



Fun At Bat

CURRICULUM

GRADES K-2

GRADES 3-5

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Fun At Bat Grades K-2 Physical Education

About USA Baseball

Headquartered in Cary, North Carolina, USA Baseball serves as the national governing body for baseball in the United States. Since 1978, the organization has been dedicated to Leading the Growth of Our Pastime's Future, supporting and protecting the game for its 17.3 million participants nationwide. A proud member of the United States Olympic & Paralympic Committee (USOPC) and the World Baseball Softball Confederation (WBSC), USA Baseball's national teams have earned 72 gold medals in international competition, including two Olympic gold medals and a World Baseball Classic title. Beyond competition, USA Baseball champions the sport's growth and well-being through initiatives such as BASE (Baseball Athlete Safety Education), Fun At Bat, Pitch Smart, PLAY BALL, the Prospect Development Pipeline, and USABat. Additionally, it recognizes the nation's top amateur baseball player each year with the prestigious Golden Spikes Award. For more information about USA Baseball, its national teams, or its development initiatives, visit USABaseball.com or USABDevelops.com.

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SHAPE America National Physical Education Standards

SHAPE America's National Physical Education Standards define what a student should know and be able to do as the result of a highly effective physical education program. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in physical education programs nationwide. States and local school districts across the country use the National Physical Education Standards to develop or revise existing standards, frameworks and curricula.

The National Physical Education Standards are utilized as the essential framework and guidance document within the USA Baseball Fun At Bat Curriculum.

Learn more about the SHAPE America National Physical Education Standards at www.shapeamerica.org/standards/pe.

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Curriculum Components

Grades K-2

1. Program Overview
2. Lesson Overview
3. SHAPE America's National Physical Education Standards and Grade Span Learning Indicators for K-12 Physical Education
4. SHAPE America National Physical Education Standards Alignment
5. Inclusive Physical Education
6. Active Start Guide
7. Lessons 1-8
8. Appendix A: Printable Active Start Diagrams
9. Appendix B: Critical Elements of Essential Skills
10. Appendix C: Student Assessment and Teacher Printables
11. Appendix D: Printable Lesson 4 Target Poster
12. Appendix E: Printable Bat-and-Ball Position Station Cards

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-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 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 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 foster 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 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 SHAPE America's National Standards and Grade Span Learning Indicators 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: 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 and Discussion: The Active Play section provides an opportunity for students to develop fundamental skills through practice and modified games. This section also provides opportunity for student talk to deepen the learning of the fundamental skills.

Closure: Closure provides an opportunity to check students’ understanding of the Championship Principle, the fundamental skills introduced during the lesson, and the learning objective. 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:

Overview New skill: Introduce the new skill and provide fundamental keys.

Demonstration of skill: Demonstrate to students how to execute each fundamental skill, while reinforcing the fundamental keys of the skill.

Experiment with the skill: Provide students with an opportunity to practice the skill through active play activities.

Clarify keys: While students practice the fundamental skills, provide feedback on performance, clarify the fundamental keys (e.g., “Use two hands”), and ask essential questions to build the content knowledge.

Key Learning: 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 acquisition.

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 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.

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 Spring Swing Batting Tee (1)	Hitting Tees Or Large Cones
MLB 5pc Throw-Down Base Set (1)	Throw-Down Bases
24” Oversized Foam Bat (2)	Foam Paddles And/Or 24” Oversized Foam Bat
Oversized Foam Balls (10)	5-Inch Foam Balls, 8-Inch Foam Balls, and/or Fleece Balls (Some Activities Recommend A Ball For Every Student)
Regular-Size Foam Balls (12)	Medium Cones
5” Neon Zebra Vibe Ball (2)	Large Mats
Marker Training Discs (8)	Music
Mesh Equipment Bag (1)	Poly Spots, Hula Hoops
11.5-Inch Inflation Pump (1)	Markers, Zip Ties
	Pins (Objects To Use As Target)
	Dice

National Physical Education Standards and Grade Span Learning Indicators

K-12 Physical Education

Throughout the K-2 Fun At Bat curriculum, students will learn the standards-based fundamental skill sets that will enhance their psychomotor abilities in: underhand throwing, overhand throwing, catching, fielding, and striking. Along with the focus on psychomotor skills, the lessons provide an opportunity to engage in the social, cognitive and affective learning domains. These standards-based essential skills align with the Fun At Bat Championship Principles and allow students to enhance abilities in: teamwork, leadership, reflection, skill analysis, peer feedback, responsibility, and more. 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.

