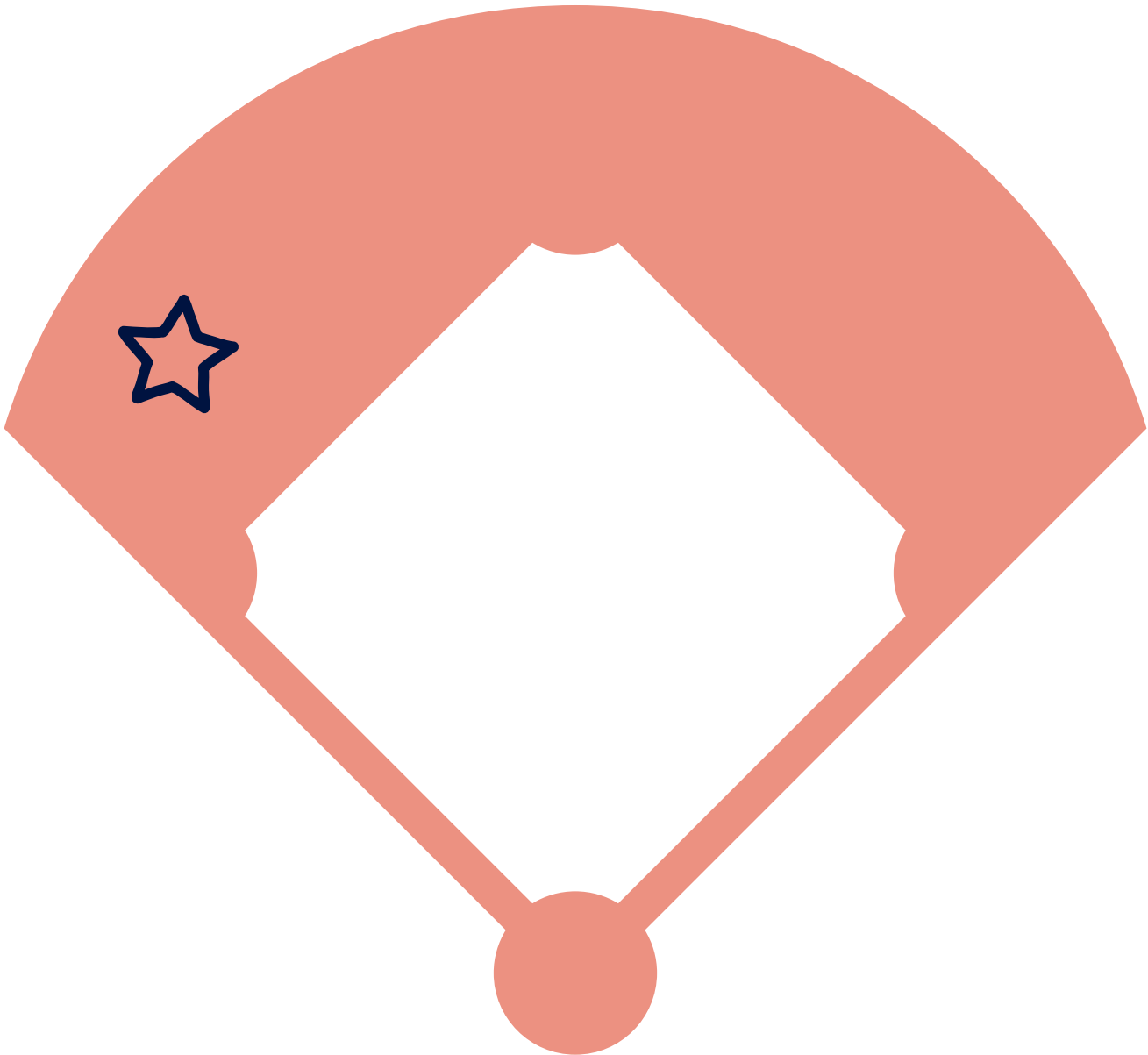
Short Stop



10 Butt Kickers

OUTFIELD

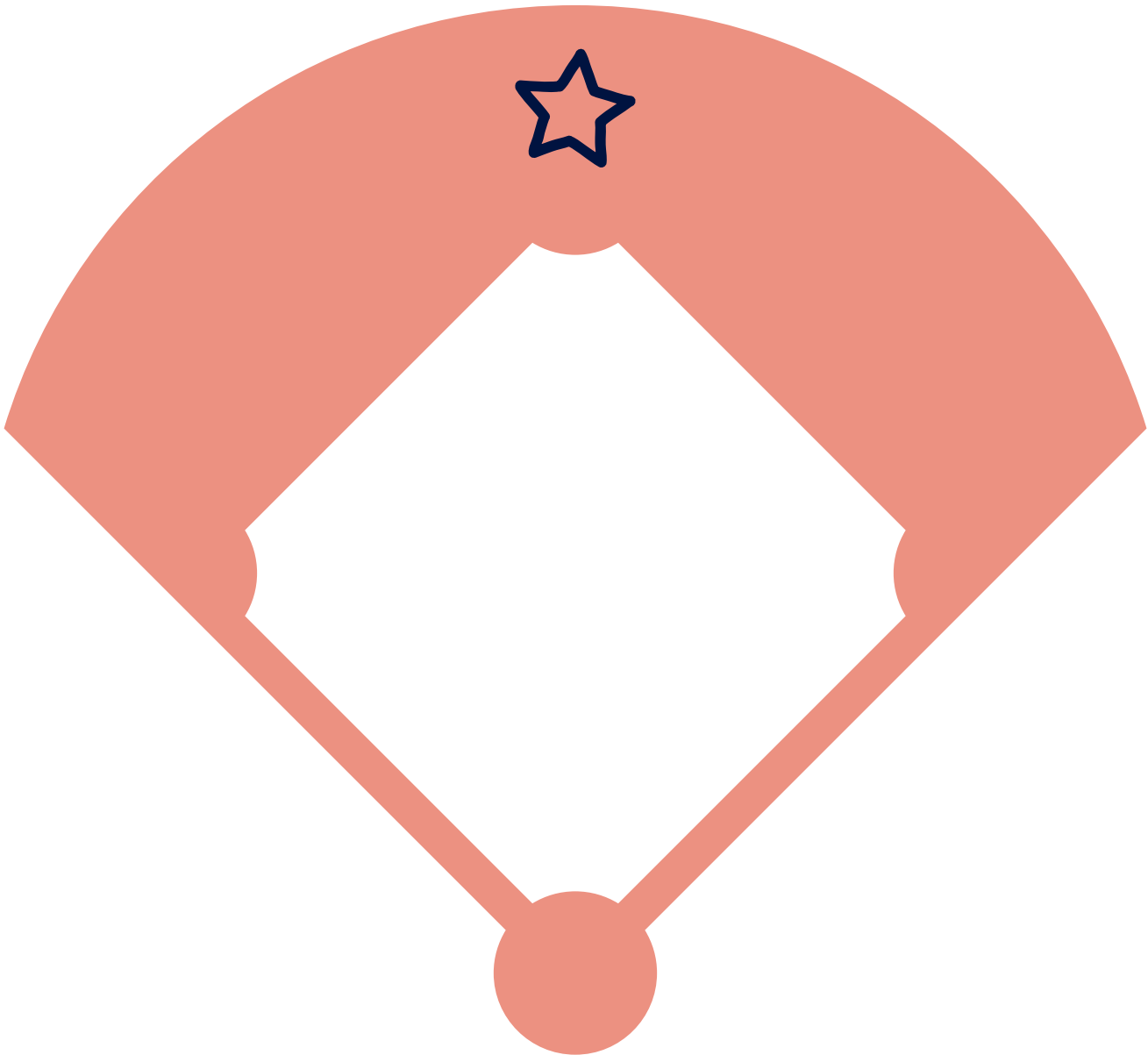
Left Field



10 Push-Ups

OUTFIELD

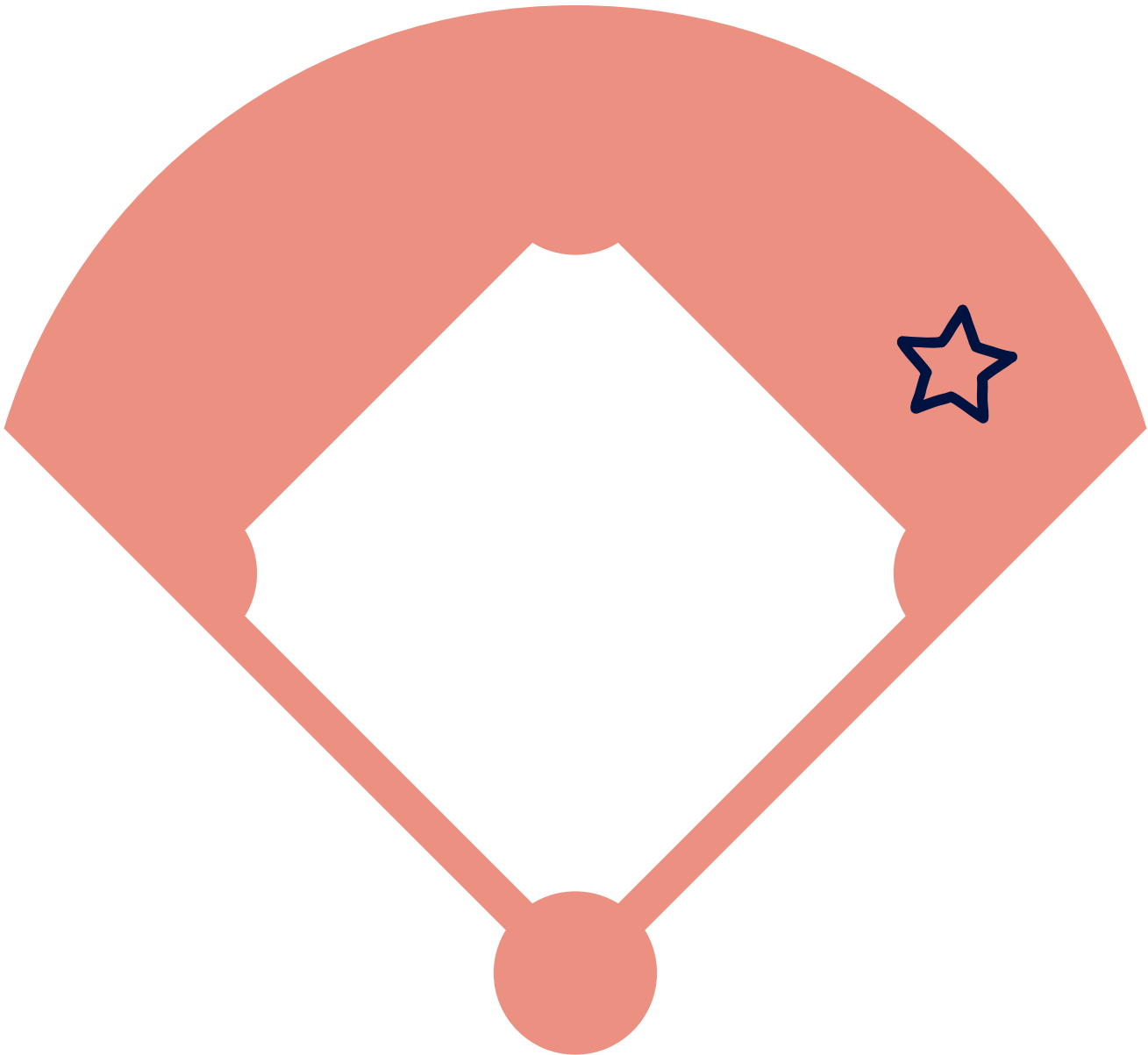
Center Field



10 Backward Arm Circles

OUTFIELD

Right Field



10 Curl-Ups

ABOUT USA BASEBALL

USA Baseball is the national governing body for the sport of baseball in the United States and is a member of the United States Olympic Committee and the World Baseball Softball Confederation. The organization selects and trains the World Baseball Classic, Olympic, Premier12 and Pan Am teams (and all other USA Baseball Professional Teams); the USA Baseball Collegiate National Team; the USA Baseball 18U, 15U and 12U National Teams; and the USA Baseball Women's National Team, all of which participate in various international competitions each year. The organization is responsible for the continued proliferation and health of the sport, and leads a number of amateur initiatives, including PLAYBALL and Pitch Smart. USA Baseball also presents the Golden Spikes Award annually to the top amateur baseball player in the country. For more information, please visit the organization's official websites: USABaseball.com, USABaseball.Education, PLAYBALL.org, PitchSmart.org, GoldenSpikesAward.com and USABaseballShop.com.



ABOUT SHAPE AMERICA

SHAPE America – Society of Health and Physical Educators – is committed to ensuring that all children have the opportunity to lead healthy, physically active lives. As the nation's largest membership organization of health and physical education professionals, SHAPE America works with its 50 state affiliates and is a founding partner of national initiatives including the Presidential Youth Fitness Program, *Let's Move!* Active Schools and the Jump Rope for Heart and Hoops for Heart programs.



Since its founding in 1885, the organization has defined excellence in physical education, most recently creating *National Standards & Grade-Level Outcomes for K–12 Physical Education* (2014), *National Standards & Guidelines for Physical Education Teacher Education* (2009), and *National Standards for Sport Coaches* (2006), and participating as a member of the Joint Committee on National Health Education Standards, which published *National Health Education Standards, Second Edition: Achieving Excellence* (2007). Our programs, products and services provide the leadership, professional development and advocacy that support health and physical educators at every level, from preschool through university graduate programs.

Every spring, SHAPE America hosts its National Convention & Expo, the premier national professional-development event for health and physical educators. Advocacy is an essential element in the fulfillment of our mission. By speaking out for the school health and physical education professions, SHAPE America strives to make an impact on the national policy landscape.

OUR VISION: Healthy People – Physically Educated and Physically Active!

OUR MISSION: To advance professional practice and promote research related to health and physical education, physical activity, dance and sport.

SHAPE AMERICA'S COMMITMENT: 50 MILLION STRONG BY 2029

Approximately 50 million students are enrolled currently in America's elementary and secondary schools (grades PreK–12). SHAPE America is leading the effort to ensure that, by the time today's youngest students graduate from high school in 2029, all of America's young people are empowered to lead healthy and active lives through effective health and physical education programs. To learn more about 50 Million Strong by 2029, visit shapeamerica.org.

FUN AT BAT



GRADES 3–5 PHYSICAL EDUCATION

Copyright © 2017 by USA Baseball. All rights reserved.

National Standards and Grade-Level Outcomes for K–12 Physical Education are used under license from SHAPE America. Copyright © 2013, SHAPE America, shapeamerica.org. All rights reserved.

Suggested citation: USA Baseball. 2017. Fun at Bat Grades 3–5 Physical Education. Reston, VA: SHAPE America – Society of Health and Physical Educators.



USA Baseball
1030 Swabia Court, Suite 201
Durham, NC 27703
www.usabaseball.com



SHAPE America – Society of Health and Physical Educators
1900 Association Drive
Reston, VA 20191
shapeamerica.org

FUN AT BAT Grades 3–5 Physical Education

CURRICULUM COMPONENTS

Program Overview 2

Lesson Overview..... 3

SHAPE America’s National Standards and Grade-Level Outcomes
for K–12 Physical Education..... 5

Active Start Guide..... 7

Lessons 1–8..... 10

Appendix A: Printable Active Start Diagrams 35

Appendix B: Critical Elements of Essential Skills 40

Appendix C: Assessment Rubrics 41

Appendix D: Printable Bat and Ball Position Station Cards 43

Program Overview

Fun at Bat is a bat-and-ball skills development program for all children. The overarching goal of this program is to promote fun and active lifestyles for children, while teaching them the fundamental skills of bat-and-ball sports. This curriculum provides the information necessary to implement the Fun at Bat program into physical education classes for grades 3–5. Together, we can ensure that children's first experiences with bat-and-ball sports are safe, positive and enjoyable!

PROGRAM GOALS

1. Teach the fundamental skills and rules needed to play bat-and-ball sports.
2. Enable students to learn the health-enhancing benefits associated with playing bat-and-ball sports.
3. Create a fun, active and positive environment in which students can enjoy bat-and-ball sports.
4. Promote high self-esteem and self-confidence by giving students the opportunity to learn and succeed in bat-and-ball sports.
5. Model and teach the fundamentals of game play, while emphasizing teamwork and good sportsmanship.

USA BASEBALL'S CHAMPIONSHIP PRINCIPLES

Participating in youth sports not only allows children to develop physically with strong muscles and bones, but it also provides a platform for emotional development. The social interactions that students experience through playing sports can build a foundation for good character and positive self-esteem.

The Fun at Bat skills development program is designed to advance the development of positive character-building traits. Throughout the curriculum, USA Baseball has incorporated eight Championship Principles that can affect students positively beyond their time in sports and throughout their lives.

INTRODUCTION OF FUNDAMENTAL SKILLS

The 3–5 Fun at Bat curriculum provides opportunities for children to develop fundamental motor skills and an understanding of movement concepts in relation to bat-and-ball sports. The progression of skills throughout the 3–5 Fun at Bat curriculum represents a developmentally appropriate sequence, in alignment with SHAPE America's National Standards and Grade-Level Outcomes for K–12 Physical Education.

We encourage teachers to follow the suggested lesson progression below and to make adjustments to meet the needs of their students in relation to their skill exposure and the number of days of physical education instruction per week.

- LESSON 1** Overhand Throwing and Catching
- LESSON 2** Fielding a Ground Ball/Catching a Fly Ball
- LESSON 3** Throwing/Catching/Reacting as a Fielder
- LESSON 4** Hitting
- LESSON 5** Field Positions
- LESSON 6** Advancing Bases
- LESSON 7** How to Make an Out
- LESSON 8** Game Play Specifics

Lesson Overview

CLASS SETUP AND ACTIVITY AREA

This program recognizes that physical education classes vary in the number of students and the size of the available activity space. As the teacher, you should do your best to ensure that activities are implemented in ways that maximize student participation and the time for which students are physically active.

All lessons are designed for 30-minute class blocks and can be implemented in a gymnasium or an outside field space. As the teacher, you should take into account space considerations, as well as gymnasium/field specifics that might need to be modified to successfully implement each lesson.

LESSON COMPONENTS

Championship Principle

- Introduce a Championship Principle at the beginning of each class, similar to a “word of the day.” Teachers should emphasize the principle throughout the lesson and remind students to be aware of how they encounter the aspects of the principle during class.

Active Start

- After introducing the Championship Principle, teachers should direct students to begin the Active Start dynamic warm-up, which consists of exercises designed to promote fitness and prepare the body for class activities. The Active Start Guide found at the beginning of this packet provides text descriptions and images of every exercise.

Fundamentals

- The Fundamentals section provides an opportunity for the teacher to introduce students to new skills and concepts, as well as review previously learned skills, through a brief overview and demonstration.
- The teacher is encouraged to use the **ON DECK** teaching method ([see below](#)) for introducing fundamental skills.

Active Play

- The Active Play section provides an opportunity for students to develop fundamental skills through practice and modified games.

Closure

- Closure provides an opportunity to check students' understanding of the Championship Principle and the fundamental skills introduced during the lesson. Encourage students to read the correlating chapter in their Championship Principles book in small groups, or with their parents/guardians.

ON DECK TEACHING METHOD

The **ON DECK** Teaching Method is an effective teaching tool for introducing fundamental skills:

1. **Overview of New skill:** Introduce the new skill and provide fundamental keys.
2. **Demonstration of skill:** Demonstrate to students how to execute each fundamental skill, while reinforcing the fundamental keys of the skill.
3. **Experiment with the skill:** Provide students with an opportunity to practice the skill through active play activities.
4. **Clarify keys:** While students practice the fundamental skills, provide feedback on performance and clarify the fundamental keys (e.g., "Use two hands").
5. **Key mastery:** Provide students with multiple practice opportunities to aid their skill development. While students practice, continue to reinforce the fundamental keys that are necessary for skill mastery.

EQUIPMENT

What follows is a list of equipment provided by Major League Baseball (MLB) and USA Baseball, as well as additional or alternative items that you can use for each lesson in the 3–5 Fun at Bat curriculum. Each lesson plan includes equipment recommendations for each activity, as well as modifications that you can make to meet varying student needs.



You should view the quantities of additional/alternative equipment listed as suggestions for a class of 30 students. As class sizes vary, you will need to adjust equipment quantities to best meet the needs of all students. Larger classes may need more equipment to maximize practice opportunities, as well as activity time.

MLB/USA Baseball Equipment Kit	Additional/Alternative Equipment
MLB 1-position Rubber-Tek™ batting tee (1)	Hitting tees or large cones (7)
MLB throw-down Rubber-Tek™ base set (1)	Throw-down bases (8)
Foam bat and ball set (2)	Foam or plastic bats (6)
Oversized foam baseballs (8)	5-inch foam balls (1 for each student)
Regular-size foam baseballs (12)	
Deflated 5-inch Vibe ball (2)	Large mats (2)
Training discs (8)	Hoops (15)
Mesh equipment bag (1)	Poly spots (22)
12-inch inflation pump (1)	Large dice (1)
	Music

SHAPE America's National Standards and Grade-Level Outcomes for K–12 Physical Education

Throughout the 3–5 Fun at Bat curriculum, students develop the fundamental skill sets that will enhance their ability to use both a bat and a ball. They will have many opportunities to learn and develop their throwing, catching and striking abilities to master the skills necessary for bat-and-ball play. Exploration of fielding positions and bat-and-ball game scenarios will occur in the Grades 3–5 curriculum. Students have the opportunity to practice their catching, throwing, hitting and base-running skills in bat-and-ball game scenarios.

National Standard	Grade-Level Outcomes	Description
1	Locomotor	S1.E1.4 Uses various locomotor skills in a variety of small-sided practice tasks.
		S1.E1.5a Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks.
		S1.E1.5b Combines locomotor and manipulative skills in a variety of small-sided practice tasks and game environments.
1		S1.E6.4 Combines traveling with manipulative skills of throwing and catching in teacher- and/or student-designed small-sided practice tasks.
1	Manipulative	S1.E13.3 Throws underhand to a partner or target with reasonable accuracy.
1		S1.E14.3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments, for distance or force.
		S1.E14.4a Throws overhand using a mature pattern in nondynamic environments (closed skills).
		S1.E14.4b Throws overhand to a partner or at a target with accuracy at a reasonable distance.
1		S1.E16.3 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
		S1.E16.4 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills).
		S1.E16.5c Catches with reasonable accuracy in dynamic, small-sided practice tasks.
1		S1.E25.3 Strikes a ball with a long-handled implement, sending it forward while using proper grip for the implement.
		S1.E25.4 Strikes an object with a long-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern for the implement.
2	Movement Concepts	S2.E3.5 Applies the concepts of direction and force to strike an object with a long-handled implement.

(continued)

National Standard	Grade-Level Outcomes	Description
3	Engages in Physical Activity	S3.E2.3 Engages in the activities of physical education class without teacher prompting.
		S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.
4	Personal Responsibility	S4.E1.3 Exhibits personal responsibility in teacher-directed activities.
		S4.E1.4 Exhibits responsible behavior in independent group situations.
		S4.E1.5 Engages in physical activity with responsible interpersonal behavior.
4	Working With Others	S4.E4.3 Works cooperatively with others.
		S4.E4.b Accepts players of all skill levels into the physical activity.
		S4.E4.5 Accepts, recognizes and actively involves others with either higher or lower skill abilities in physical activities.
4	Safety	S4.E6.3 Works independently and safely in physical activity settings.
		S4.E6.4 Works safely with peers and equipment in physical activity settings.
5	Self-Expression and Enjoyment	S5.E3.3 Reflects on the reasons for enjoying selected physical activities.
		S5.E3.4 Reflects on the enjoyment of participating in different physical activities.
5	Social Interaction	S5.E4.4 Describes the positive social interactions that come when engaged with others in physical activity.

Active Start Guide

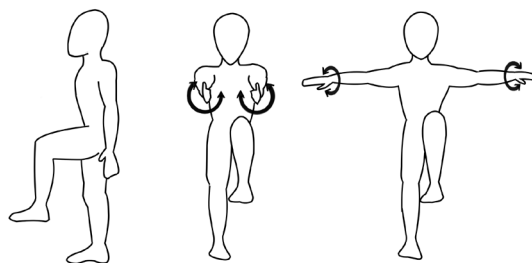
GRADES 3–5 DYNAMIC WARM-UP

The dynamic warm-up incorporates activities designed to improve and develop basic functions that are the building blocks of higher-level sports skills and physical fitness. These are exercises that emphasize postural alignment, mobility, balance and coordination. The objective is to stimulate and prepare the brain and body to behave and work together.

Each class will start with this dynamic warm-up (roughly 5 minutes). Depending on the space and size of the group, have students stand in a circle with you in the middle, or in lines facing you in front. Remember to vocalize and demonstrate each exercise. Students may rest for a few seconds after each exercise, as well as at your discretion, and remind students to always breathe.

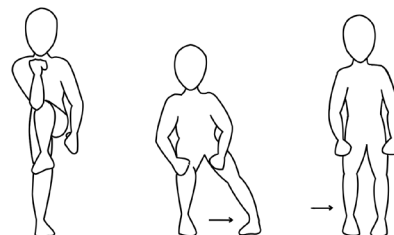
1. **MARCH IN PLACE:** This drill works postural stability and the action of running while stimulating the body's ability to balance. This challenges the eyes and brain to work together regardless of the sight line. This will prepare students to accelerate, decelerate and run whether running to a base or chasing after a live ball. **Students perform each March in Place exercise for 5 seconds.**

- March in place, looking straight ahead
- March in place, turning head to left
- March in place, turning head to right
- Challenge level: March in place with arms out to side, doing arm circles forward and backward, or arms in front with arm circles clockwise and counterclockwise.



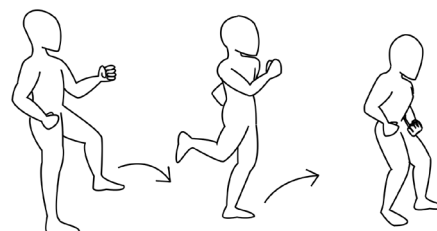
2. **SLIDES:** This prepares students to change direction quickly, whether accelerating or having to run back to a base or spring after a batted ball. Bringing the knee to the opposite elbow promotes the trunk's ability to rotate properly for hitting and throwing. **3 repetitions with each leg.**

- Slide to the right, bring R knee to L elbow, take R foot and step to R, slide L foot.
- Slide to the left, bring L knee to R elbow, take L foot and step to L, slide R foot.



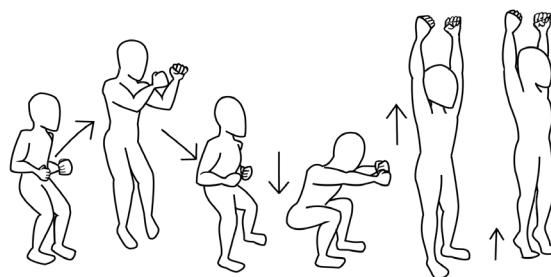
3. **HOP (SINGLE-LEG JUMPS):** This movement prepares the body for all of the energy and power required for jumping, running, accepting landing forces and observing individual differences in right- and left-side abilities. Baseball is a power game, whether hitting or going from standing to recognizing fly balls and ground balls immediately and chasing them. **3 repetitions each leg, alternating in between.**

- Going forward, jump off L leg to R leg, then from R leg jump and land on both feet.
- Going forward, jump off R leg to L leg, then from L leg jump and land on both feet.



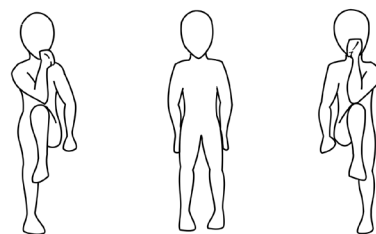
4. **DOUBLE-LEG JUMP/SQUAT/REACH/TOE RAISE-SQUAT/JUMP:** This drill is designed to display double leg power and to use the body as an entire chain that can express power, express the ability to bend with a full, deep squat requiring mobility of the ankles, hips and mid-back, trunk stability and displaying strength and balance while doing a toe raise. Baseball requires full-body connection, whether throwing, pitching, hitting or fielding. This drill links it all together. **2 repetitions, focus on landing jumps softly.**

- Standing on both legs, jump forward, land and go to a full-squat position. Raise up from the squat, reaching arms to the sky, then add the toe raise. Lower heels, then jump straight up.



5. **CROSS-CRAWL:** This drill not only prepares the body to move in a reciprocal or opposite pattern that is similar to running, it also connects the lower and upper body to coordinate action together and stimulates the brain and balancing system to engage as the arm and leg cross midline or the center of the body. Baseball requires cross-body action in hitting, fielding and running, as well as full mental alertness. This drill accomplishes all of these important functions. The act of throwing is a reciprocal pattern, or one that you step and throw with the opposite arm and leg. The ability to cross-crawl underpins throwing mechanics. **4 each way for a total of 8.**

- Standing cross-crawl, R elbow to L knee then alternate.



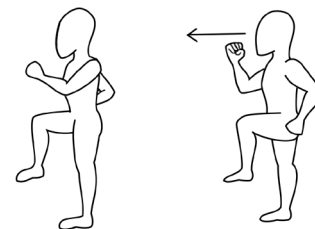
6. **BRIDGE AND HIP EXTENSION:** The bridge is a hip hinge movement done on the ground that is the same athletic stance a fielder would take in preparation for a play and a hitter as he or she sits into the batting stance. It works the power muscles of the backside and loosens up the hips. It allows the athlete to bend appropriately not only to field a ground ball but also to rise fluidly to throw in one motion. Pulling the knees to the chest enhances full range of motion about the hips and knees. **2 sets of each exercise.**

- Lie on back and push hips to the sky; hold for 3 seconds. When hips are back on the ground, pull both knees to chest and hold for 5 seconds.



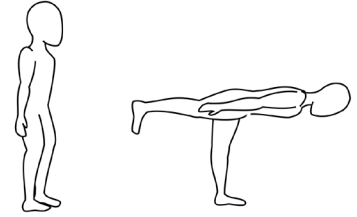
7. **SUPER-SLOW-MOTION MARCH:** This challenges one's balance through standing on one leg while teaching the body how best to handle being out of balance. Baseball requires many different movements that come at high speeds and in balance-compromising positions. This helps prepare the stabilizing muscles to act appropriately in most situations. **1 set for 10 seconds.**

- March in place, in super-slow motion, looking straight ahead.



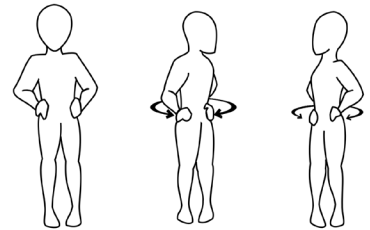
-
8. **STAND ON ONE LEG:** Taking a more advanced approach to form the bridge and hip extension, the athlete stands on one leg and then performs a hip hinge on one leg while the other leg goes behind him or her. This is an excellent drill for single-leg balance, stability and strength that challenges the ability to bend and balance on one leg. It also uses all critical elements of running and moving in any direction and very much is a precursor to throwing and pitching. **2 repetitions, alternating R and L leg. Attempt to hold each pose for 5 seconds.**

- Stand on L leg, hinge at the hip, taking chest toward the ground, R leg behind to create a T.



-
9. **WHIRLY BIRDS:** Hips and trunk that move well will perform well when playing. This drill simply opens up the hips and trunk allowing freer movement when running, fielding and hitting. **1 set rotating hips clockwise, then 1 set rotating hips counterclockwise. 10 seconds each direction.**

- Standing on both legs with feet close together and hands on the hips, rotating hips in different directions.



LESSON 1

LESSON OBJECTIVE:

Students will demonstrate the fundamental keys of overhand throwing and catching.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs

Additional/Alternative

- 5-inch foam balls (1 for each student)
- Music

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E6.4 (Locomotor-Combinations); S1.E13.3 (Manipulative-Underhand throw), S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-Overhand throw), S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-Catching)

STANDARD 3 S3.E2.3, S3.E2.4 (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others); S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: Introduce Responsibility

Responsibility means we not only care about making good choices for ourselves, but that we care about others as well. Being responsible means we are dependable, prepared and on task. Someone who shows up for class or a game on time with all of his or her equipment, and is sensitive to others as well, will find success in bat-and-ball sports and in life. Responsibility allows us to manage all the things we have happening in our lives.

What steps can you take to be a responsible player and person?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF OVERHAND THROWING (Overview and Demonstration)

3 MINUTES

Students hold the ball in the preferred hand, with non-preferred hand pointing at the target. Bringing the throwing arm back into an “L” shape (arm bent at the elbow and hand held in the air with the ball), students step with the opposite foot, turn the hips and begin throwing the ball toward the target.

Key 1: Point to the target

Key 2: Step with opposite foot

Key 3: Follow through across the body

ACTIVE PLAY

3 MINUTES

Targets, Targets Everywhere

Students each have an oversized foam baseball. They try to locate and throw overhand at as many targets in the activity area as possible. The targets can be large items such as doors or posters, or small items such as numbers on the bleachers, cracks on the wall, etc. If outdoors, targets can be attached to the backstop or other fences with zip ties, or similar fasteners. Hang targets at varying levels, low and high. Students move by sliding (as instructed in the dynamic warm-up) from target to target.

(continued)

FUNDAMENTALS OF CATCHING (Overview and Demonstration)**3 MINUTES**

As the ball approaches, students should have their eyes on the ball and their arms reaching out. If the ball is below the waist, the thumbs should be out; if the ball is above the waist, the thumbs should be together. As the ball enters the hands, students grasp it and bring it in toward the body.

Key 1: Eyes on the ball

Key 2: Reach arms out

Key 3: Thumbs in if the ball is above the waist

Thumbs out if the ball is below the waist

ACTIVE PLAY**14 MINUTES****Partner Throw**

In pairs, students practice throwing overhand and catching an oversized foam baseball (or any small ball). Partners can start off approximately 10 feet apart (distance can be adjusted based on skill level). Students can count how many continuous, successful throws and catches they make.

VARIATIONS

- Increase or decrease distance between players
- Use a different-sized ball

Partner Throw, Catch and Tag

In pairs, students practice throwing and catching an oversized foam baseball (or any small ball). Play some music. When you pause the music, it becomes a tag game between partners. The partner who has the ball when the music stops is the first tagger. The partner without the ball moves (with a predetermined locomotor skill) until tagged by the partner with the ball. When a student is tagged (receives the ball from his or her partner), the tagged student becomes the tagger, but he or she first must perform three jumping jacks to give the partner a head start. The tag game continues until you turn on the music again. At that prompt, students stop playing tag, locate their partners, stand 5-10 feet from each other and begin throwing again.

CLOSURE**2 MINUTES**

What new skills did we learn today?

Fundamentals of Throwing and Catching

What two things is it important to remember when throwing a ball?

What is the difference between fielding a ball below the waist and above the waist?

Championship Principle: Responsibility

In what ways can you be responsible in our classroom?

For what were you responsible in our game today?

Remind students to read the chapter on **Responsibility** on their own.

What do you think we will be doing next class?

LESSON 2

LESSON OBJECTIVE:

Students will demonstrate the fundamental keys of fielding a ground ball and catching a fly ball.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs

Additional/Alternative

- 5-inch foam balls (one for every two students)
- Hoops (one for every two students)
- Music

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E6.4 (Locomotor-Combinations); S1.E13.3 (Manipulative-Underhand throw); S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-Overhand throw); S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-Catching)

STANDARD 3 S3.E2.3, S3.E2.4, (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others; S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: Introduce Teamwork

Teamwork is important in many areas of our life. When we work as a team, we can reach a goal together. In our team (the class), we are good at many different things, and all of our talents help make us one big, successful team! How can we work as a team? Do you play with any other teams in your day (e.g., family, sport team, dance group)?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF THROWING & CATCHING (Review and Demonstration)

3 MINUTES

Fundamentals of Overhand Throwing

Students hold the ball in the preferred hand, with non-preferred hand pointing at the target. Drawing the throwing arm back into an “L” shape (arm bent at the elbow and hand held in the air with the ball), throwers step with the opposite foot, turn the hips and begin throwing the ball toward the target.

Key 1: Point to the target

Key 2: Step with your opposite foot

Key 3: Follow through across your body

Fundamentals of Catching

As the ball approaches, students should have their eyes on their ball and their arms reaching out. If the ball is below the waist, the thumbs should be pointed outward; if the ball is above the waist, the thumbs should be together. As the ball enters the hands, students grasp it and bring it in toward the body.

Key 1: Eyes on the ball

Key 2: Reach arms out

Key 3: Thumbs in if the ball is above the waist

Thumbs out if the ball is below the waist

(continued)

ACTIVE PLAY**5 MINUTES****Throwing and Catching Circles**

Pair students, with an oversized foam baseball and a hoop. Pairs stand and face each other on opposite sides of the hoop. They start with stationary overhand throws to each other. Next, they shuffle around in a circle, throwing the ball overhand to each other, clockwise then counterclockwise.

VARIATIONS

- Partners throw until the music stops. Then, they resume stationary throws.
- Partners switch directions as they shuffle.
- Add another set of partners to the circle for additional throwers.

FUNDAMENTALS OF FIELDING A GROUND BALL/CATCHING A FLY BALL**3 MINUTES**

(Overview and Demonstration)

Preparing to field a ground ball involves positioning yourself almost as if you are sitting in an imaginary chair (knees bent, arms ready, feet shoulder-width apart and back flat).