STANDARD	LEARNING DOMAIN	STATEMENT	RATIONALE
1	Psychomotor	Develops a variety of motor skills	Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.
2	Cognitive	Applies knowledge related to movement and fitness concepts	Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.
3	Social	Develops social skills through movement	Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.
4	Affective	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

Grade Span Learning Indicators by Lesson

LESSON #	GRADE SPAN LEARNING INDICATOR
1	S1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks S3.2.6 Describes why following rules is important for safety and fairness S3.2.9 Makes fair choices as directed by the teacher
2	S1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks S2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills S3.2.3 Uses communication skills to share space and equipment
3	S1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks S3.2.1 Recognizes the feelings of others during a variety of physical activities
4	S1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness S1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks S2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills S3.2.7 Makes safe choices with physical education equipment
5	S1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness S2.2.7 Recognizes the importance of stretching before and after physical activity S3.2.2 Demonstrates ability to encourage others
6	S1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. S3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.
7	S1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. S1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks. S4.2.5 Recognizes individual challenges through movement.
8	S1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. S1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks. S4.2.7 Recognizes movement strengths and the need for practice for individual improvement.

Championship Principles and Grade Span Learning Indicator Alignment

LESSON #	CHAMPIONSHIP PRINCIPLE	GRADE SPAN LEARNING INDICATOR	
1	HONESTY	3.2.6 3.2.9	Describes why following rules is important for safety and fairness Makes fair choices as directed by the teacher
2	TEAMWORK	3.2.3	Uses communication skills to share space and equipment
3	HELPING OTHERS	3.2.1	Recognizes the feelings of others during a variety of physical activities
4	RESPONSIBILITY	3.2.7	Makes safe choices with physical education equipment
5	SUPPORTIVE ENCOURAGEMENT	3.2.2	Demonstrates ability to encourage others
6	LEADERSHIP	3.2.5	Demonstrates respectful behaviors that contribute to positive social interactions in movement
7	NEVER GIVE UP	4.2.5	Recognizes individual challenges through movement
8	DO YOUR BEST	4.2.7	Recognizes movement strengths and the need for practice for individual improvement

Inclusive Physical Education

Inclusive practices in Physical Education (PE) are crucial for fostering an environment where students with various abilities can actively participate and thrive. These practices ensure that all students, regardless of their abilities, have equal opportunities to engage in physical activities, which are vital for their physical health, social development, and self-esteem. By adapting activities and providing appropriate support, inclusive PE promotes a sense of belonging and encourages positive interactions among students. This inclusive approach benefits all students by helping them develop motor skills and confidence, but also teaches about empathy, diversity, and teamwork. Ultimately, inclusive practices in PE contribute to a more accepting and supportive school culture, where every student is valued and empowered to reach their full potential.

PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
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Throwing

Use of Different Balls:

- Foam balls
- Deflated or suspended balls
- Beach balls or balloons
- Bean bags

Modified Targets:

- Larger targets
- Adding noise/sound to a target
- Colorful and engaging targets
- Targets with black and yellow

Adaptive Throwing Devices:

- Throwing ramps can help students who struggle with the overhand or underhand motion
- Adaptive electronic switches
- Velcro or strap-on grips can help students with limited hand strength to hold onto the ball

Simplify Instructions:

- Break down the steps of the throwing motion into simple, easy-to-follow instructions
- Show videos or visual aids or include live demonstrations to illustrate the throwing technique

Verbal Cues:

- Auditory signals: Use clapping or counting to signal when to throw

Peer Assistance and Modeling:

- Pair students with peers who can provide support and encouragement

Flexible Rules:

- Allow students several tries to succeed without penalty
- Modified scoring: Reward effort, improvement, and participation rather than just accuracy

Controlled Environment:

- Safe, open space: Ensure the activity area is free of obstacles and hazards
- Defined boundaries: Use cones or tape to mark the play area clearly

Distance Adjustments:

- Reduce the distance between the throwing point and the target to accommodate skill levels
- Start with shorter distances and gradually increase as skills improve

Visual Cues:

- Visually indicate where students should stand and where to aim

Catching

Use of Different Balls:

- Larger or smaller balls dependent on student ability
- Use balls with different textures (e.g., soft, firm, grip-enhancing surfaces)
- Use lighter or heavier balls
- Use of brightly colored balls can improve visual tracking

Catch Supports:

- Velcro patches or catching gloves
- Modified catching devices

Sensory Adaptations:

- Use balls with bells or other noise-making devices for students with visual impairments
- Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties

Simplify Instructions:

- Break down the steps of the catching motion into simple, easy-to-follow instructions

Verbal Cues:

- Use concise verbal cues to guide the student through the catching process

Flexible Rules:

- Allow trapping the ball against the body or using a catching device for students with limited hand function
- Give students more time to react and catch the ball by incorporating pauses or reducing the speed of play
- Use of legs or other objects to stop a grounder

Peer Assistance and Modeling:

- Pair the student with a peer who can provide support and encouragement

Distance Adjustments:

- Adjust the distance between the thrower and catcher to match the student's ability
- Vary the speed at which the ball is thrown to accommodate different reaction times

Visual Cues:

- Use visual markers or targets to help students focus on where to catch the ball

PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
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Spatial Awareness

Visual Markers:

- Place cones, tape, or markers on the floor to define boundaries and pathways

Varied Equipment:

- Use larger or differently shaped equipment that is easier to see and manipulate

Wearable Devices:

- Provide feedback through vibrations or sounds to help students understand spatial boundaries

Simplify Instructions:

- Provide step-by-step instructions and break down complex movements into easy-to-follow instructions

Demonstrations:

- Use visual demonstrations of activities or movements

Visual Cues:

- Use posters, diagrams, or digital screens to display visual cues and instructions

Repetition and Practice:

- Allow extra time for practice and repetition to help students build familiarity with spatial concepts

Modify Space:

- Adapt traditional games and activities by reducing the size of the play area to limit movement or use a slower-paced game

Strategic Positioning:

- Position yourself and other support staff around the activity area to provide physical and verbal guidance as needed

Visual Aids:

- Use different colors to mark different areas to help students understand their position relative to the environment
- Use poly spots or markers for exact positioning and placement of the environment

Running

Visual Aids:

- Use brightly colored cones or markers to indicate the running path
- Use visual signs or signals to guide students on when to run or stop

Inclusive Language:

- Use language that encourages all students to participate

Simplify Instructions:

- Break down the steps of the motion into simple, easy-to-follow instructions

Flexible Rules:

- Allow students to move at their own pace, whether walking, jogging, or wheelchair rolling
- Adjust rules to match the skill level of the participants
- Gradually increase the difficulty level as students improve their skills
- Provide additional practice time for students who need it
- Allow students to take a break to reduce fatigue and overstimulation

Distance Adjustments:

- Reduce the distance students need to run

Striking

Adaptive Hitting Devices:

- Ramps to roll the ball into the field if they cannot hit
- Adaptive electronic switches that swing a bat
- Grip support on bat to help hold
- Use of paddles, hands, noodles, or other objects to strike objects

Use of Different Balls:

- Larger object/target to hit
- Lighter balls
- Beach balls or balloons

Sensory Adaptations:

- Use balls with bells or other noise-making devices for students with visual impairments
- Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties when holding the bat

Simplify Instructions:

- Break down the steps of the hitting motion into simple, easy-to-follow instructions
- Show videos or visual aids or include live demonstrations to illustrate the hitting technique

Verbal Cues:

- Auditory signals: Use clapping or counting to signal when to hit
- Pair students with peers who can provide support and encouragement

Flexible Rules:

- Allow students several tries to succeed without penalty
- Modified scoring: Reward effort, improvement, and participation rather than just successful hits

Controlled Environment:

- Safe, open space: Ensure the activity area is free of obstacles and hazards
- Defined boundaries: Use cones or tape to mark the play area clearly
- Larger poly spots, markers, boundary areas to ensure students are staying in a safe area while others are swinging bats

Visual Cues:

- Visually indicate where students should be placed when ready to hit the object

Active Start Guide

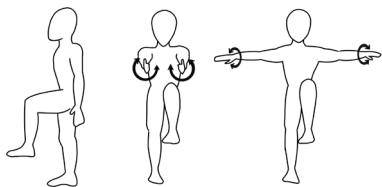
Grades K-2: Spring Training Warm-Up

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.

**Teachers have an option to change dynamic warm up exercises to keep them engaged each day or use a connected active start of choice to create more connection to the objective.*

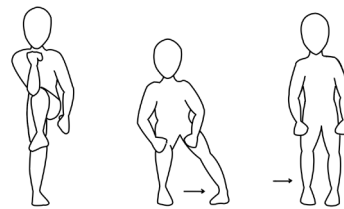
March in Place



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

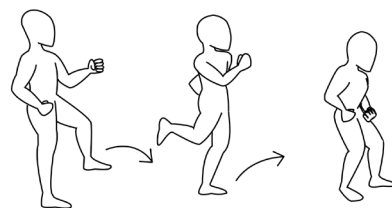
Slides



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. Three (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.

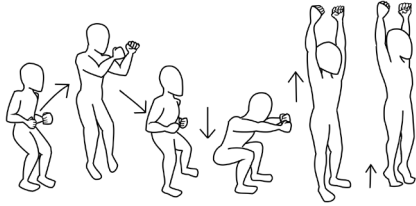
Hop (Single-Leg Jumps)



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. Three (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

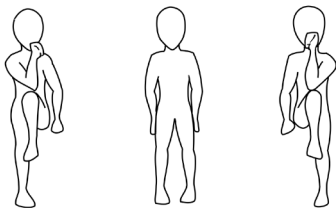
Double-Leg Jump/Squat/Reach/Toe Raise/Squat Jump



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, exhibit trunk stability, and display 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. Two (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.

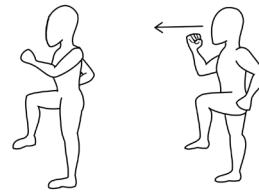
Cross-Crawl



This drill not only prepares the body to move in a reciprocal or opposite pattern that is similar to running, but 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. Four (4) each way for a total of eight (8).

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

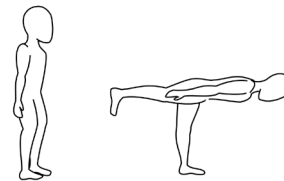
Super-Slow-Motion March



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. One (1) set for 10 (10) seconds.