- A **ground ball** travels on the ground (or below the player's waist). To field it, students must adjust the hands so that fingers point toward the ground in front of them. Feet and hands are positioned to form the three points of a triangle.

Key 1: Sit in a chair**Key 2: Make a triangle with your feet and hands**

- A **fly ball** travels in the air and is above the waist when it reaches the player, who must present both hands with fingers pointing up.

Key 1: Fingers up**Key 2: Two hands****ACTIVE PLAY****12 MINUTES****Partner Fielding** (see Partner Fielding diagram)

PART 1. In pairs, students stand 5-10 feet apart and either toss the ball underhand or roll the ball (student choice) to their partners. Receiving partners position the hands in the proper way to catch the ball.

VARIATIONS

- Partners work only on below-the-waist fielding first and then switch to work on above-the-waist fielding.
- Groups of three or four practice taking turns and catching throws from different classmates.
- Groups count how many consecutive catches they make using the correct hand placement.

PART 2. In pairs, students stand 5-10 feet apart, each pair with one ball. One student tosses the ball high in the air to the side of the partner. The partner catches the ball and rolls it back to the first student. Students alternate to which side they throw the ball. After five tosses, partners swap catching and throwing roles.

VARIATIONS

- As students become more proficient with above-the-waist and overhead catching, allow throwing partners to throw past the established line, forcing the partner to move backward or forward to catch the ball. (Avoid side-to-side movement, which will interrupt the activity for other nearby students.)

(continued)

CLOSURE

2 MINUTES

What new skills did we learn today?

**Fundamentals of
Fielding a Ground Ball/
Catching a Fly Ball**

What two important things do you need to do when fielding a ground ball?
What two important things do you need to do when catching a fly ball?

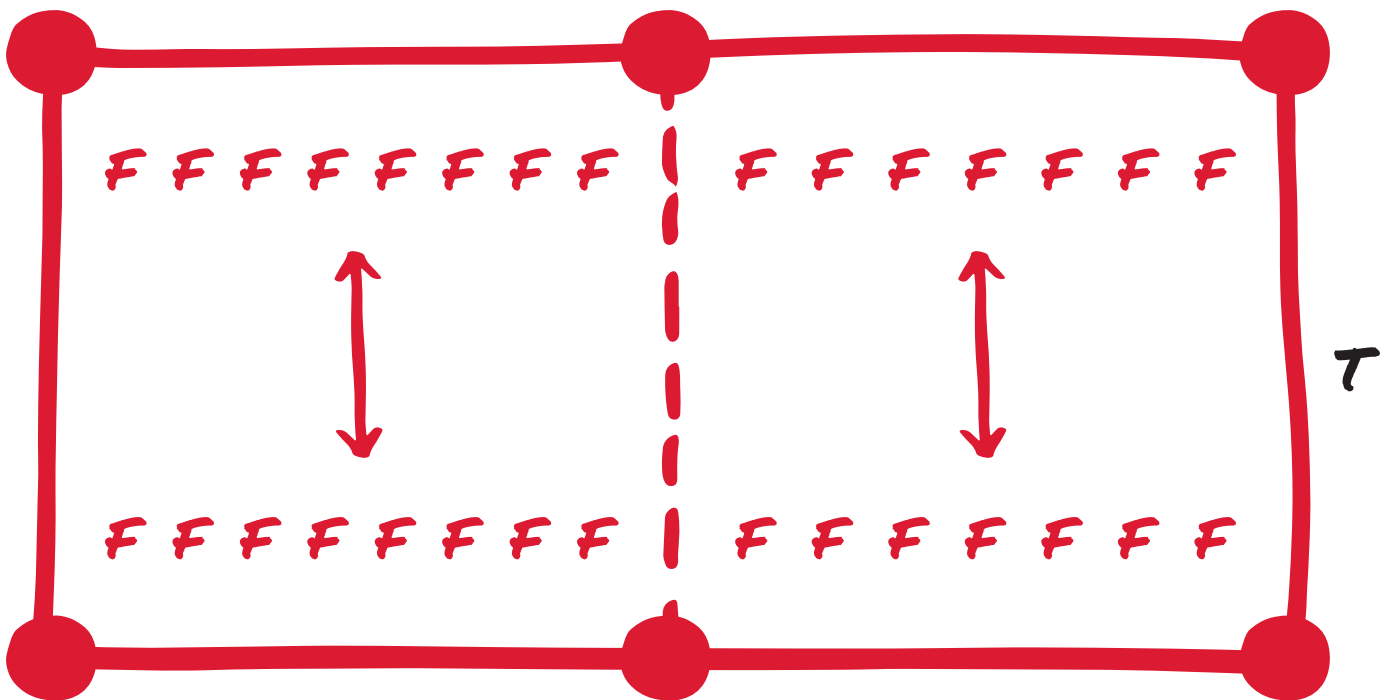
**Championship Principle:
Teamwork**

When did you work as a team today?
How did teamwork help you succeed?
How can teamwork be difficult in a game?

Remind students to read the chapter on **Teamwork** on their own.

What do you think we will be doing next class?

PARTNER FIELDING



F = Fielders

T = Teacher

LESSON 3

LESSON OBJECTIVE:

Students will be able to demonstrate how to field a ball by reacting appropriately to a variety of throws.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- MLB throw-down Rubber-Tek™ base set (1)

Additional/Alternative

- 6 throw-down bases
- Music

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E6.4 (Locomotor-Combinations); S1.E13.3 (Manipulative-Underhand throw); S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-Overhand throw); S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-Catching)

STANDARD 3 S3.E2.3, S3.E2.4, (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others; S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: Introduce Helping Others

Helping others is an important part of achieving group goals. The members of a team have different strengths and weaknesses. Think of something that you are really good at. Now think of something that you might have trouble completing. Math? Running a long distance? Painting?

Can you think of someone in this room who could help you complete a difficult task?

Helping others can make large, difficult tasks seem easier.

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF THROWING/CATCHING/REACTING AS A FIELDER

5 MINUTES

(Overview and Demonstration)

Playing a bat-and-ball sport requires a lot of practice on the basics. Throwing and catching (fielding) are very important skills to master and it's important that you never give up. Review fundamental keys of overhand throwing, catching, fielding a ground ball and catching a fly ball.

(continued)

ACTIVE PLAY**18 MINUTES****On the Move** (see On the Move diagram)

In groups of four or five, students form a line. Place a throw-down base about 15 feet in front of each line, with a student standing on it. The first student in each line is the first thrower, and the person standing on the throw-down base is the first fielder. All remaining students in the line perform exercises (e.g., jumping jacks, squats, arm circles, dancing) at your direction. The thrower presents the ball to the fielder either in the air (throwing it toward the fielder above the head) or on the ground so that the fielder has to move forward to catch the ball. The fielder goes to the end of the throwing line, and the thrower moves to the base to become the next fielder.

VARIATIONS

- Different rounds for ball delivery (on the ground, fly ball).

Modified Tee Ball (see Modified Tee Ball diagram)

Divide students into groups of four or five. Each group has an oversized foam baseball and two throw-down bases. One throw-down base represents first base, while the other represents home plate. All games face the same direction in the activity area.

Assign each student a number to determine batting order. The batter, who will throw the ball, is the only person at home plate. All other group members are fielders. When you give the commands, "Batters up" and "Throw," all batters throw the ball at the same time. After releasing the ball, the batter runs to first base. Fielders approach the thrown ball with the "thumbs out, thumbs together" catching method. As soon as a fielder controls the ball, he or she yells "Out." If the batter makes it to first base before "Out" is yelled, he or she scores a point.

If the ball goes out of the group's field space, play stops until it's safe to retrieve the ball. After each throwing attempt, the batter rotates to a fielding position, while the next student in the batting order approaches home plate for a turn at throwing the ball.

VARIATIONS

- Larger field, depending on available space.
- Check students' ability to catch overhead on the move by having batters throw the ball into the air to the fielders and then run to first base.

CLOSURE**2 MINUTES**

What new skills did we learn today?

**Fundamentals of Throwing/
Catching/Fielding
Combinations**

What do you need to think about and do when you are deciding how to catch or field a ball?

**Championship Principle:
Helping Others**

What is one way that that you helped a partner or teammate during class today?

Remind students to read the chapter on **Helping Others** on their own.

What do you think we will be doing next class?

ON THE MOVE

F **F** **F** **F** **F** **F**

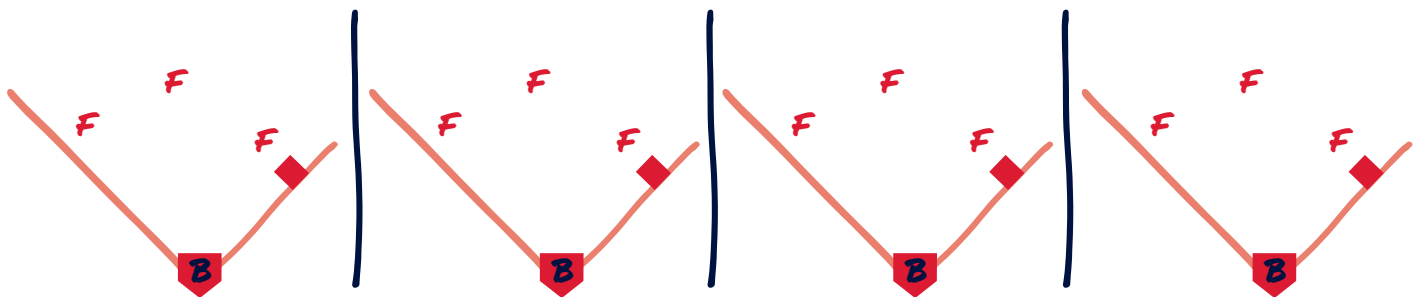
X **X** **X** **X** **X** **X**

O **O** **O** **O** **O** **O**
O **O** **O** **O** **O** **O**
O **O** **O** **O** **O** **O**

- F** = Fielder
- X** = Student Tossing
- O** = Waiting, Exercising Students

MODIFIED TEE BALL

Cone off area in between games to establish different playing space



- F** = Fielders
- B** = Batters

Note: There should be additional fields as space allows.

LESSON 4

LESSON OBJECTIVE:

Students will demonstrate the fundamental keys of hitting a ball from a tee.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- 2 5-inch Vibe balls
- 2 foam bats
- 1 MLB 1-position Rubber-Tek™ batting tee
- MLB throw-down Rubber-Tek™ base set

Additional/Alternative

- 6 foam or plastic bats
- 22 poly spots
- 7 hitting tees or large cones
- 7 throw-down bases
- 1 hoop

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-Hopping, galloping, running, sliding, skipping, leaping; S1.E6.4 (Locomotor-Combinations); S1.E13.3 (Manipulative-Underhand throw); S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-Overhand throw); S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-Catching); S1.E25.3, S1.E25.4 (Manipulative-Striking, long implement)

STANDARD 2 S2.E3.5 (Movement Concepts-Speed, direction, force)

STANDARD 3 S3.E2.3, S3.E2.4, (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others); S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: Introduce Honesty

When we are **honest**, it means we tell the truth. Sometimes in sports we may not be honest when we talk about our opponents, and the competition can make us say mean-spirited things.

Have you ever played with a group of friends when someone said something not nice or not true about you?

How did that make you feel?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF HITTING (Overview and Demonstration)

3 MINUTES

Hitting a ball takes place at home plate when it's a team's turn to bat. When you bat, you must be ready to hit the ball from the tee or from the pitcher. The ready position allows batters to prepare to hit the ball.

Ready Position (students practice this with an imaginary bat)–Stand with feet shoulder-width apart and knees bent. Clasp hands together as if holding a bat in front of the waist. Emphasize that the arms make a “V” shape. Students bring the hands back toward the right ear (if right-handed) or left ear (if left-handed). Hands should be close to — but not touching — the ear. Practice making the “V” and bringing the bat up toward the ear a couple of times.

Swinging the bat starts at the ready position and the arms move together across the front of the body at chest height, passing the “V” position, finishing toward the opposite ear (right-handed batter swings right ear to left ear; left-handed batter swings left ear to right ear).

Key 1: Make a roof of a house with your arms.

Key 2: Stand with feet outside the shoulders. Keep your eyes on the ball.

(continued)

ACTIVE PLAY**20 MINUTES****Hitting Lines** (see Hitting Lines diagram)

Set up eight tees on the same side of the activity area. Place a line of three poly spots about 10 feet behind the tee. (Add more depending on class size.) One student from each group is the batter. All other group members wait on the poly spots performing an exercise (e.g., jumping jacks, squats, practicing their swing). All batters hit and field their balls on the following commands:

- “Batters ready?”: all batters are stationary in the ready position.
- “Swing”: batters take one swing at the ball on the tee.
- “Bats down; field”: all bats are safely on the ground before batters leave to field the ball. The batter fields the ball and returns it to the tee.
- “Batters up!”: the next student approaches the tee. Warn new batters not to approach the tee until hearing your prompt. That helps keep batting areas safe.

VARIATIONS

- If enough balls are available, students hit two balls in a row.
- If colored balls are available, establish a group color so that retrieving the balls will be more efficient.
- Students try hitting a vibe ball, in addition to the oversized foam baseball.
- Students struggling to hit the oversized foam baseball may use a larger ball.

Modified Tee Ball (see Modified Tee Ball diagram)

Divide students into groups of four or five. Each group will have an oversized foam baseball, a bat, a tee and one throw-down base. All games will be facing the same direction in the activity area.

Assign each student a number that determines batting order. The batter, who will be striking the ball, is the only person near the tee. All other group members will be fielders. When the teacher gives the commands, “Batters up” and “Swing,” all batters will attempt to hit the ball at the same time. Once the batters strike the ball, they will run to first base. The fielders will approach the hit ball with the “thumbs out, thumbs together” catching method. As soon as a fielder controls the ball, he or she will yell “Out.” If the batter makes it to first base before “Out” is yelled, a point is scored.

If the ball goes out of a group’s field space, play will stop until it’s safe to retrieve the ball. After each batting turn, the batter rotates to a fielding position, while the next student in the batting order approaches home plate for a turn at hitting.

VARIATIONS

- Depending on space, the field could be larger.
- Batters who miss the ball could put the bat down and throw the ball into the playing area.
- A hoop can be placed next to the tee as a drop-off spot for the bat, to make sure that players do not carry the bat into the playing area.

(continued)

CLOSURE

2 MINUTES

What new skills did we learn today?

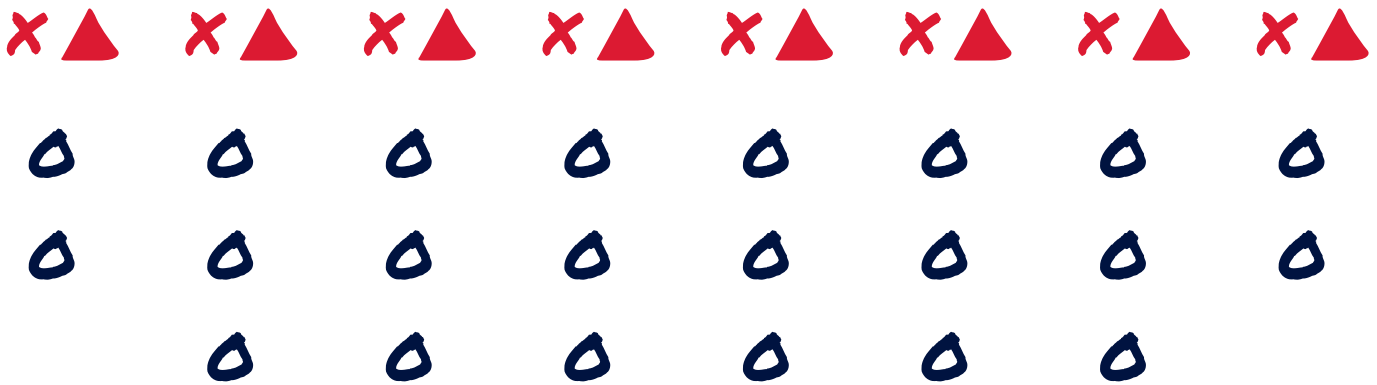
Fundamentals of Hitting	Can you demonstrate the proper hand position when holding a bat? How can you help others stay safe when hitting a ball from a tee?
Championship Principle: Honesty	How could you be honest in a game? How can being dishonest affect you as a player/person?

Remind students to read the chapter on **Honesty** on their own.

What do you think we will be doing next class?

HITTING LINES

HITTING INTO OPEN SPACE

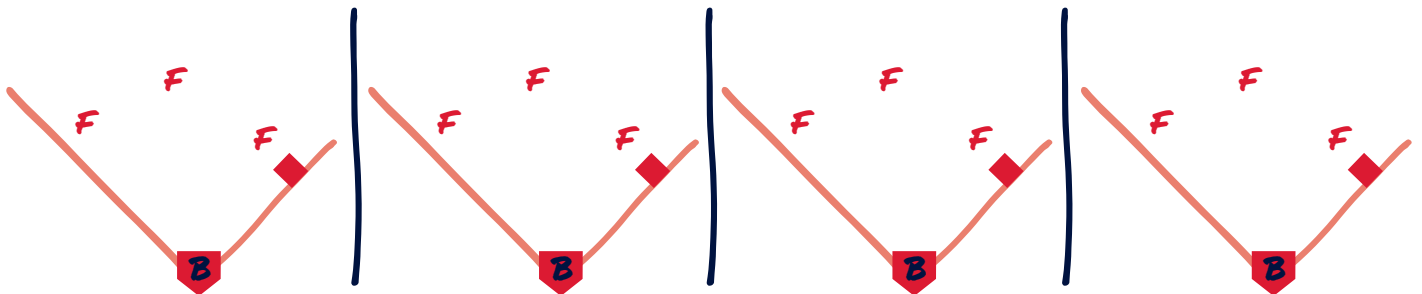


X = Students who are striking

O = Students exercising

MODIFIED TEE BALL

Cone off area in between games to establish different playing space



F = Fielders

B = Batters

Note: There should be additional fields as space allows.

LESSON 5

LESSON OBJECTIVE:

Students will identify each field position, determine if it's in the infield or outfield and practice their base running after hitting from a tee.

Equipment

MLB/USA Baseball

- 10 oversized foam baseballs
- 2 foam bats
- 1 MLB 1-Position Rubber-Tek™ Batting Tee
- MLB throw-down Rubber-Tek™ base set

Additional/Alternative

- 6 foam or plastic bats
- 16 poly spots
- 6 hitting tees or large cones
- [Appendix D](#): Position Station Cards
- 2 hoops

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-*Hopping, galloping, running, sliding, skipping, leaping*); S1.E6.4 (Locomotor-*Combinations*); S1.E13.3 (Manipulative-*Underhand throw*); S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-*Overhand throw*); S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-*Catching*); S1.E25.3, S1.E25.4 (Manipulative-*Striking, long implement*)

STANDARD 2 S2.E3.5 (Movement Concepts-*Speed, direction, force*)

STANDARD 3 S3.E2.3, S3.E2.4 (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others); S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: **Introduce Do Your Best**

Doing your best means that you are performing an activity, job or assignment as well as you can. Even if you make a mistake or fail, you should always give it your best effort.

Can you think of an example in class where your teacher tells you to do your best?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF INFIELD AND OUTFIELD POSITIONS (Overview and Demonstration)

3 MINUTES

Each position has a specific defensive job in a bat-and-ball game. Some of the positions are in the infield and are responsible for fielding a ball or protecting a base. Other positions are in the outfield and help to get the balls that are hit into the outfield back closer to the base runners.

Can anyone name a specific position? Is it in the infield/outfield? Why is that position important?

Using the bat-and-ball position cards ([Appendix D](#)), students can investigate where each position is (infield or outfield) and look at what positions are close to each other.

(continued)

ACTIVE PLAY**20 MINUTES****Musical Fielding Positions**

Set up the activity area to represent an infield (four bases) and the outfield. Attach the position station cards (Appendix D) to cones near the corresponding field locations. Have students perform a locomotor skill (sliding, galloping or skipping) in the playing area while music is playing. When the music stops, students immediately proceed to the nearest field location (station card) and perform the exercise on the position station card until the music comes back on.

VARIATIONS

- Allow only a certain number of students to be at a field location at one time.
- Implement a rule that students can't return to a station until they have been to at least one other station.

Hit and Run (see Hit and Run diagram)

Divide students into three equal groups and assign each group to a field area. Each field will consist of all four bases (tee/home plate; first, second and third bases). Place three poly spots in the field area near the bases for the fielders. Additional poly spots can be placed behind the tee as exercise zones for waiting students. Make sure that there is enough space between the three game fields.

Assign each student a number to determine batting order. The batter, who will be striking the ball, is the only person near the tee. All other group members will be on a poly spot either behind the tee (completing exercises) or in the field (first, second and third bases). When you say, "Batters up" and "Swing," all batters attempt to hit the ball at the same time. Once the batters strike the ball, they then run the bases in the correct order. The fielders approach the ball with the "thumbs out, thumbs together" catching method and work together to return the ball to the tee. Once a student has hit from the tee, he or she then moves to the first fielding position (near first base) while the other fielders rotate to the next fielding position. The fielder near third base goes to the end of the batting poly spots and begins exercising.

VARIATIONS

- For larger classes, add more fielding or exercising poly spots.
- Place a hoop in the center of the infield to represent a pitcher's mound and have students return the ball there after each hit. The fielder who is going in to exercise then picks up a ball on the pitcher's mound and places it on the tee.
- Place a hoop next to the tee as a drop-off spot for the bat to make sure that batters don't carry the bat into the playing area.

CLOSURE**2 MINUTES**

What new skills did we learn today?

Fundamentals of Infield and Outfield Positions

Can you recall two positions in our field and designate them as infield or outfield?

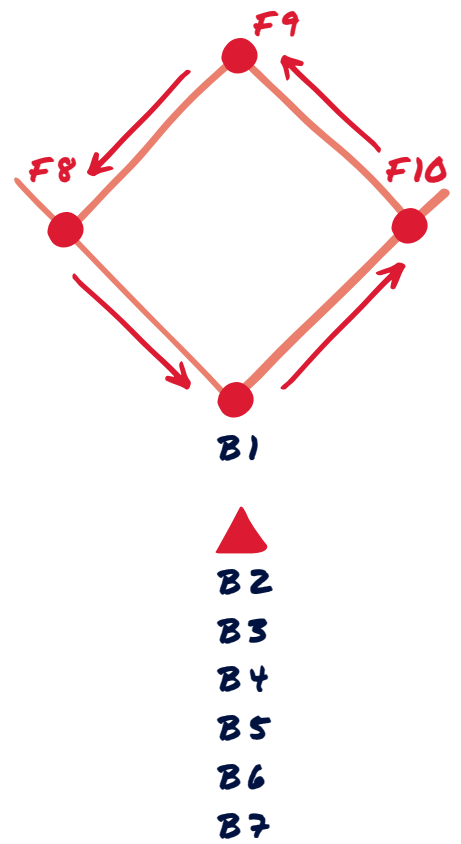
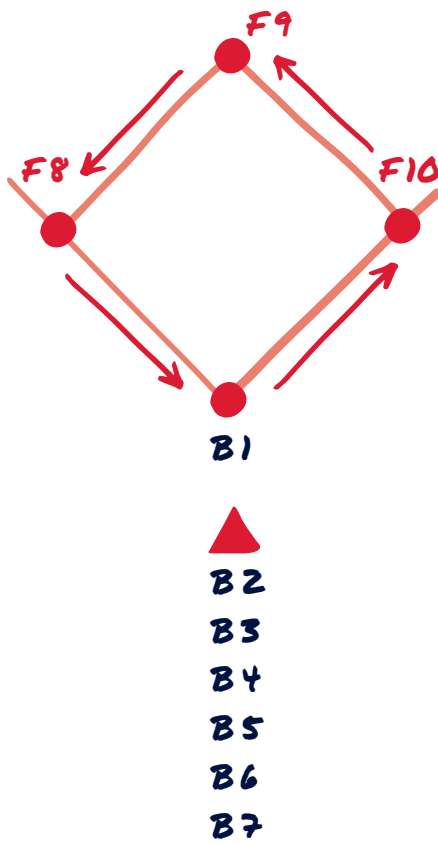
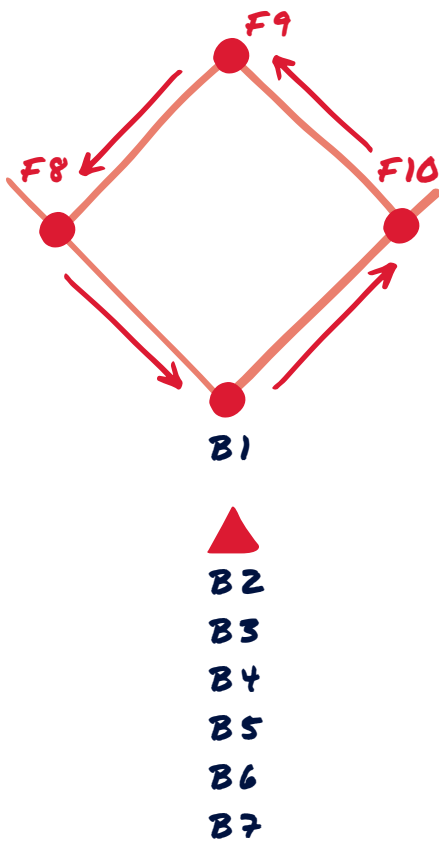
**Championship Principle:
Do Your Best**

Why is it important to do your best when participating in a game or activity?
Why is it important to do your best in the classroom?

Remind students to read the chapter on **Do Your Best** on their own.

What do you think we will be doing next class?

HIT AND RUN



F = Fielders

B = Batters

ROTATION: BATTER → 1ST → 2ND → 3RD → END OF LINE

LESSON 6

LESSON OBJECTIVE:

Students will demonstrate how to properly advance to the next base.

Equipment

MLB/USA Baseball

- 6 oversized foam baseballs
- 2 foam bats
- 1 MLB 1-position Rubber-Tek™ batting tee
- 8 training discs
- MLB Throw Down Rubber-Tek Base™ Set

Additional/Alternative

- 1 foam or plastic bat
- 15 poly spots
- 2 hitting tees or large cones
- 8 throw-down bases
- 1 large dice
- 2 hoops

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-*Hopping, galloping, running, sliding, skipping, leaping*); S1.E6.4 (Locomotor-*Combinations*); S1.E13.3 (Manipulative-*Underhand throw*); S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-*Overhand throw*); S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-*Catching*); S1.E25.3, S1.E25.4 (Manipulative-*Striking, long implement*)

STANDARD 2 S2.E3.5 (Movement Concepts-*Speed, direction, force*)

STANDARD 3 SS3.E2.3, S3.E2.4 (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others); S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: **Introduce Leadership**

Leaders are important members of our teams and play key roles in our classes and school. They help to motivate us when things get difficult. They are positive and make sure that everyone feels valued. They are great listeners and can voice concerns of others.

Can you think of a leader in our school? Why do you think that person is a great leader? How can a leader help us in a game or activity?

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF ADVANCING TO THE NEXT BASE (Overview and Demonstration)

3 MINUTES

Advancing from base to base depends on how far the batter has hit the ball as well as the efficiency of the fielders to get the ball to a base. The following are types of hits that correlate to the base the hitter reaches.

- **Single**-batter reaches first base only.
- **Double**-batter gets to second base.
- **Triple**-batter advances to third base.
- **Home Run**-batter goes around all bases and back to home plate. Each time a runner comes back to home plate, he or she scores a point for their team.

(continued)

ACTIVE PLAY**20 MINUTES****Luck of the Dice Running** (see Luck of the Dice Running diagram)

Divide students into three equal groups and assign each group to a field area. Each field consists of all four bases (tee/home plate; first, second and third bases).

On each field, divide students into two groups. Each group has a chance to run the bases when the teacher rolls one of the dice. The waiting group can work on an exercise (jumping jacks, running in place, rocket blasters) in the on-deck area. All players move to the correct base when a single die is rolled. Dice rolls indicate the following base running sequences: 1-single, 2-double, 3-triple 4, 5, 6-home run). Once they reach the proper base, students then go back to the on-deck area and exercise until their next turn.

VARIATIONS

- Have students use different locomotor skills to move around the bases or back to home plate.
- Have a student who is showing exemplary behavior roll the die.

Hit and Run (see Hit and Run diagram)

Divide students into three equal groups and assign each group to a field area. Each field consists of all four bases (tee/home plate; first, second and third bases). Place three poly spots in the field area near the bases. Additional poly spots can be placed behind the tee as exercise zones for waiting students. Make sure that there is enough space between the three game fields.

Assign each student a number to determine batting order. The batter, who will be striking the ball, is the only person near the tee. All other group members will be fielders. When you say, "Batters up" and "Swing," all batters attempt to hit the ball at the same time. Once the batters strike the ball, they run the bases in the correct order. The fielders approach the ball with the "thumbs out, thumbs together" catching method and work together to return the ball to the tee. Once a student has hit from the tee, he or she then moves to the first fielding position (near first base) while the other fielders rotate to the next fielding position. The fielder near third base goes to the end of the batting poly spots and exercise until his or her batting turn.

VARIATIONS

- For larger classes, you can add more poly spots for fielding and exercising.
- Place a hoop in the center of the infield to represent a pitcher's mound and have students return the ball there after each hit. The fielder who is going in to exercise can then pick up a ball on the pitcher's mound and place it on the tee.
- A hoop can be placed next to the tee as a drop off spot for the bat, to make sure that batters do not carry the bat into the playing area.

CLOSURE**2 MINUTES**

What new skills did we learn today?

Fundamentals of Advancing to the Next Base

Describe an example of a hit that you could make and which base you would run to.

Championship Principle: Leadership

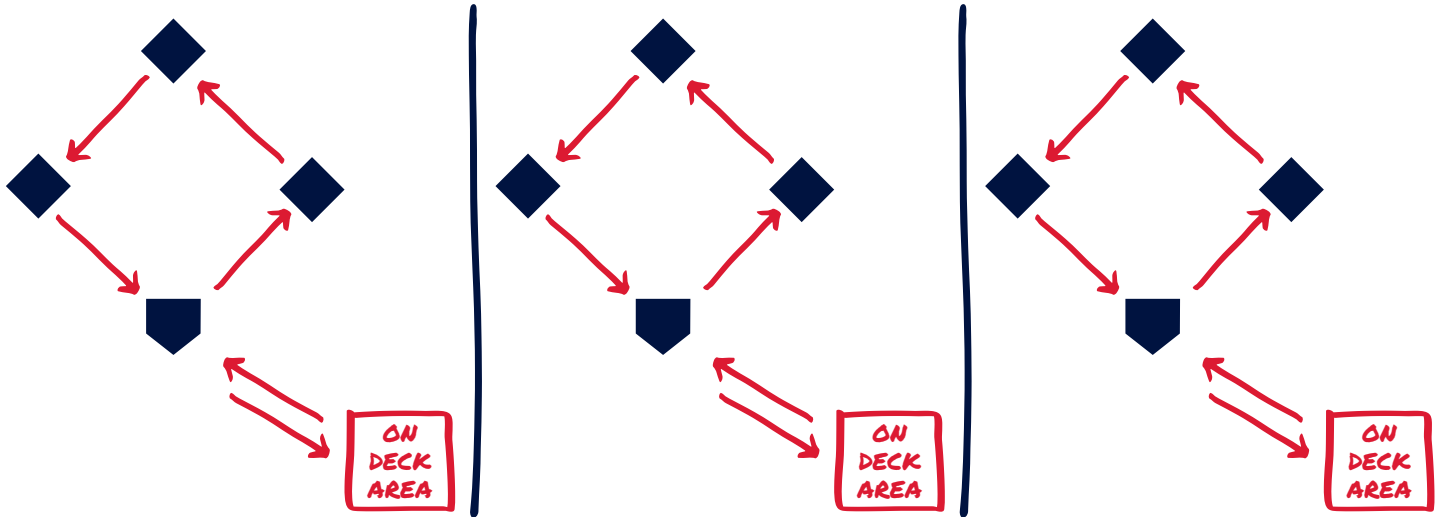
Where did you see leadership characteristics in our lesson today?

Could we succeed without leaders in our classes and school or on our teams?

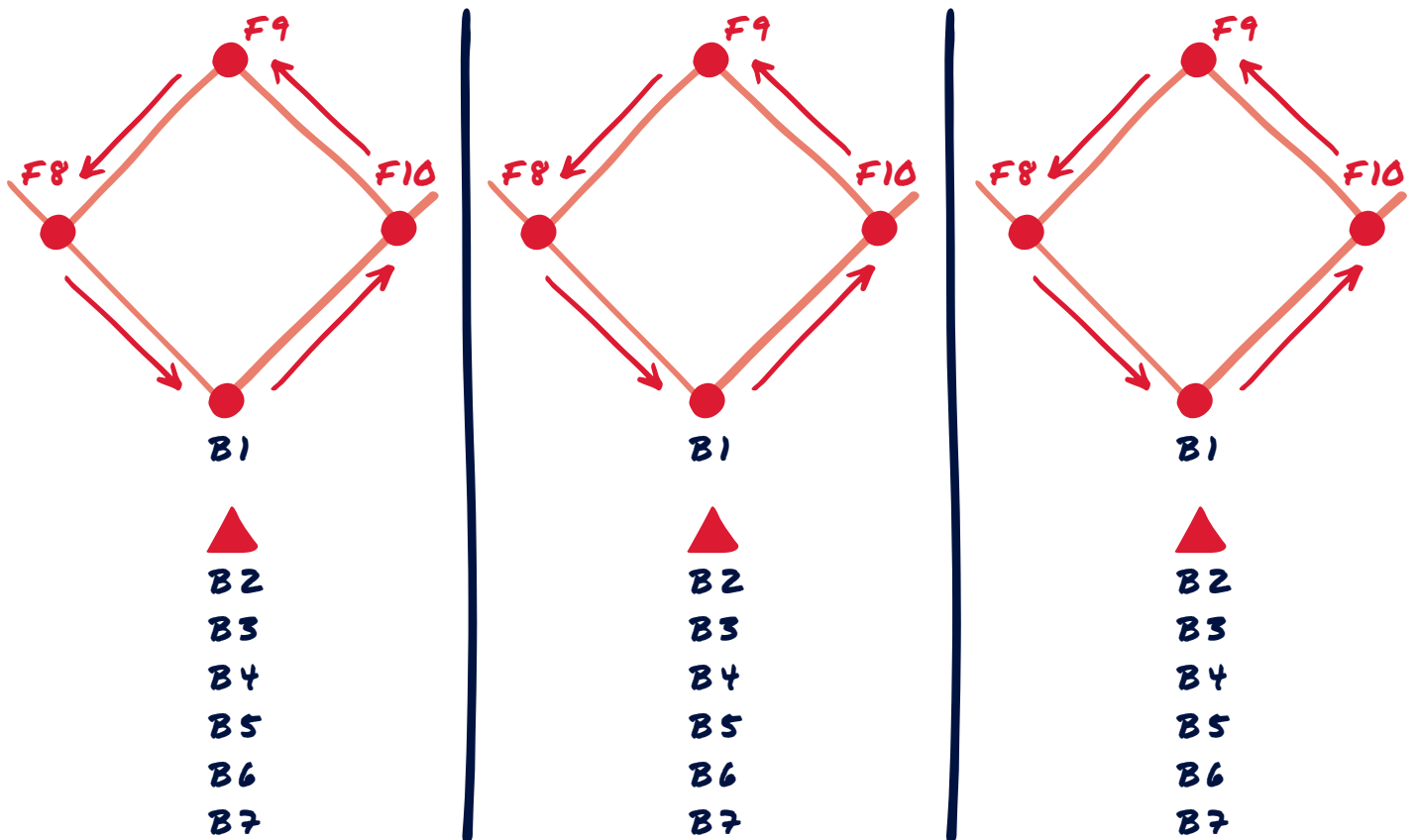
Remind students to read the chapter on **Leadership** on their own.

What do you think we will be doing next class?

LUCK OF THE DICE RUNNING



HIT AND RUN



F = Fielders

B = Batters

LESSON 7

LESSON OBJECTIVE:

Students will understand and demonstrate how to react to different base-running situations, as well as how to make an Out.

Equipment

MLB/USA Baseball

- 6 oversized foam baseballs
- 2 foam bats
- 1 MLB 1-position Rubber-Tek™ batting tee
- MLB throw-down Rubber-Tek™ base set
- 8 training discs

Additional/Alternative

- 1 foam or plastic bat
- 15 poly spots
- 2 hitting tees or large cones
- 8 throw-down bases
- 1 hoop

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E6.4 (Locomotor-Combinations); S1.E13.3 (Manipulative-Underhand throw); S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-Overhand throw); S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-Catching); S1.E25.3, S1.E25.4 (Manipulative-Striking, long implement)

STANDARD 3 S3.E2.3, S3.E2.4 (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others); S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: Introduce Never Give Up

When a game gets hard, do you give up? Sometimes we play games or are placed in difficult situations, where it seems impossible to compete or to complete a task.

Can you think of a time, when you wanted to give up and run away? How did it feel?

Even though it can be difficult, it's important to not give up and realize that it's okay to try again.

ACTIVE START – DYNAMIC WARM-UP

5 MINUTES

FUNDAMENTALS OF HOW TO MAKE AN OUT AND BASE RUNNING

5 MINUTES

(Overview and Demonstration)

When a batter has made it to first base (or any base) there are several different types of hits that will determine how the runner will advance to the next base.