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

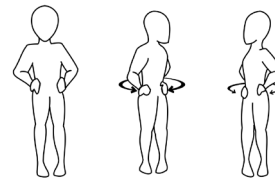
Stand on One Leg



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. Two (2) repetitions, alternating R and L leg. Attempt to hold each pose for five (5) seconds.

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

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. One (1) set rotating hips clockwise, then one (1) set rotating hips counterclockwise. Ten (10) seconds each direction.

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

LESSON 1

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.
- 3.2.6 Describes why following rules is important for safety and fairness.
- 3.2.9 Makes fair choices as directed by the teacher.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- MLB 5PC Throw-Down Base Set

Additional/Alternative

- 5-Inch Foam Balls (one for each student)
- Fleece Balls
- Music
- Zip Ties (If outdoors)
- Markers to add numbers to targets for scoring

Learning Objective

Students will identify and demonstrate the cues for underhand and overhand throwing, safely.

Essential Question

What are the keys for throwing? Why is it important to learn them? How does it impact safety?

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 or Teacher Choice Warm-Up

SKILL DEVELOPMENT:

Throwing

(Overview and Demonstration)

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 their 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

Checking for Understanding

- What are the keys to underhand throwing?

ACTIVE PLAY

Target of Truth Level 1

- 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 will count how many targets they can hit.
 - The teacher will ask how targets were hit by the students (i.e. hand raise, naming a number, pointing to a specific target).

Discussion: Would lying about your score make you better at throwing? Why? Or Why not?

SKILL DEVELOPMENT

Overhand Throwing

(Overview and Demonstration)

The ball starts in students' preferred hand as they point at the target with the non-preferred hand. 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 their 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

Checking for Understanding: What are the keys to overhand throwing?

ACTIVE PLAY

Target of Truth Level 2

- 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 are aiming to hit the targets and will receive different scores each time they hit a target.
 - The numbers on the target can get bigger for the harder target spot to hit (i.e. the bullseye would have the largest number compared to the outer layer of the target).

Discussion: Describe how the game could change if somebody didn't follow the rules?

Sweep the Series

(See Sweep the Series diagram)

- Divide students into two groups, with one group on each side of the activity area (Designate each side by a category/team name).
- Place foam balls throughout each activity area.
- Each infield group is responsible for keeping their part of the field as clean as possible by having the fewest fleece balls in the activity area.
- When a foam ball comes over, they have to pick it up and toss it to a target that represents first base on their side. If they hit the target, they can follow their throw and then throw it over to the other side to sweep up their side.

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

Variations

- Players just throw directly over the net, not at a target first.
- Players can use an underhand throw if they are close to the target.
- Stop periodically to count the balls and see the differences in the number in each field.
- Divide the activity area as you feel appropriate (e.g., half court or some established line in your gymnasium or field space).
- Change the target to second and third base and tell them where they are throwing.
- Players could have designated positions, and the students throw the ball to a position on their side and position players throw it over. Switch up roles periodically.
- Add a round where they try to catch the ball, and they can collect the catches in a bucket.

Discussion: What could happen if you are not throwing the ball with control? Do you think it is safe, why or why not?

CLOSURE

- What new skills did we learn today?

Exit Ticket:

Skill Development - Overhand Throwing

(See appendices for Lesson 1 Exit Ticket)

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

Championship Principle: Honesty

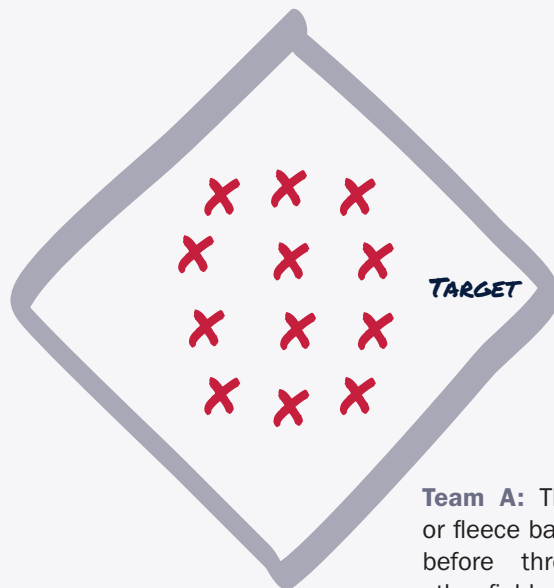
- Did you see someone use honesty and fairness today? Please describe.
- When can you use honesty in game play?
- Why is it important to be honest when you are playing with a group or partner?

Note: 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 1 Diagram

Sweep the Series



Team A: Throw the foam or fleece balls to the target before throwing to the other field.