- **Ground Balls** – The ball is fielded from the ground and thrown to a player at a base. If the ball makes it to the base before the runner, then the batter is out.
- **Fly Balls** – The ball is hit into the air. If the ball is caught before it hits the ground, the batter is out.
- **Tagging a Runner** – When a runner is not on base (transitioning to the next base) they can be tagged out.

(continued)

ACTIVE PLAY**18 MINUTES****How to Make an Out & Base Running** (see How to Make an Out and Base Running diagram)

Use a single field setup (home plate, not a tee) and an on-deck space (use a training disc to make a coned-off area behind home plate). Disperse students evenly throughout the four base spaces and on-deck area. You toss the ball either in the air (like a fly ball) or on the ground (like a ground ball). Players on the bases either run to the next base (ground ball) or wait until the ball drops on the ground (fly ball). You retrieve the ball indicating that students need to be ready for the next throw. Players move only one base at a time. Once they reach home plate, they move to the on-deck area.

VARIATIONS

- Have students perform jumping jacks in the on deck area while they wait.
- Use a slower locomotor skill when moving from each base to avoid safety concerns.
- Add a bench area (a mat) to spread out students if your class size is larger. This area could be a place to work on curl-ups or push-ups.

Hit and Run, "Out Edition" (see Hit and Run diagram)

Divide students into three equal groups and assign each group to a field area. Each field consists of all four bases (tee/home plate; first, second and third bases). Place poly spots in the field area near the bases and in the outfield. You can place additional poly spots behind the tee to create an on-deck area where students awaiting at-bats can exercise. Make sure there is enough space between the fields.

Fielders rotate around the positions, moving from first base to second to shortstop to third, and then to the outfield positions before they end up at the on-deck area to hit. The batter, who is striking the ball, is the only person near the tee. All other group members are fielders or base runners or are waiting in the on-deck area. Once the batter strikes the ball, he or she then runs the bases in the correct order until the ball is returned to the first-base fielder. The batter scores a point for each base reached (e.g., if a runner makes it to third base, he or she scores 3 points; arriving at home plate scores 4 points). Batters must make clear decisions about how many bases to attempt because if they are not on a base when the ball reaches first base or if the first-base fielder receives the ball before they arrive, they are out. Once the ball reaches first base, that batter's turn is over and he or she becomes the first-base fielder.

VARIATIONS

- Make different fielding areas (e.g., second base) the "out location."
- Choose a locomotor skill for batters to perform while moving from base to base.
- Allow for an on-deck space where extra players can exercise while they wait for their turn at bat.
- Place a hoop next to the tee as a drop-off spot for the bat, to ensure that players don't carry it into the playing area.

(continued)

CLOSURE

2 MINUTES

What new skills did we learn today?

**Fundamentals of How to
Make an Out and Base
Running**

Describe an example of how you could make an out.

**Championship Principle:
Never Give Up**

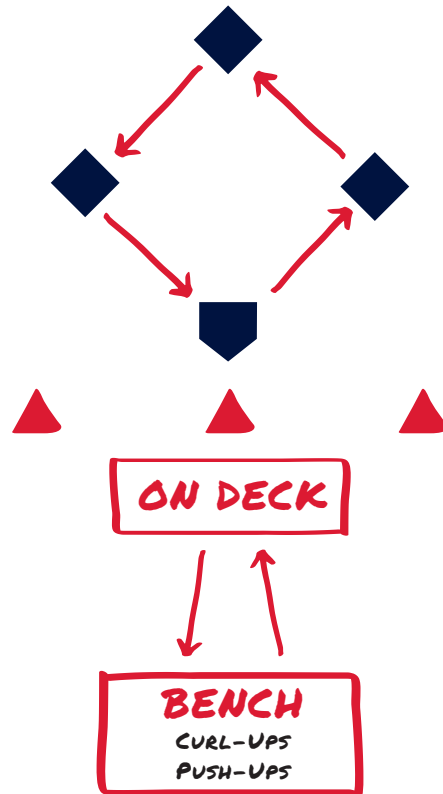
At what point could it have been easy to give up today?

What could happen if you give up during a game?

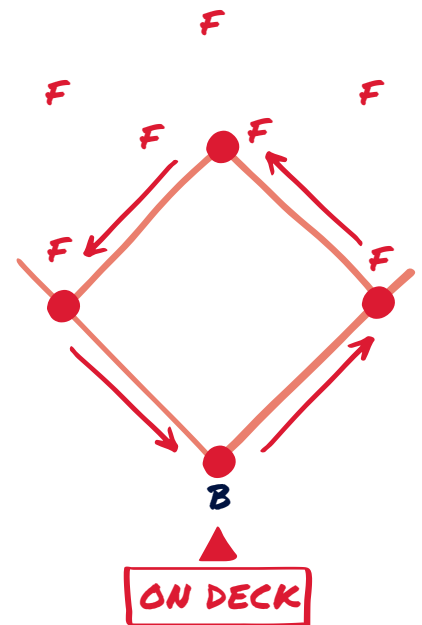
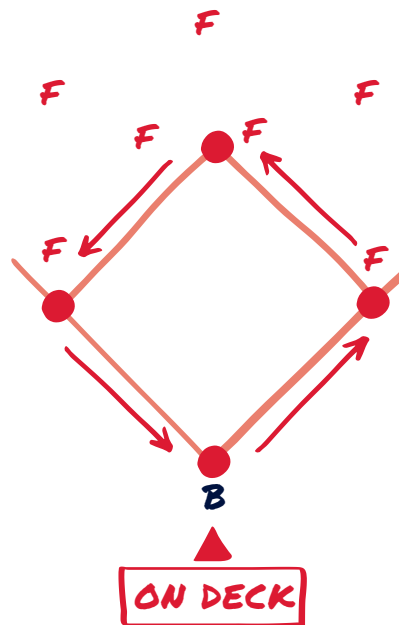
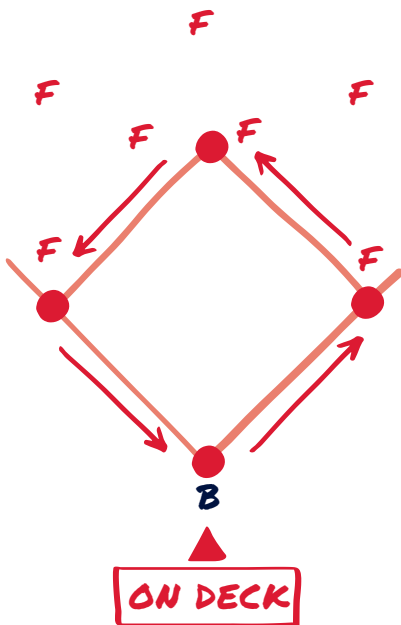
Remind students to read the chapter on **Never Give Up** on their own.

What do you think we will be doing next class?

HOW TO MAKE AN OUT AND BASE RUNNING



HIT AND RUN



F = Fielders

B = Batters

LESSON 8

LESSON OBJECTIVE:

Students will apply fundamental bat-and-ball skills to a game-like setting.

Equipment

MLB/USA Baseball

- 6 oversized foam baseballs
- 2 foam bats
- 1 MLB 1-position Rubber-Tek™ batting tee
- MLB throw-down Rubber-Tek™ base set

Additional/Alternative

- 1 foam or plastic bat
- 15 poly spots
- 2 hitting tees or large cones
- 8 throw-down bases
- 3 small whiteboards
- 3 exercise mats
- 1 hoop

SHAPE America National Standards and Grade-Level Outcomes

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (Locomotor-Hopping, galloping, running, sliding, skipping, leaping); S1.E6.4 (Locomotor-Combinations); S1.E13.3 (Manipulative-Underhand throw); S1.E14.3, S1.E14.4a, S1.E14.4b (Manipulative-Overhand throw); S1.E16.3, S1.E16.4, S1.E16.5c (Manipulative-Catching); S1.E25.3, S1.E25.4 (Manipulative-Striking, long implement)

STANDARD 2 S2.E3.5 (Movement Concepts-Speed, direction, force)

STANDARD 3 S3.E2.3, S3.E2.4 (Engages in Physical Activity)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5 (Personal Responsibility); S4.E4.3, S4.E4.b, S4.E4.5 (Working With Others); S4.E6.3, S4.E6.4 (Safety)

STANDARD 5 S5.E3.3, S5.E3.4 (Self-Expression and Enjoyment); S5.E4.4 (Social Interaction)

CHAMPIONSHIP PRINCIPLE: Introduce Being Supportive

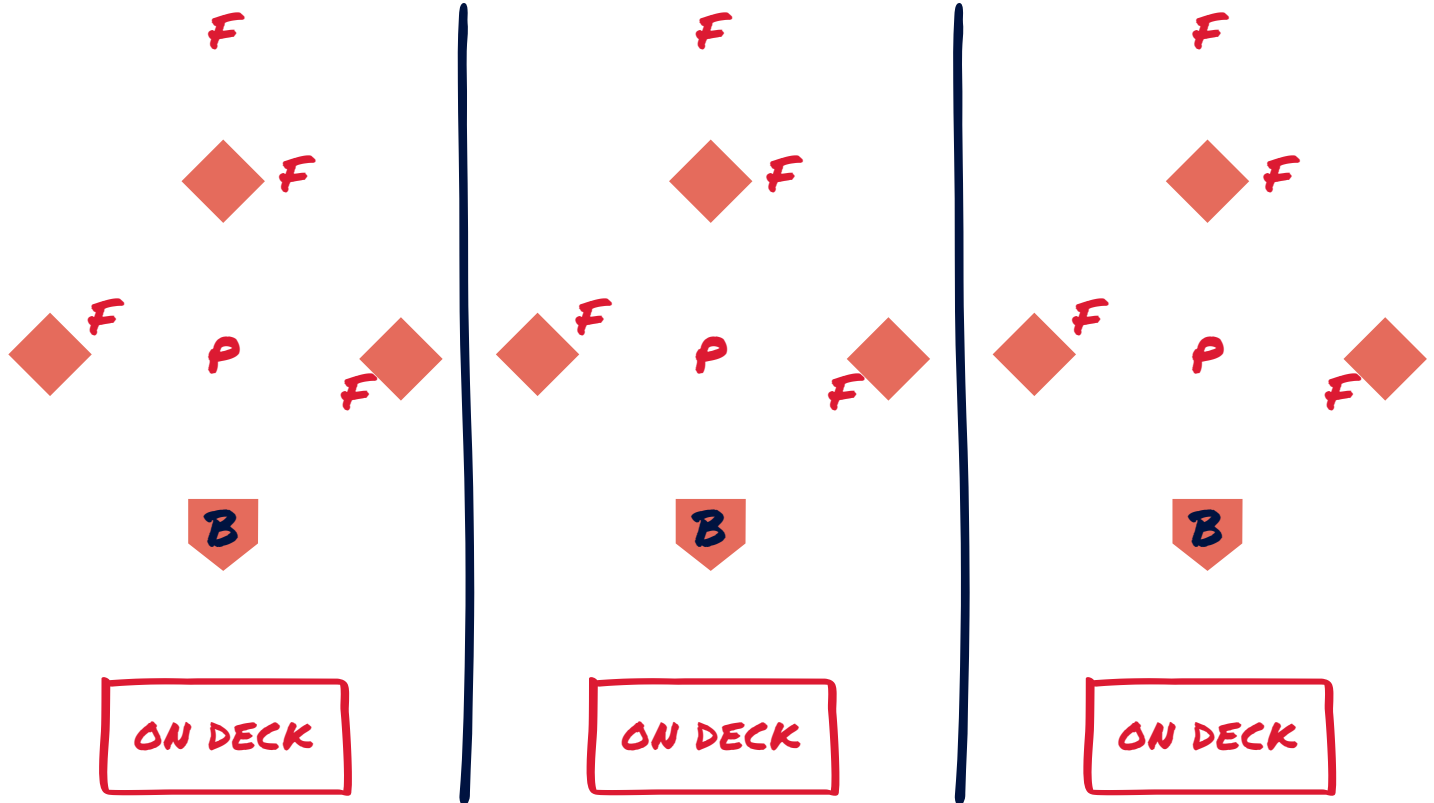
Sometimes in bat-and-ball sports things do not go how we want. We might miss a fly ball, not swing at a good pitch or strike out. When our teammates have a tough time, it's important to encourage them to keep trying.

If you had a friend during a game who missed a catch, what would you say to make your teammate feel better?

(continued)

ACTIVE START – DYNAMIC WARM-UP		5 MINUTES
FUNDAMENTALS OF GAME PLAY (Review)		3 MINUTES
It's important that both the fielders and hitting teams are aware of game situations (outs, runs, advancing runners and fielding attempts). Review the fundamentals of how to advance to the next base properly, base running and how fielders make an out.		
ACTIVE PLAY		20 MINUTES
Hit and Run (see Hit and Run diagram)		
Divide students into three equal groups and assign each group to a field area. At each field area, students are divided into two teams.		
One team is in the field, and the other is batting. The batting team has one person standing next to the tee, with the rest of the team on deck (i.e., an exercise mat) working on curl-ups and push-ups. Set up fielding positions at each base, as well as at pitcher and one outfielder (if possible). Fielders try to get three outs. An out occurs when the ball is delivered to the pitcher while a runner is not on a base. A batter stays on base and advances with the next batter's hit. Each time a runner touches home plate (the tee), a run is scored. Once a fielding team gets three outs, it then goes to bat.		
VARIATIONS		
<ul style="list-style-type: none">• Let fielding and base-running situations play out, but continue using the hitting commands from previous lessons.• If students' skills have developed appropriately and their understanding of outs and runner advancement is proficient, allow them to bat and field without commands. Be sure to emphasize safety.• Place a hoop next to the tee as a drop off spot for the bat to make sure that players do not carry it into the playing area.• Keep track of runs on a small whiteboard.		
CLOSURE		2 MINUTES
What new skills did we learn today?		
Fundamentals of Game Play	What was the most challenging part of your game today?	
Championship Principle: Being Supportive	What is one physical way (e.g., high-five, pat on the back) that you can show support for a teammate?	
	What is something supportive you can say to a teammate who makes a mistake?	
Remind students to read the chapter on Being Supportive on their own.		

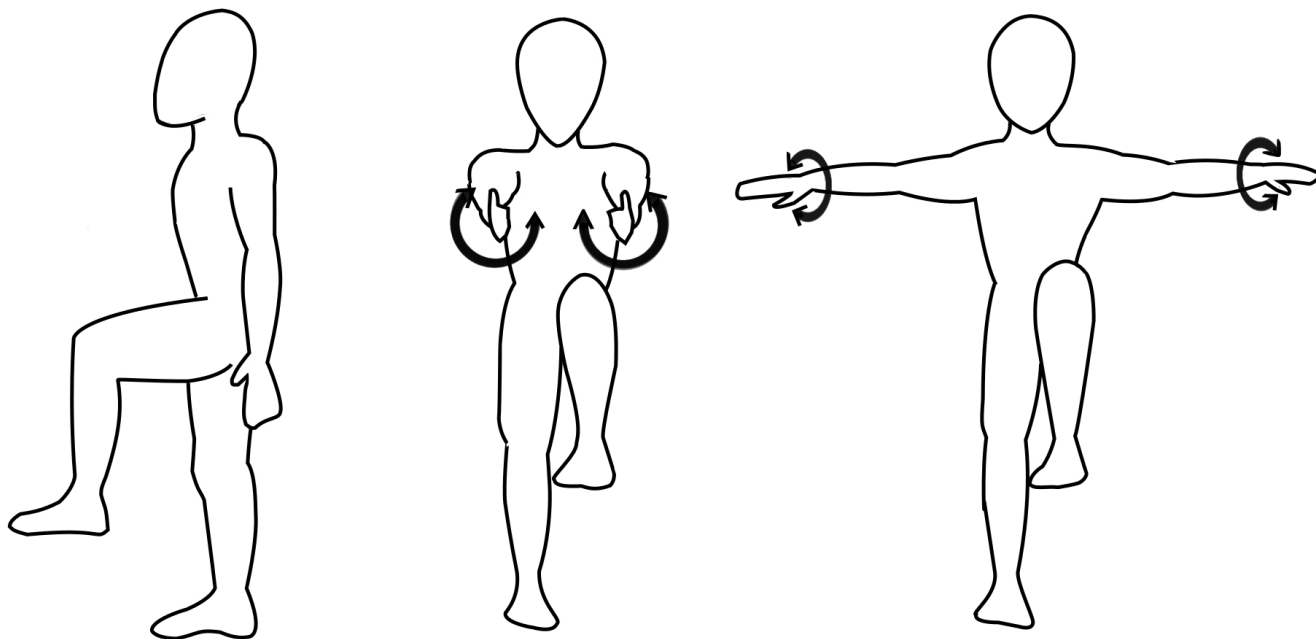
HIT AND RUN



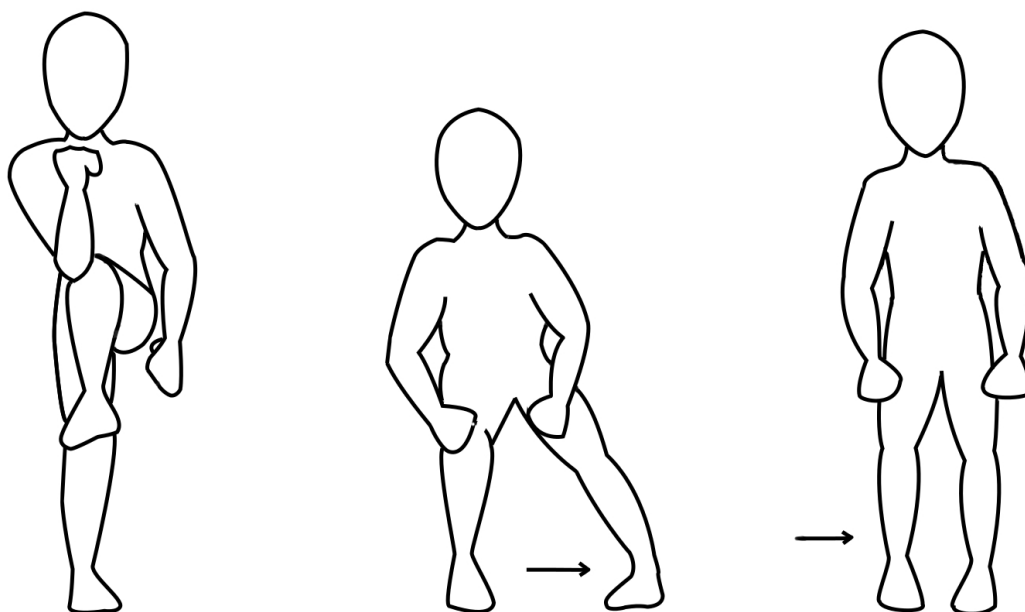
F = Fielder **B** = Batter **P** = Pitcher