LESSON 2

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks
- 2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills
- 3.2.3 Uses communication skills to share space and equipment

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- MLB 5PC Throw-Down Base Set

Additional/Alternative

- 5-Inch Foam Balls (one for each student)
- Fleece Balls
- Music
- Zip Ties (if outdoors)
- Poly spots, Hula Hoops
- Alternative Objects to Catch
- Cones

Learning Objective

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

Essential Question

What are the keys for catching a ball? What could you say to your partner to allow for more success in catching?

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 or Teacher Choice Warm-Up

SKILL DEVELOPMENT

Underhand Throwing

(Review, Overview, Demonstration)

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

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 their 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

Discussion: Can you demonstrate and identify the fundamental keys with a partner? Student A will identify and demonstrate underhand throw and Student B will identify and demonstrate the overhand throw.

ACTIVE PLAY

Exploration Time

Explore the equipment to work on previous skills and beginning catching skills. Toss at targets, self-toss, or toss overhand/underhand with a partner (use this time to check for skill levels within the class). The teacher can provide a variety of objects for students to explore with to help them choose what type of object they are more successful with or something new and fun to toss.

SKILL DEVELOPMENT

Catching

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

Checking for Understanding: What are the keys to catching?

ACTIVE PLAY

Partner Toss Tag

In pairs, students practice throwing overhand or underhand and catching an oversized foam ball (or any similar-size ball). Partners start off about five (5) feet apart (adjust distance based on skill level).

- When the music is playing, the students continue to toss and catch. When the music stops, whichever student has the ball is the tagger.
- The designated tagger goes after just their partner to tag softly with the ball.
- Once the tagger touches their partner with the ball, they gently drop the ball, and the partner picks it up and tries to tag them.
- They will go back and forth tagging until the music comes back on. The music prompts the partners to start tossing and catching again using the fundamental keys.

Variations

- Increase or decrease distance between partners.
- Use a variety of objects to toss.
- Choose which locomotor skill to use when chasing and fleeing.
- Designated Tagger does 3-5 jumping jacks before chasing.

Discussion: Where else can you use catching skills?

Catch It & Collect It

In pairs or small groups, students will have a home base spot along the perimeter of the gym, this is where they will throw from. Spots (marker training discs) are spread out throughout the gym.

- One group member from each team will go out into the playing area and stand on a spot, their teammate will toss an object underhand or overhand to their teammate on the spot.
- If their teammate catches it, they get to bring the spot back with them. If the object is dropped, they do not bring back the spot. The next teammate would go out to stand on a spot and repeat. The game is over when all the spots are gone.
- If there are only a few spots left, teams have to stand in line and take turns to be on the spot to try to get the last ones remaining.

Variations

- There can be different levels of points on the spots. The outside layer could be singles all the way to the farther ones in the middle being home runs.
- Students can count each four (4) spots that they collect as a run and see how many “runs” they scored.

Discussion: Did you talk to your partner to improve your catching skills? Why or why not?

CLOSURE

- What new skills did we learn today?
- What are the fundamental keys to catching?

Exit Ticket:

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

Championship Principle: Teamwork

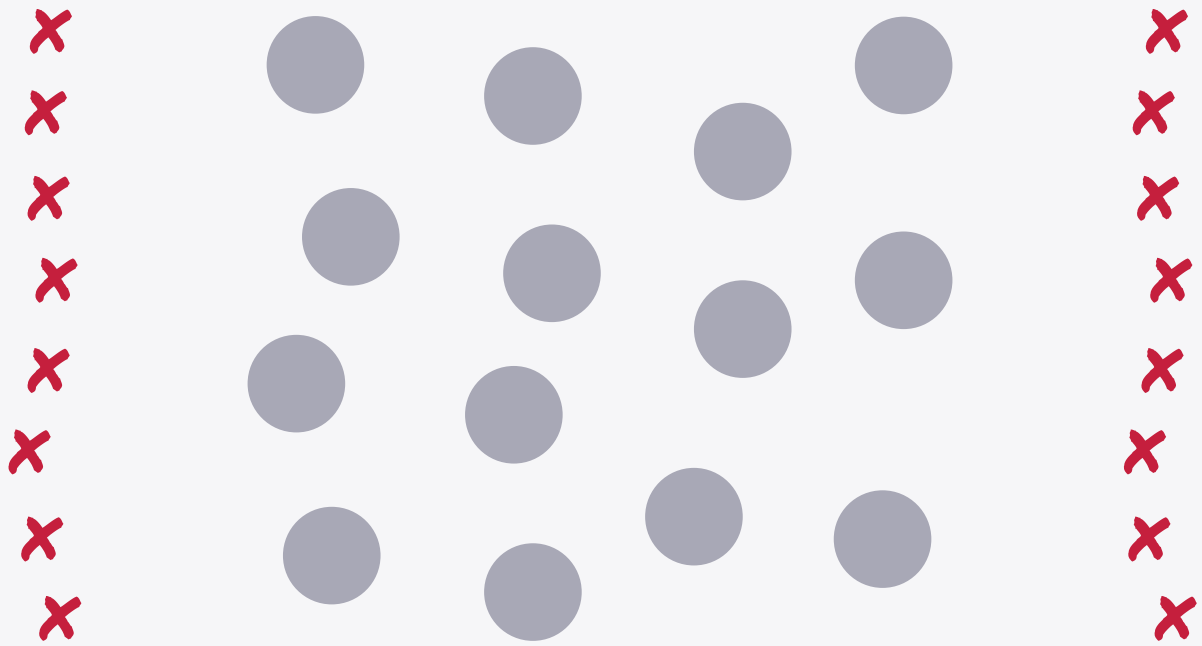
- How did you work as a team today?
- Why is teamwork important?

Note: 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?

Lesson 2 Diagram

Catch It/Collect It



LESSON 3

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks
- 3.2.1 Recognizes the feelings of others during a variety of physical activities

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls

Additional/Alternative

- 5-inch foam balls (one for every two students)
- Music
- Cones
- Dice/Numbered cards

Learning Objective

Students will be able to recognize the feelings of others while participating in Fun At Bat activities.

Essential Question

How can you help a teammate who is not having success in their skill? What do you notice about their feelings?

Championship Principle

Introduce “Helping Others”

- Helping others is a 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 or Teacher Choice Warm-Up

SKILL DEVELOPMENT

Fielding a Ground Ball/Catching a Fly Ball (Review, Overview, and Demonstration) 3 minutes

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. Hand should be palm up to scoop the ball up.

Key 1: Chair Position

Key 2: Triangle

Key 3: Palm Up

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

Checking for understanding: What are the fundamental keys to fielding a ground ball? Show me.

What are the fundamental keys to catching a fly ball? Show me.

ACTIVE PLAY

Field For 5!

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. After five (5) tosses or rolls, the partner with the ball holds it up and waits for a new partner who didn’t end up with the ball joins them to field or catch a fly for five (5) tosses or rolls. This time the partner that traveled to the new partner will hold up the ball for the fifth time and wait for a new partner to do it again.

Variations

- Stay with the same partner instead of switching.

- 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.
- Give groups options to move closer for success and farther for a challenge.

Discussion: What if the ball wasn't rolled or thrown directly to you, where did you move?

Diamond Field and Throw

Students will be in groups of five (5) in a small diamond formation. Two (2) students will start at a cone representing home plate. The other students will be at first, second, and third base positions.

- First student rolls the ball to the cone representing first base, runs to first and continues to run the bases as the fielders roll to each fielding position.
- The student at the first base position will field the ball and turn and roll the student at the second base position.
- The student at the second base will roll it to the person playing third base.
- The student playing the third base position will roll it home to the fifth student on their team.
- Once a student makes it home plate, they go play first base and the positions rotate over to second, third, and home plate to be the next roller/runner.
- The students will continue to roll and field the ball while running to the cone that they rolled it to. This will work on fielding and beginning skills of running the bases.

Variations

- Another level would be throwing instead of rolling.
- Labeling the cones as the actual bases.
- Use different locomotor movements to move to the bases.
- Adding in shortstop position.
- Adding a dice or card to see what kind of hit they get and roll the ball anywhere on the field and run to the single, double, triple, or home run destination.

CLOSURE

- What new skills did we learn today?

Exit Ticket:

- How were you able to help a teammate today? How do you think it made them feel?

Skill Development: Fielding a Ground Ball and Catching a Fly Ball

- What do you do differently to field a ground ball, versus catching a fly ball?
- What skill was more challenging? Why?

Championship Principle: Helping Others

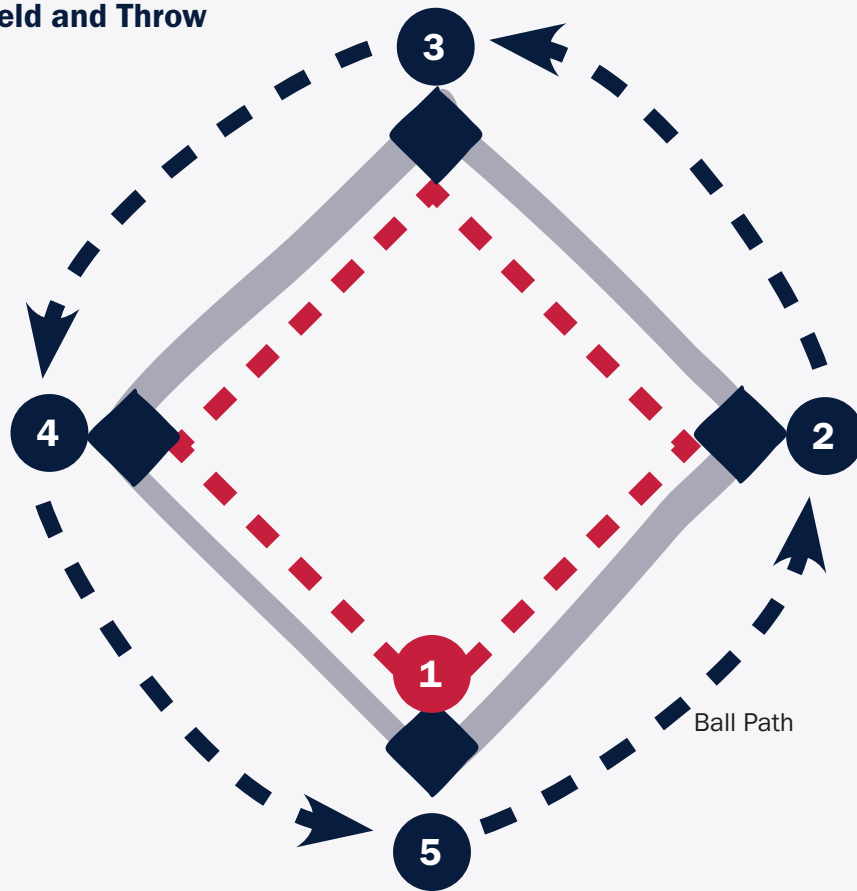
- How did you help someone that has a different ability than you? Please explain.