Appendix A: Active Start Diagrams

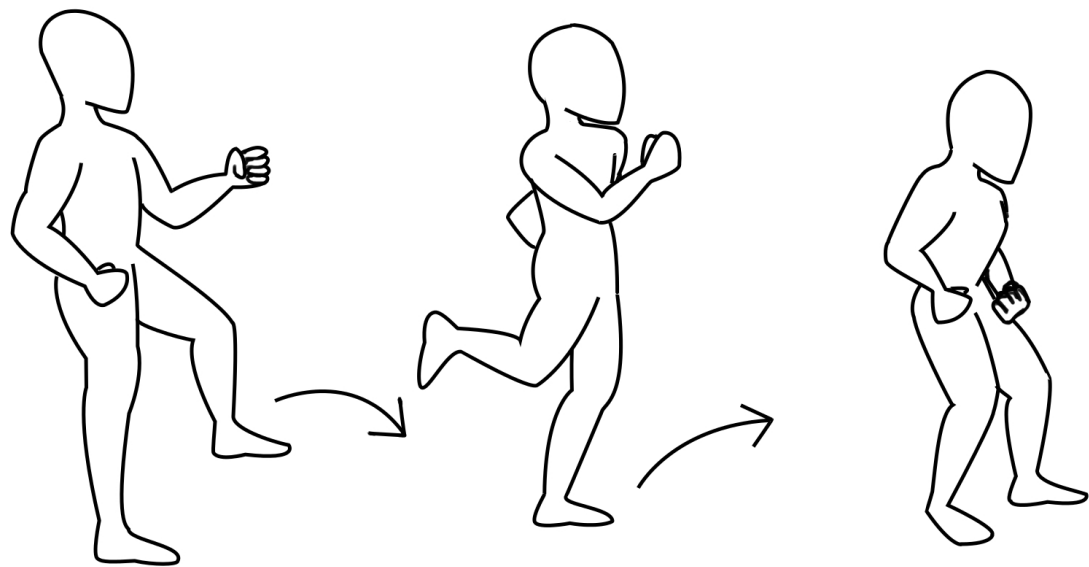
MARCH IN PLACE



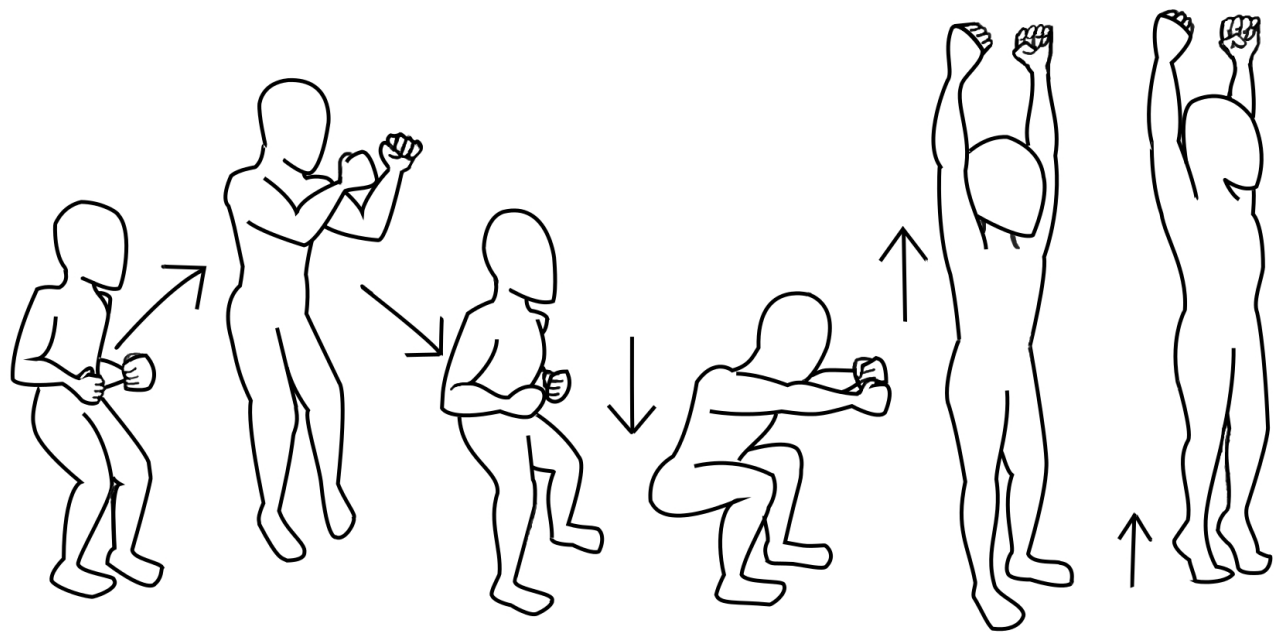
SLIDES



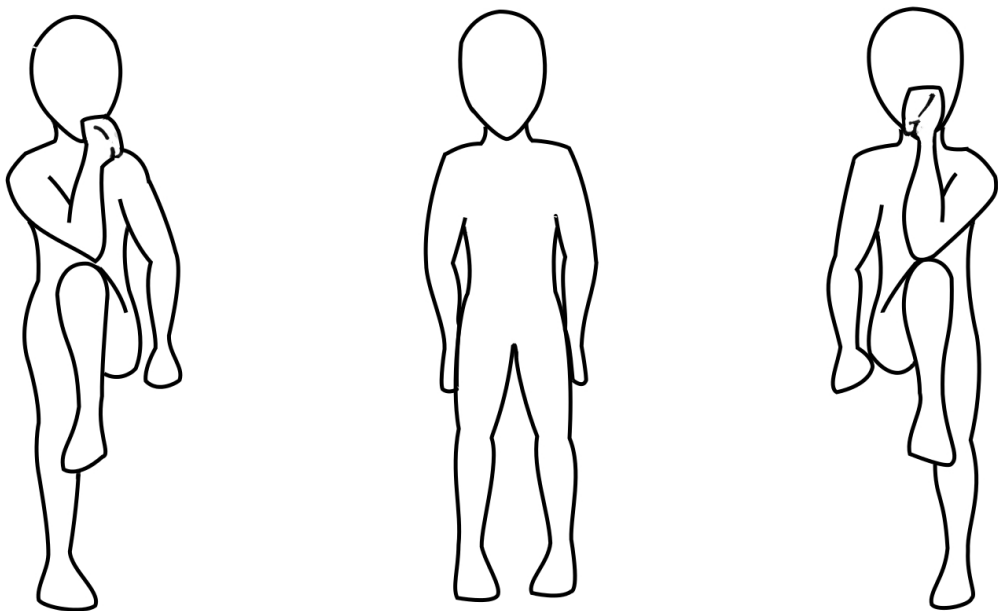
HOP (SINGLE-LEG JUMPS)



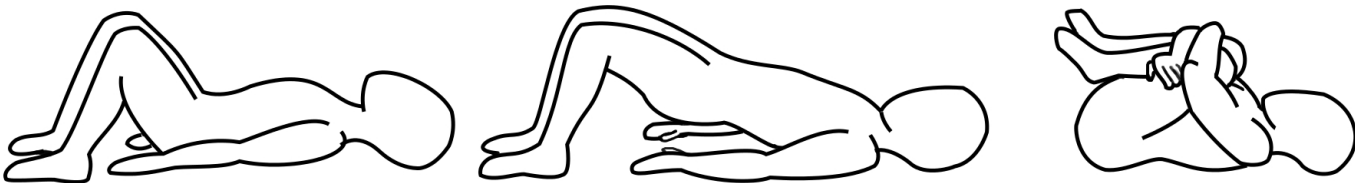
DOUBLE-LEG JUMP



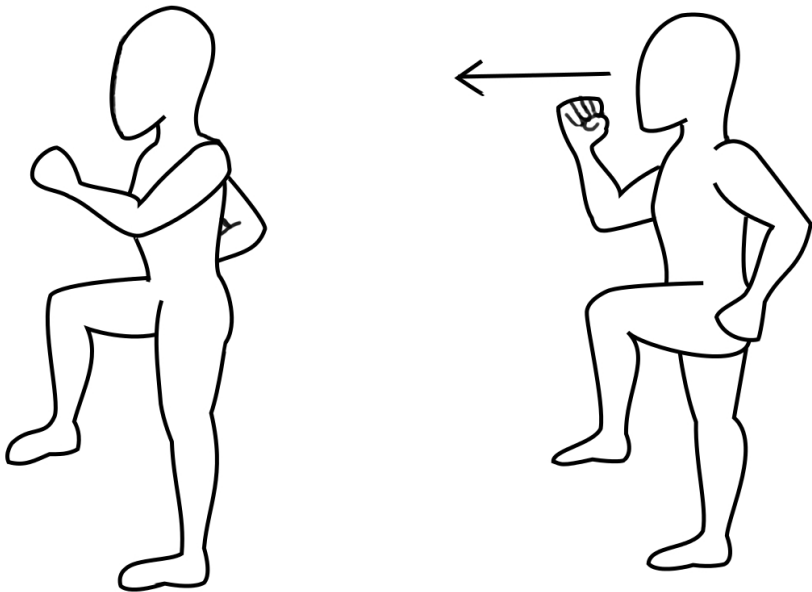
CROSS-CRAWL



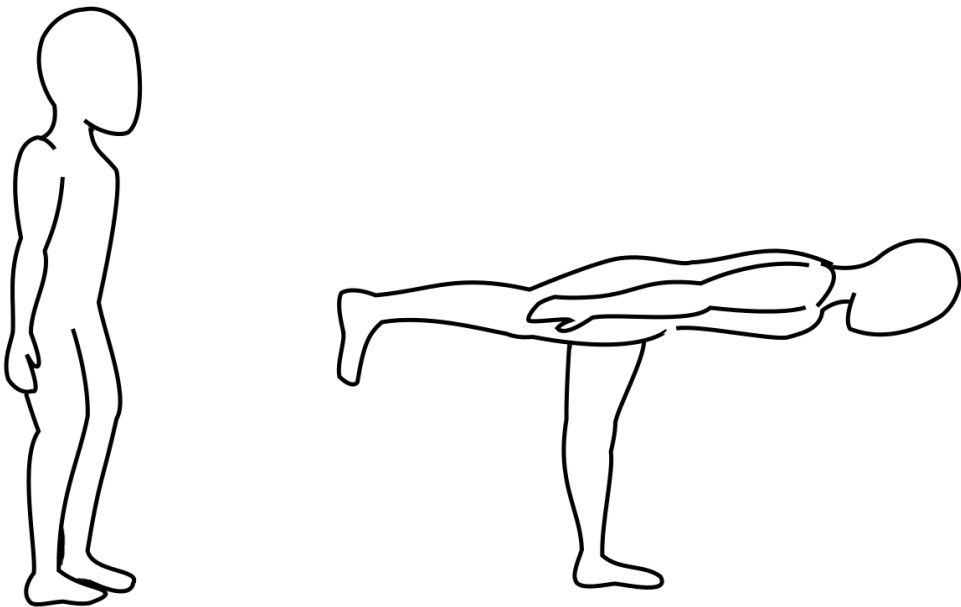
BRIDGE AND HIP EXTENSION



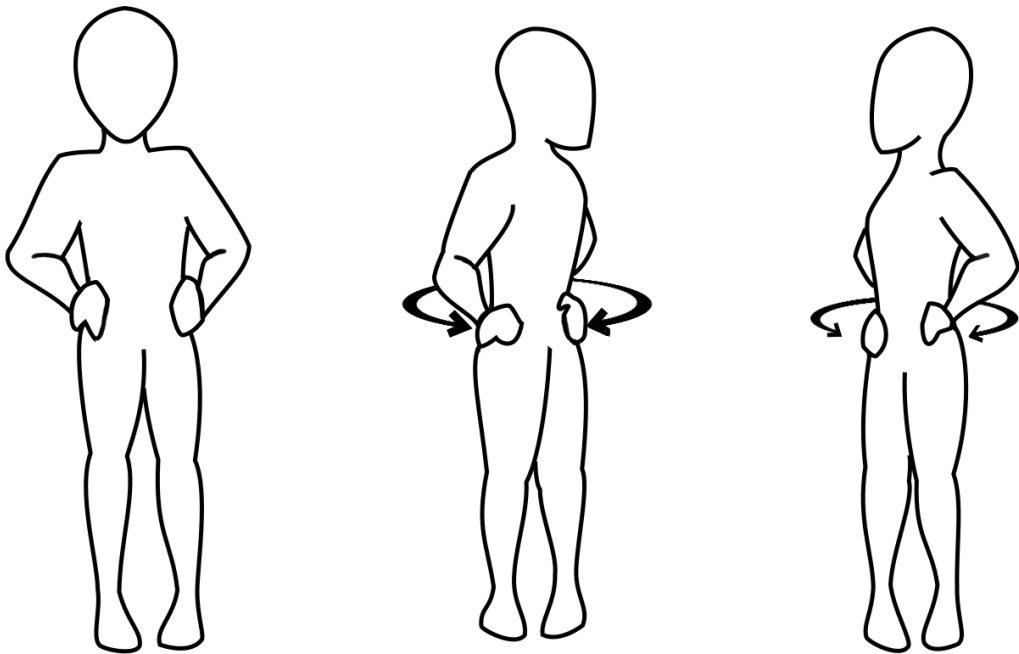
SUPER-SLOW-MOTION MARCH



STAND ON ONE LEG



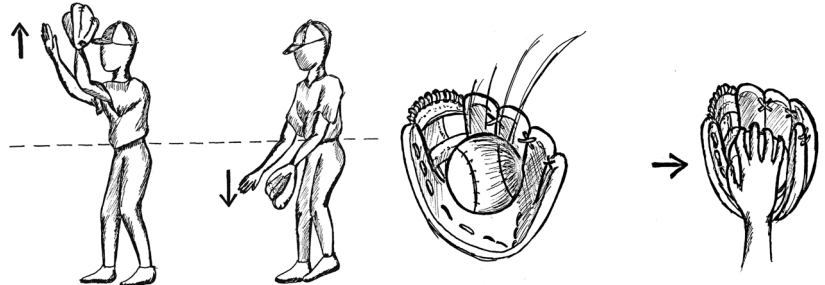
WHIRLY BIRDS



Appendix A: Active Start Diagrams

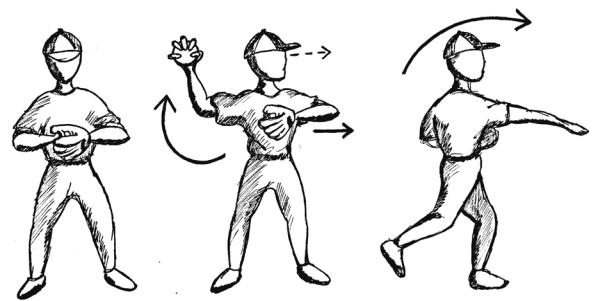
Catching

- Extend arms outward to reach for the ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as a catch is made.
- Curl the body slightly around the ball.



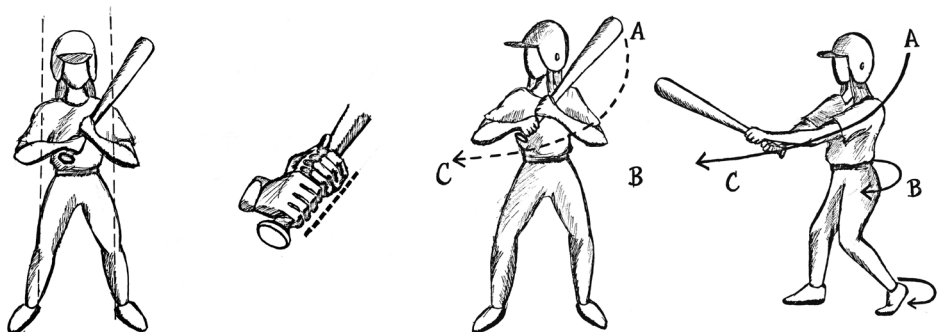
Throwing (Overhand Pattern)

- Side to target in preparation for throwing action.
- Arm back and extended, elbow at shoulder height or slightly above in preparation for action; lead with elbow of non-throwing arm.
- Step with opposite foot as throwing arm moves forward.
- Rotate hip and spine as throwing action is executed.
- Follow through toward target and across body.



Striking with Long Implement (Side-Arm Pattern)

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat in a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



Appendix A: Active Start Diagrams

Throughout the 3–5 Fun at Bat curriculum, students are introduced to the critical elements of throwing, catching, and striking with a long implement (from a tee). You can use assessments throughout the curriculum to help you determine what variations of class activities students should be working toward.

By Lesson 4, you will have introduced the critical elements of striking, catching and throwing, and students will have practiced them. You can use those critical elements with the rubrics that follow to assess students' proficiency in these fundamental bat-and-ball skills. Throwing and catching are addressed from Lesson 1 onward, and represent a progression from the K–2 Fun at Bat curriculum. You may implement the rubrics that follow as you see fit, but only after providing appropriate skill introduction and practice time.

While assessing, if you see that students need more practice time to meet the rubric criteria, allow for more practice opportunities and reassess in a later lesson.

THROWING

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes:

- Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. *(S1.E.14.3)*
- Throws overhand using a mature pattern in a non-dynamic environment. *(S1.E14.4a)*
- Throws overhand to a partner or at a target with accuracy at a reasonable distance. *(S1.E14.4b)*

Level	Scoring Criteria
3 Proficient	Hits target with force on all throws while displaying the appropriate critical elements, depending on grade level.
2 Competent	Hits target with force on most throws while displaying the appropriate number of critical elements, depending on grade level.
1 Needs Improvement	Fails to hit target, throws without sufficient force and/or displays fewer than the appropriate number of critical elements, depending on grade level.

CATCHING

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes:

- Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). (S1.E16.4)
- Catches batted ball above the head, at chest or waist level, and along the ground, using a mature pattern in a nondynamic environment (closed skills). (S1.E16.5)

Level	Scoring Criteria
3 Proficient	Catches the ball on all throws or batted balls while displaying the appropriate number of critical elements, depending on grade level.
2 Competent	Catches the ball on most throws or batted balls while displaying the appropriate number of critical elements, depending on grade level.
1 Needs Improvement	Fails to catch the ball on most throws or batted balls while displaying fewer than the appropriate number of critical elements, depending on grade level.