Note: 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 3 Diagram

Diamond Field and Throw



LESSON 4

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness
- 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks
- 2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills
- 3.2.7 Makes safe choices with physical education equipment

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls

Additional/Alternative

- Printable Lesson 4 Target Posters (Appendix C)
- 5-Inch Foam Balls (one for each student)
- 8-Inch Foam Balls (one for every six students)
- Zip Ties/Clothes Pins
- Fitness Ball
- Pins/Object To Knock Down

Learning Objective

Students will identify and demonstrate how to move their body in order to field a ball at different levels.

Essential Question

Can you describe a time you had to move your body to receive an object?

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 or Teacher Choice Warm-up

SKILL DEVELOPMENT

Throwing/Catching/Reacting as a Fielder (Review, 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.

Discussion: Describe a time you had to move your body to receive an object. What movement did you use to receive the object?

ACTIVE PLAY

Reaction Time

Students will be in groups of four to six. Each group will be in a circle around a fitness ball placed in a basket centered in the circle. Students will take turns throwing a round object of choice at the fitness ball. The students will react to the direction the thrown ball comes off of the fitness ball, communicate and catch the ball.

Variations

- Students work in pairs. One partner is the thrower and the other fields the ball after it hits the target.
- Students throw an object that will bounce off a wall with a partner and react to where the ball moves.

Discussion: What position did your body need to move into if the ball was above your head? What level did you need to get into if the ball was rolling on the ground?

Guard the Pins

Students will be in groups of four (4), two (2) pairs. Students will set up three (3) pins in their “field”.

- Partner A will roll to Partner C.
- Partner C will protect the three pins by fielding a ground ball before it hits any of the pins.
- Partner C will roll to Partner A while they protect their pins. Partners will swap.
- Partner B will roll the ball to Partner D while they protect the pins.

- Partner D will roll the ball to Partner D and continue to take turns. If a pin gets knocked down, pick it back up for the next turn.

Variations

- Use only one (1) pin.
- Students can play until all three (3) pins are knocked down.
- Students can choose where the pins are.
- If there are more pins, both partners can be fielding.
- Next level: Use two (2) sides of the gym and bigger groups with more pins to protect.

CLOSURE

- What new skills did we learn today?

Exit Ticket:

- Why should you bend your knees when you are in the fielding position?
- What should you think about and do when you are deciding how to catch or field a ball?

Championship Principle: Responsibility

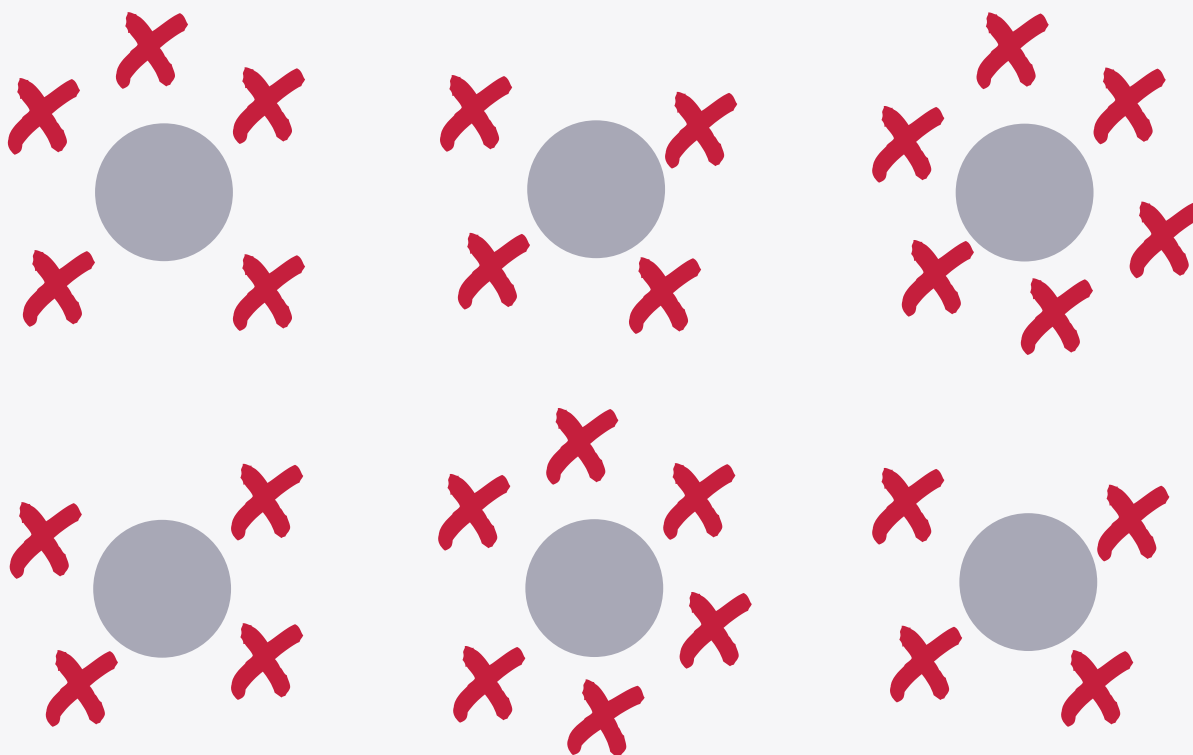
- What championship principle did we learn about today?
- What steps did you take to be safe during the activities today? Why do you think that shows responsibility?