HITTING

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes:

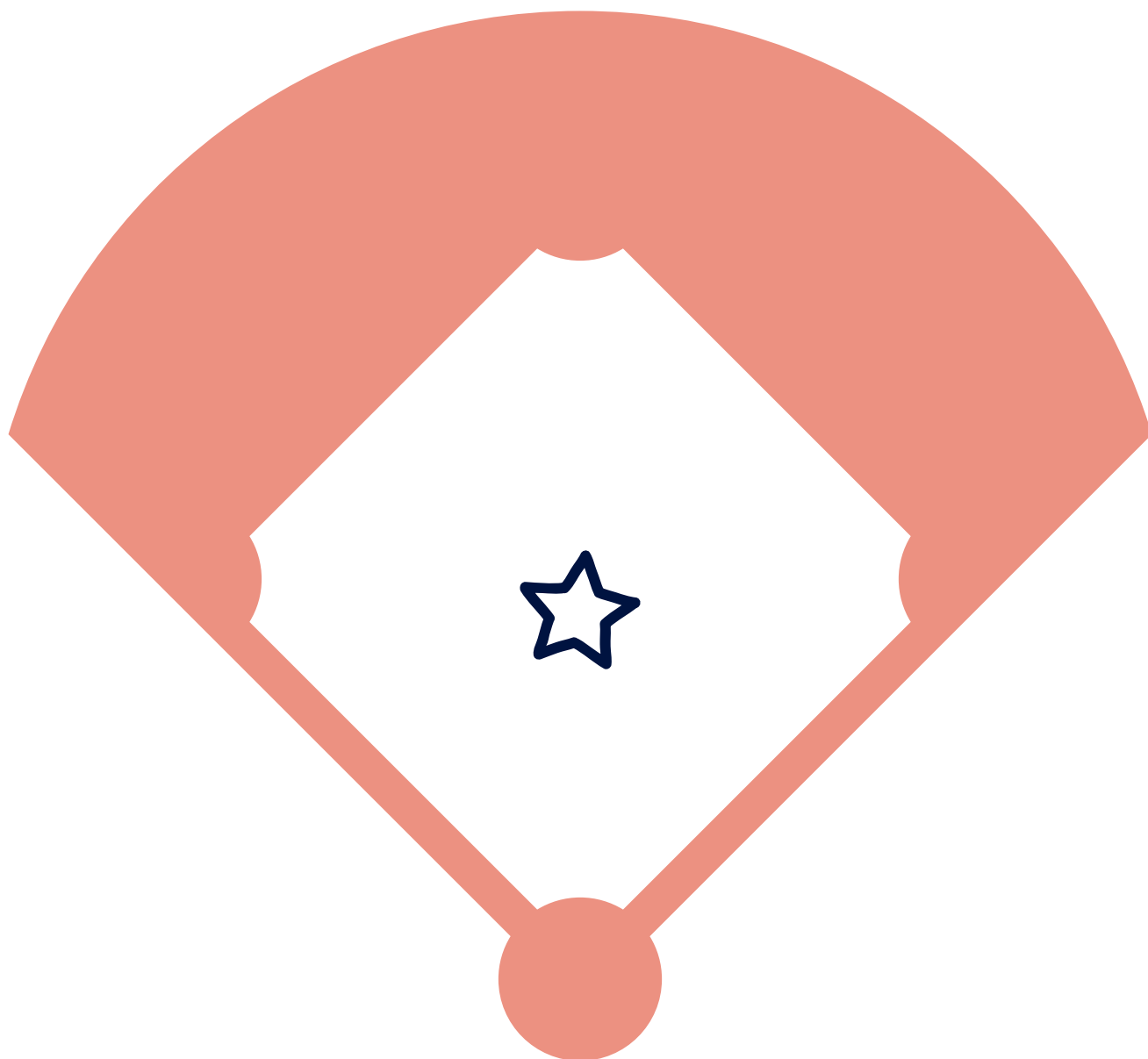
- Strikes a ball with a long-handled implement, sending it forward, while using proper grip. (Note: The ball is struck from a batting tee or when tossed by the teacher.) (S1.E25.3)
- Strikes an object with a long-handled implement (e.g., hockey stick, golf club, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)

Level	Scoring Criteria
3 Proficient	Strikes ball off tee using proper grip, sending it forward, while displaying appropriate number of critical elements, depending on grade level.
2 Competent	Strikes ball off tee using proper grip, sending it forward, while displaying fewer than the appropriate number of critical elements, depending on grade level.
1 Needs Improvement	Fails to strike ball off tee.

Appendix D: Lesson 5 Baseball Position Station Cards

INFIELD

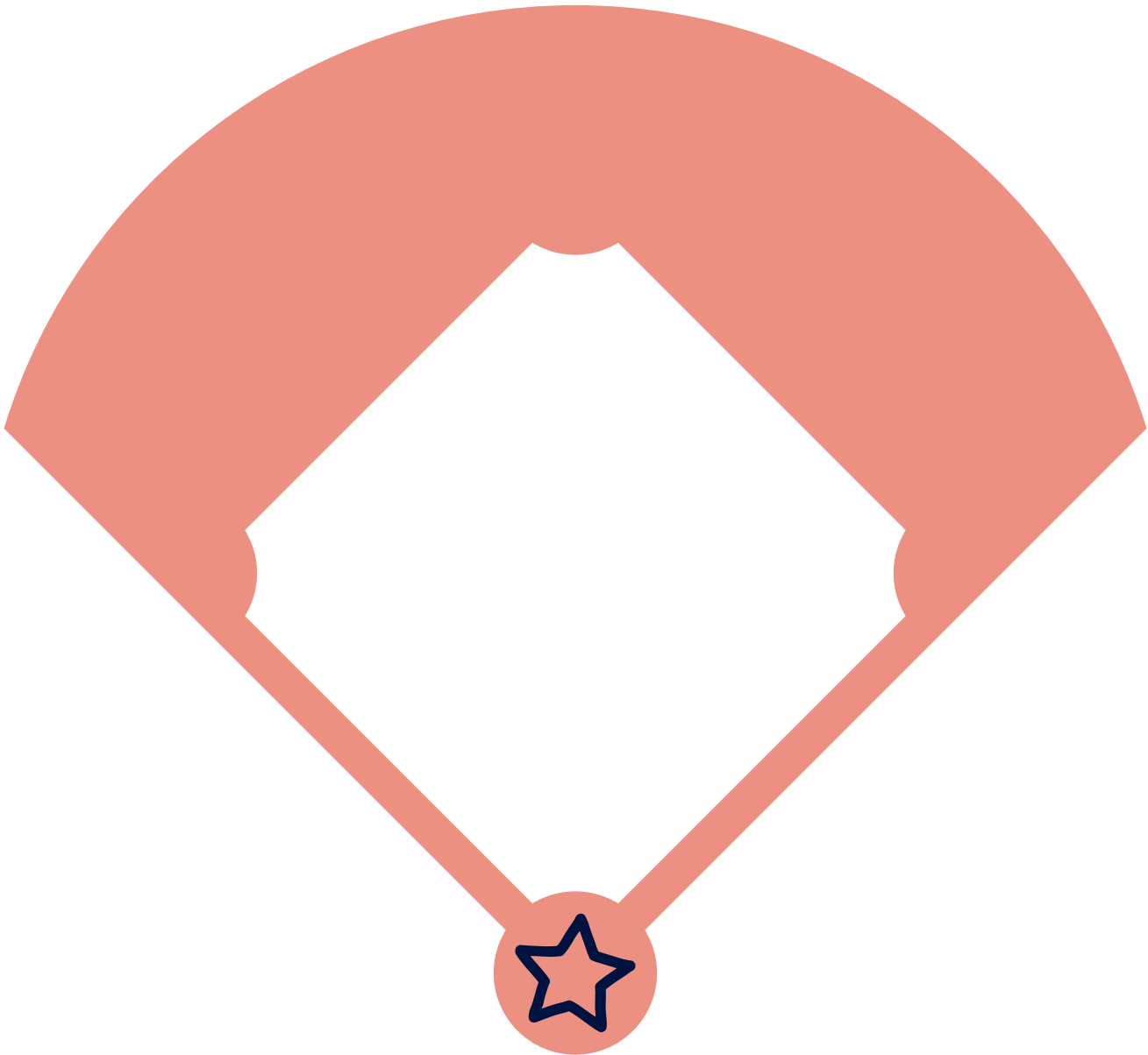
Pitcher



Imaginary Overhand Throw

INFIELD

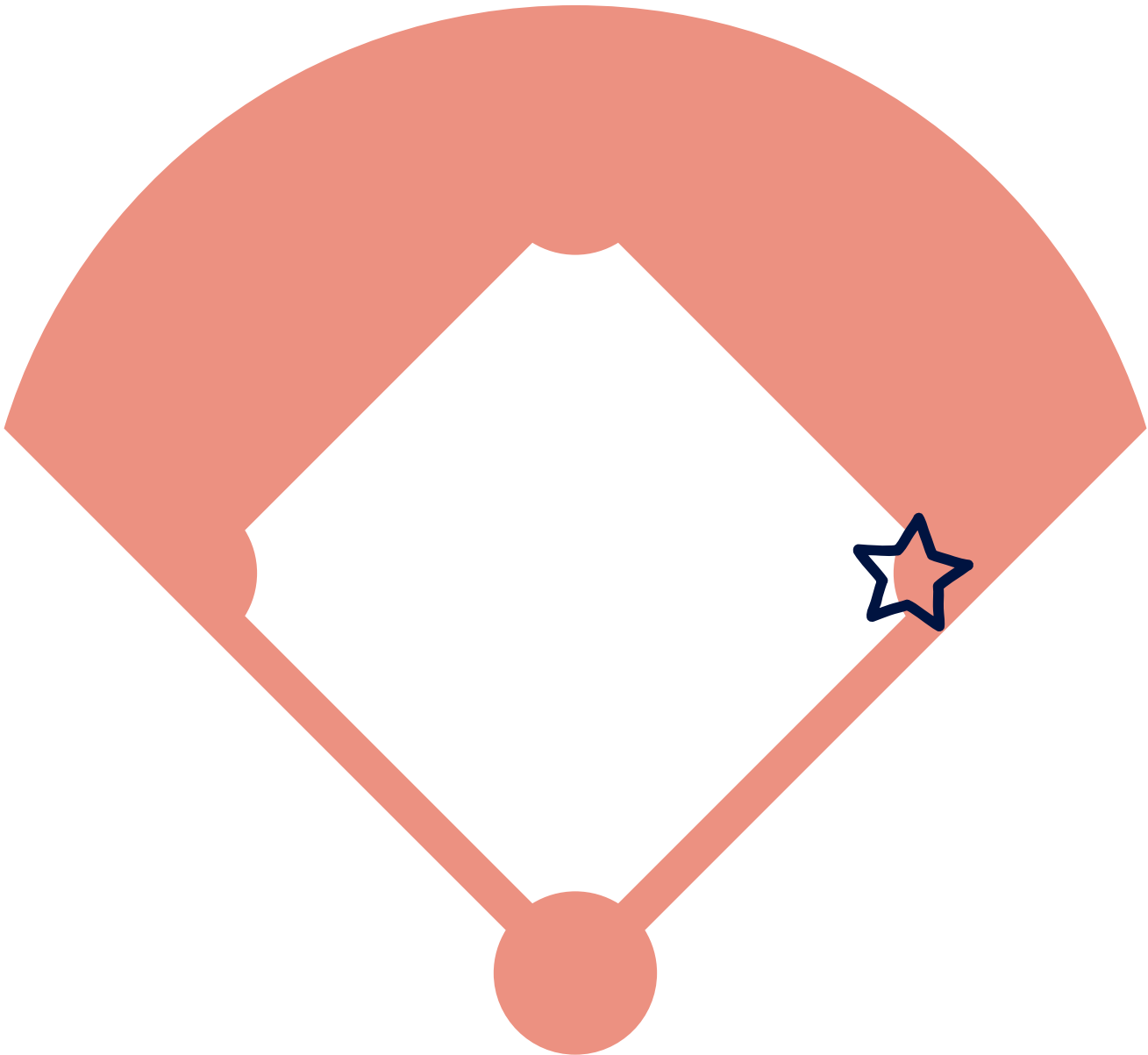
Catcher



Jumping Jacks

INFIELD

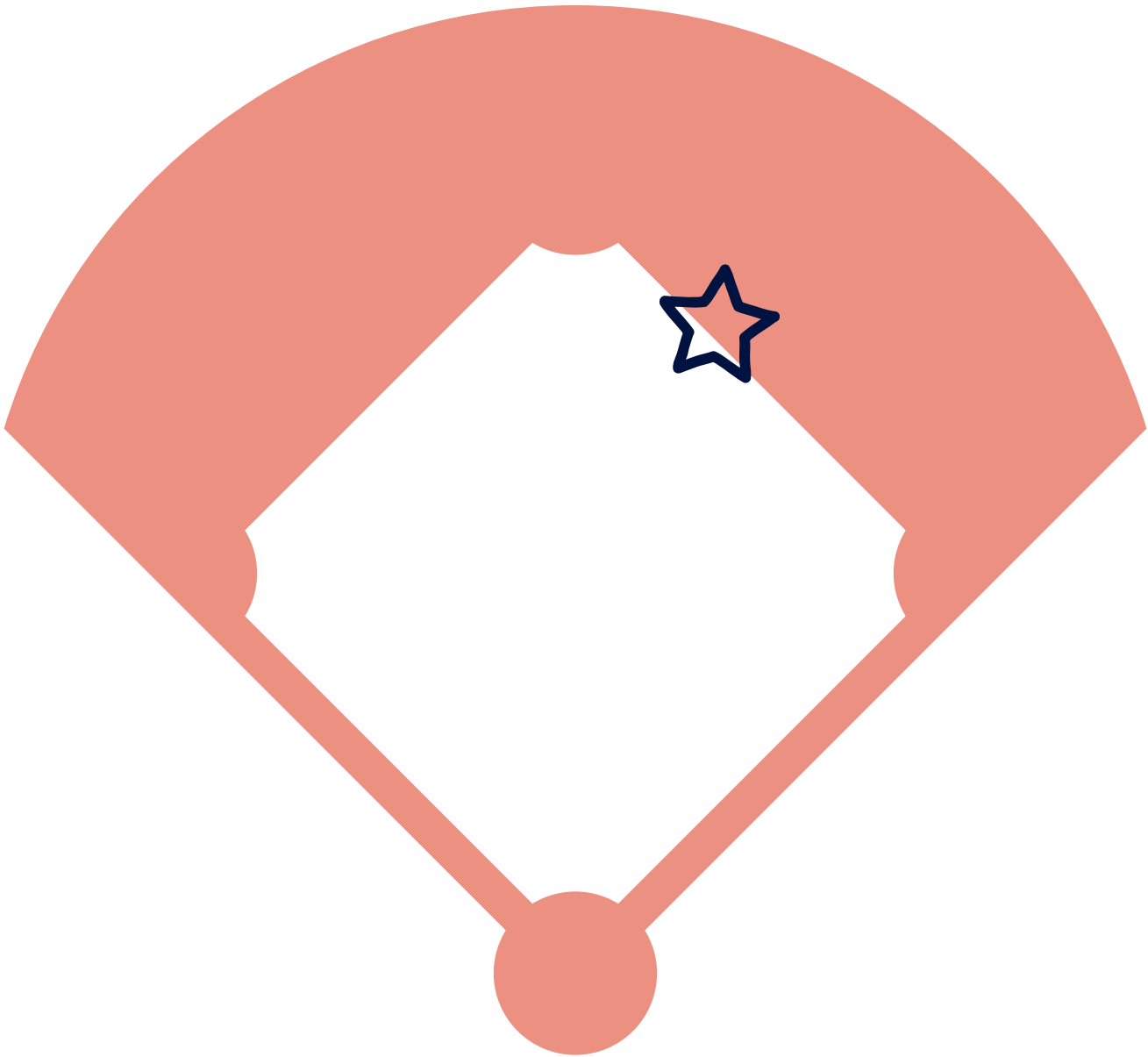
First Base



Body Squats

INFIELD

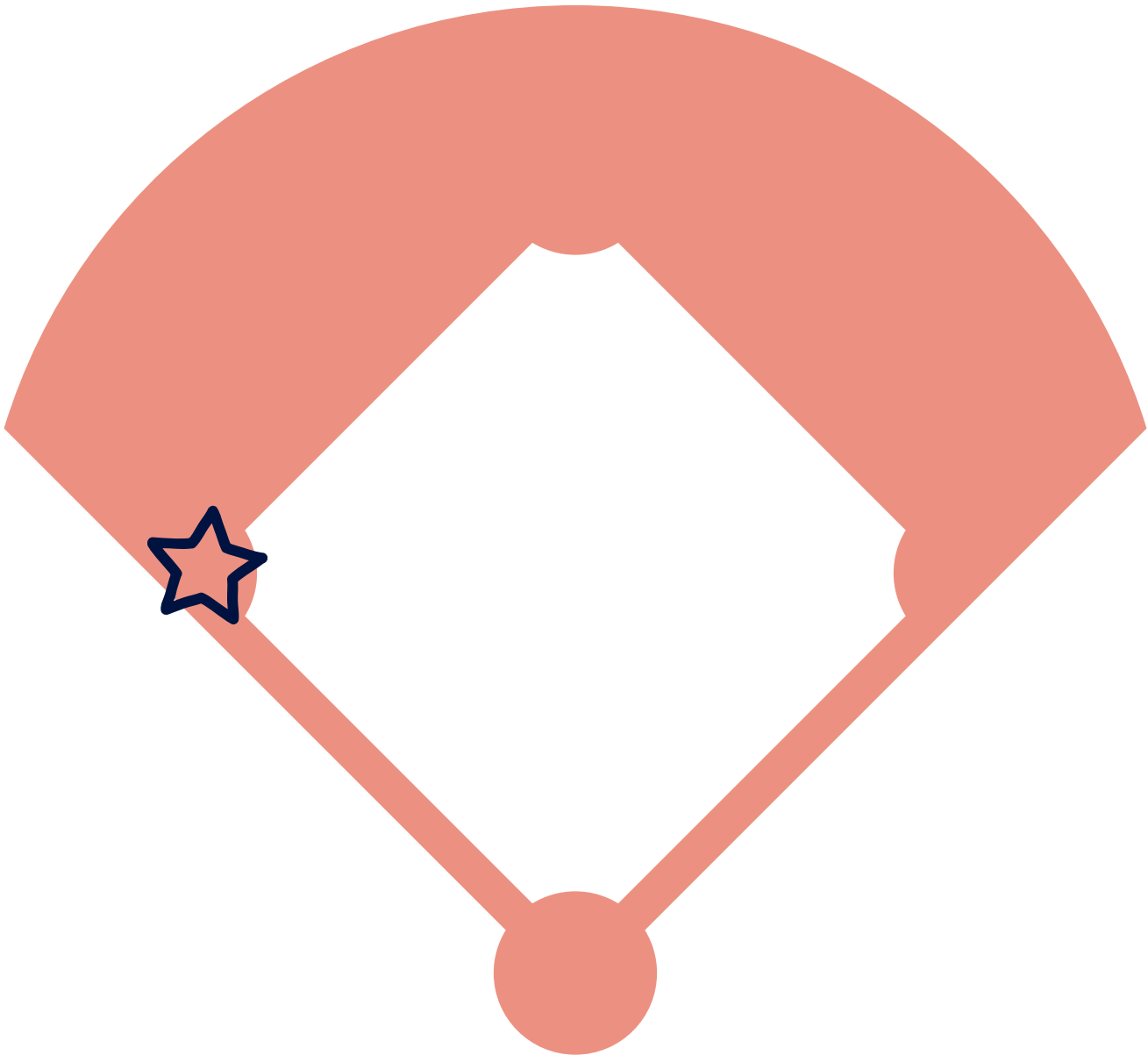
Second Base



Forward Arm Circles

INFIELD

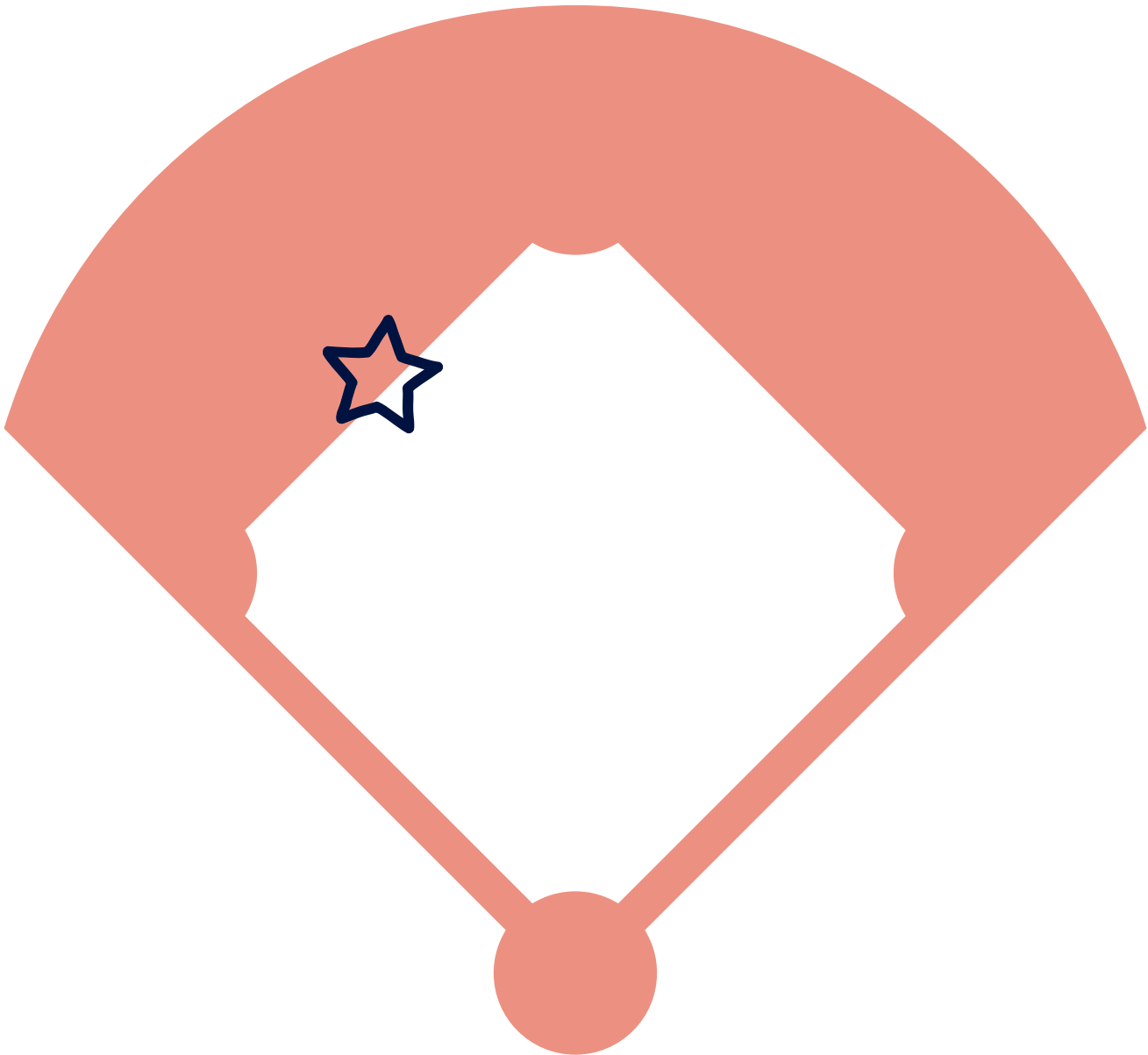
Third Base



March in Place

INFIELD

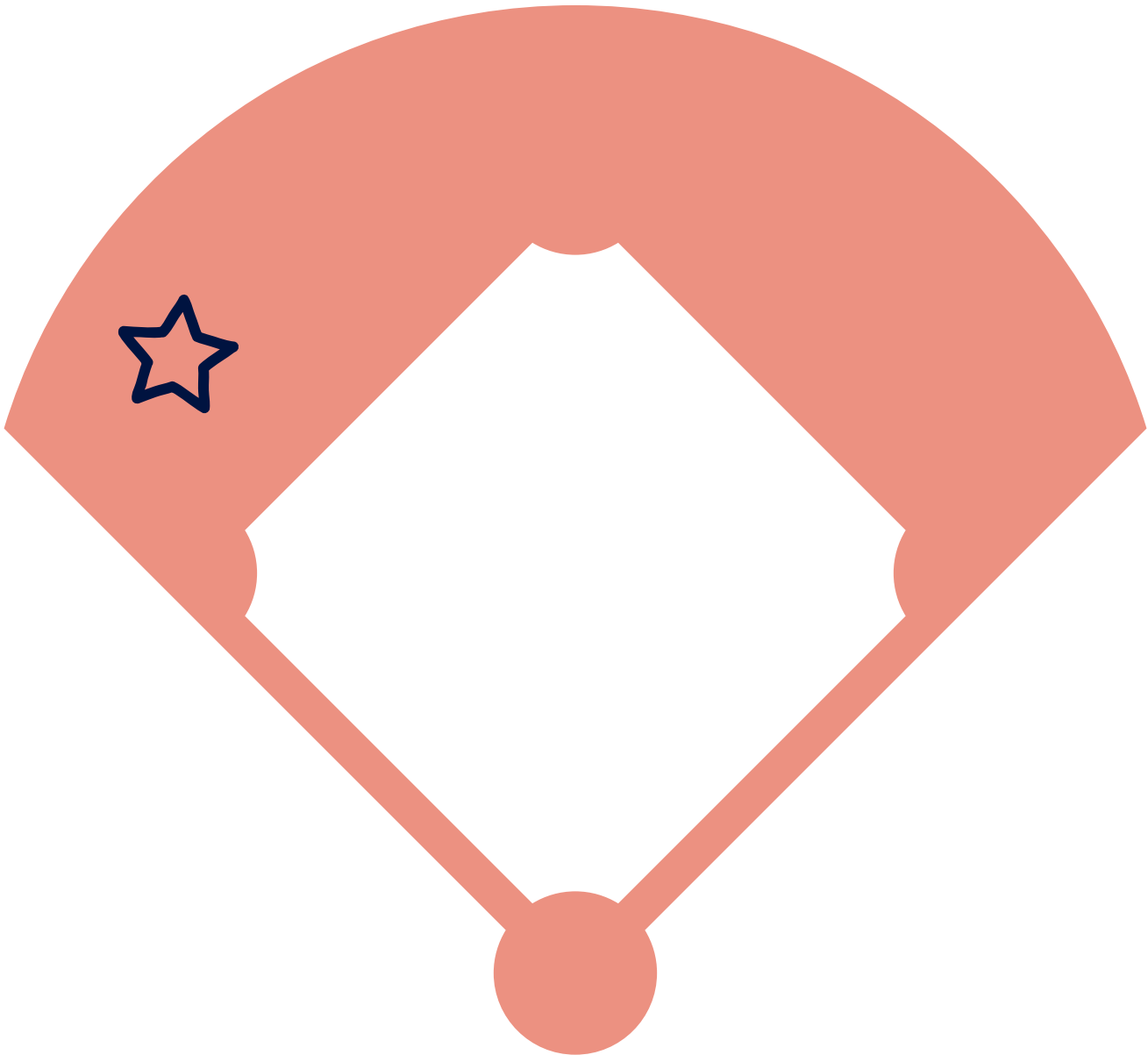
Short Stop



Butt Kickers

OUTFIELD

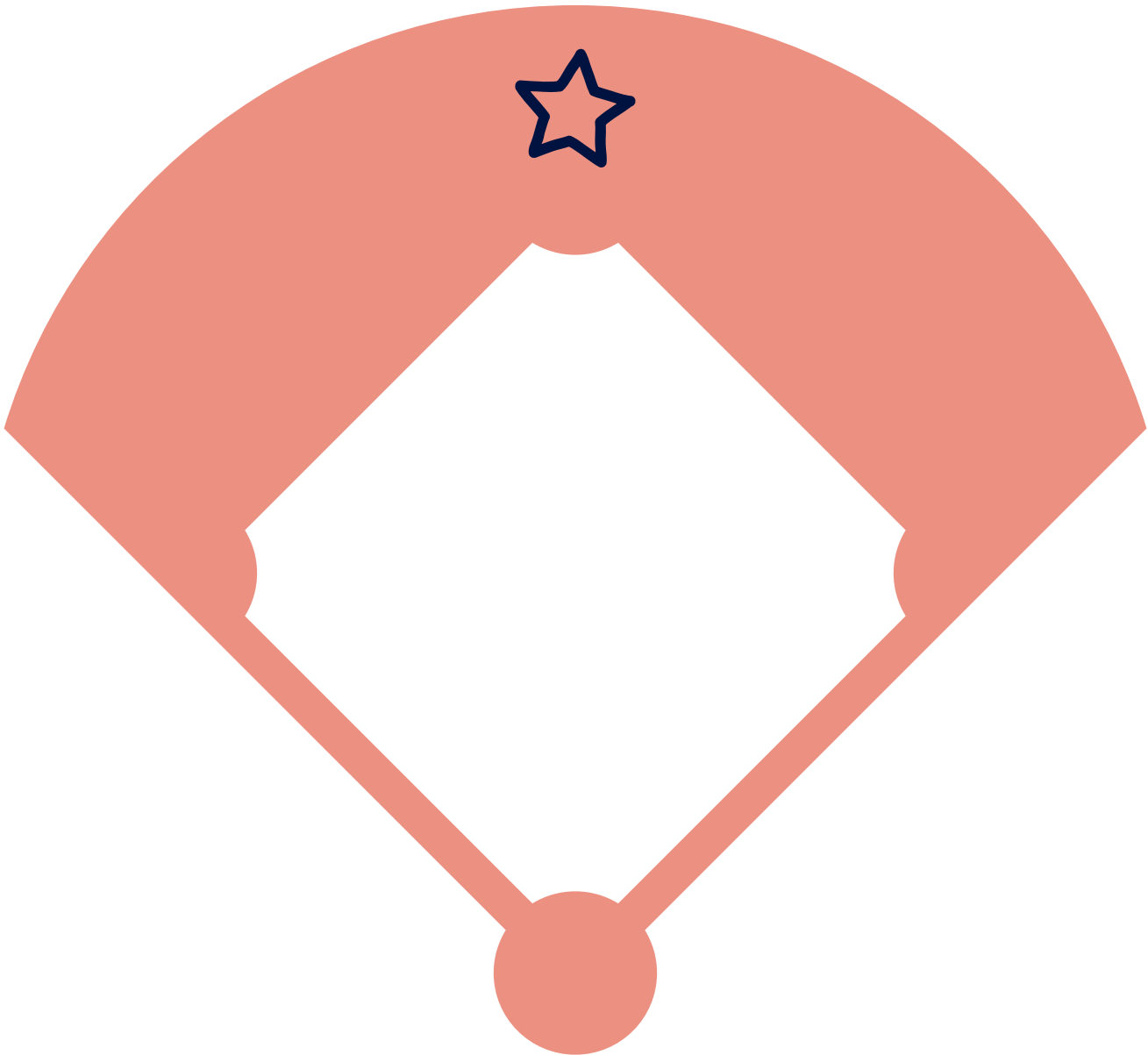
Left Field



Push-Ups

OUTFIELD

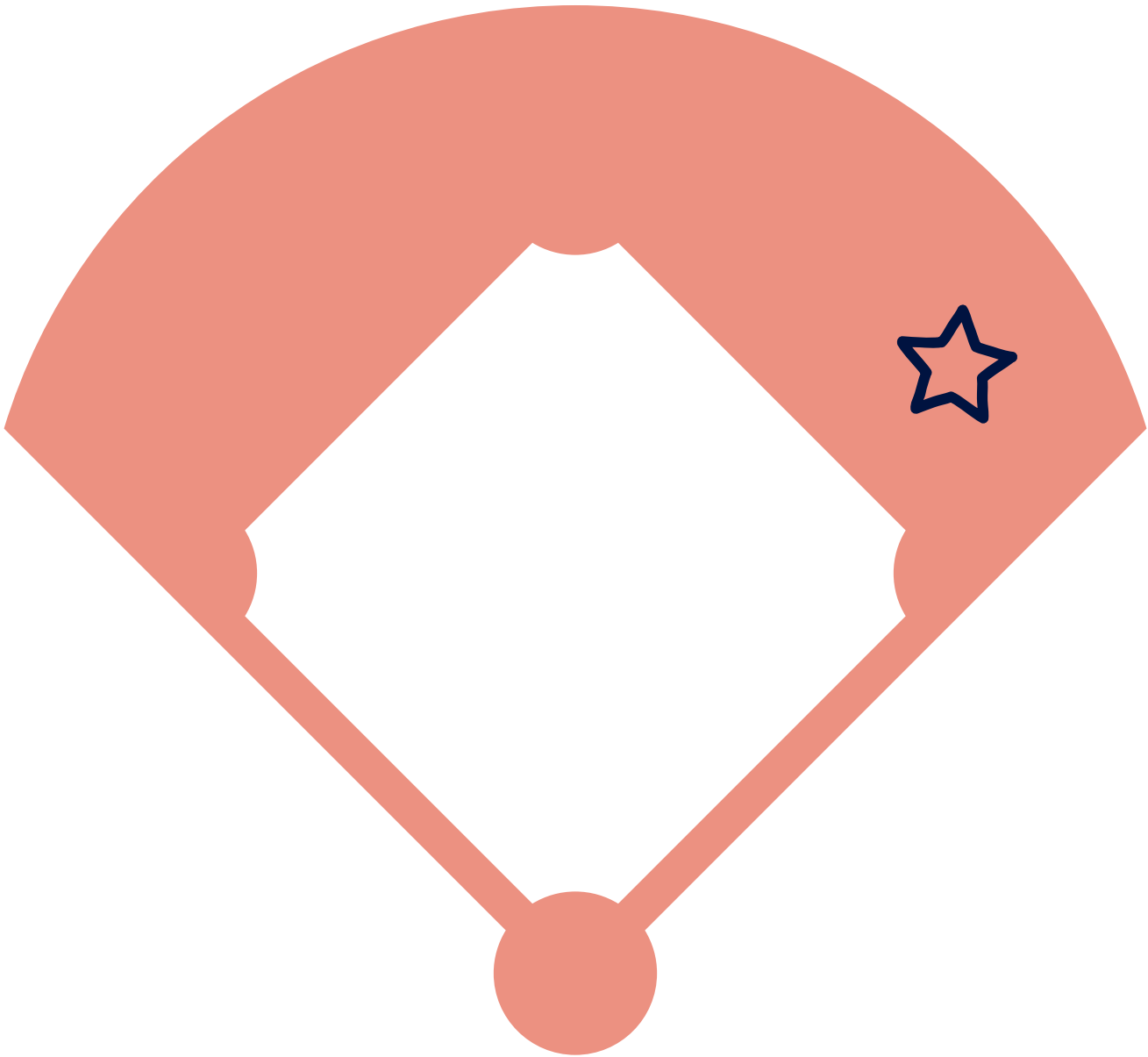
Center Field



Backward Arm Circles

OUTFIELD

Right Field



Curl-Ups

ABOUT USA BASEBALL

USA Baseball is the national governing body for the sport of baseball in the United States and is a member of the United States Olympic Committee and the World Baseball Softball Confederation. The organization selects and trains the World Baseball Classic, Olympic, Premier12 and Pan Am teams (and all other USA Baseball Professional Teams); the USA Baseball Collegiate National Team; the USA Baseball 18U, 15U and 12U National Teams; and the USA Baseball Women's National Team,

all of which participate in various international competitions each year. The organization is responsible for the continued proliferation and health of the sport, and leads a number of amateur initiatives including PLAYBALL and Pitch Smart. USA Baseball also presents the Golden Spikes Award annually to the top amateur baseball player in the country. For more information, please visit the organization's official websites: USABaseball.com, USABaseball.Education, PLAYBALL.org, PitchSmart.org, GoldenSpikesAward.com and USABaseballShop.com.



ABOUT SHAPE AMERICA

SHAPE America – Society of Health and Physical Educators – is committed to ensuring that all children have the opportunity to lead healthy, physically active lives. As the nation's largest membership organization of health and physical education professionals, SHAPE America works with its 50 state affiliates and is a founding partner of national initiatives including the Presidential Youth Fitness Program, *Let's Move!* Active Schools and the Jump Rope for Heart and Hoops for Heart programs.



Since its founding in 1885, the organization has defined excellence in physical education, most recently creating *National Standards & Grade-Level Outcomes for K–12 Physical Education* (2014), *National Standards & Guidelines for Physical Education Teacher Education* (2009), and *National Standards for Sport Coaches* (2006), and participating as a member of the Joint Committee on National Health Education Standards, which published *National Health Education Standards, Second Edition: Achieving Excellence* (2007). Our programs, products and services provide the leadership, professional development and advocacy that support health and physical educators at every level, from preschool through university graduate programs.

Every spring, SHAPE America hosts its National Convention & Expo, the premier national professional-development event for health and physical educators. Advocacy is an essential element in the fulfillment of our mission. By speaking out for the school health and physical education professions, SHAPE America strives to make an impact on the national policy landscape.

OUR VISION: Healthy People – Physically Educated and Physically Active!

OUR MISSION: To advance professional practice and promote research related to health and physical education, physical activity, dance and sport.

SHAPE AMERICA'S COMMITMENT: 50 MILLION STRONG BY 2029

Approximately 50 million students are enrolled currently in America's elementary and secondary schools (grades PreK–12). SHAPE America is leading the effort to ensure that, by the time today's youngest students graduate from high school in 2029, all of America's young people are empowered to lead healthy and active lives through effective health and physical education programs. To learn more about 50 Million Strong by 2029, visit shapeamerica.org.