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

- What do you think we will be doing next class?

Lesson 4 Diagram

Reaction Time



LESSON 5

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 2.2.7 Recognizes the importance of stretching before and after physical activity.
- 3.2.2 Demonstrates ability to encourage others.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- MLB 5PC Throw-Down Base Set

Additional/Alternative

- Multiple Sets Of Printable Bat-And-Ball Position Station Cards (Appendix E)
- Throw-Down Bases
- Medium Cones (to secure position station cards)
- Large Mats
- Music
- Cones

Learning Objective

Students will be able to recognize the importance of stretching before and after running bases.

Essential Question

How does stretching help your body during activity?

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 or Teacher Choice Warm-up

Discussion: Why is it important to do our active dynamic warm up before we start class?

SKILL DEVELOPMENT

Bat-and-Ball Field Positions

(Overview and Demonstration)

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. Students will get more practice.

ACTIVE PLAY

Field of Dreams: Positions

(See Bat-and-Ball Field Position Stations diagram)

Divide the gym into two (2) fields. The students will be divided into equal groups. In each field, there will be one group per field. Assign one student per position in each field. All students not assigned to a position will form two (2) short lines behind home plate. Each student waiting at home plate will have a foam ball in his or her hand. There will be a bucket with the position cards at each home plate.

- The first person in the line will grab a position out of the bucket, then discard the position card into another bucket.
- They will shout out the name of the position and when that position is ready, they will repeat their position, the student at home plate will throw the ball or roll the ball to the position.
- When the positioned player fields the ball, they will run to home plate and the thrower will take the position.
- Two (2) throwers on each field will go right after another. Once a round is complete, the teacher will call out a dynamic stretch for everyone to do for 10 seconds. The new round will start.

Variations

- In between each round, 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.
- Direct students to perform different locomotor skills as they travel to each position.
- Direct students to take an imaginary bat swing before throwing to their position.

Discussion: Why do you think we added more dynamic stretching in between rounds of our activity?

SKILL DEVELOPMENT

Base Running

(Overview and Demonstration)

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. A single is one base where you just run to first base. A double is two bases where you run to second base after first base. A triple is three bases where you run to third base after first and second base. A home run is all the bases in order; first, second, third, home plate!

ACTIVE PLAY

Active stretching

Continue discussion about the importance of staying warm during activity and demonstrate a few dynamic stretches that help them run the bases.

Follow the Leader

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.

Level 2

- Teacher will lead each type of hit and show how to run the bases. For a single, the class runs and then walks back to home. For a double, they run to the appropriate base, and the same pattern is followed for a triple and a home run.

Level 3

- In pairs, students will be asked to run the bases for their home run hit. As the pair runs the bases, the rest of the students cheer and encourage them as they run home. Each pair will get a turn.

Discussion: How do you feel when you are able to be cheered for? How do you feel when you cheer for others?

Variations

- Students travel in pairs around the bases.
- Students use different locomotor skills to travel around the bases.
- Divide students into four (4) 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.

Cool-Down Static Stretch and Discussion

Teacher will choose a few static stretches to demonstrate while discussing the importance of static stretching at the end of playing a game of baseball or any other game (teachers can add static stretching to the end of every lesson during closure; this one is used to emphasize the objective and dig in deeper).

Discussion: Why do you think we hold our stretches at the end?

CLOSURE

- What new skills did we learn today?

Skill Development

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.

Exit Ticket

Can you demonstrate a stretch we can do before we play?

Can you demonstrate a stretch we can do after we are done playing?

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?

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

- What do you think we will be doing next class?

Lesson 5 Diagram

Field of Dreams



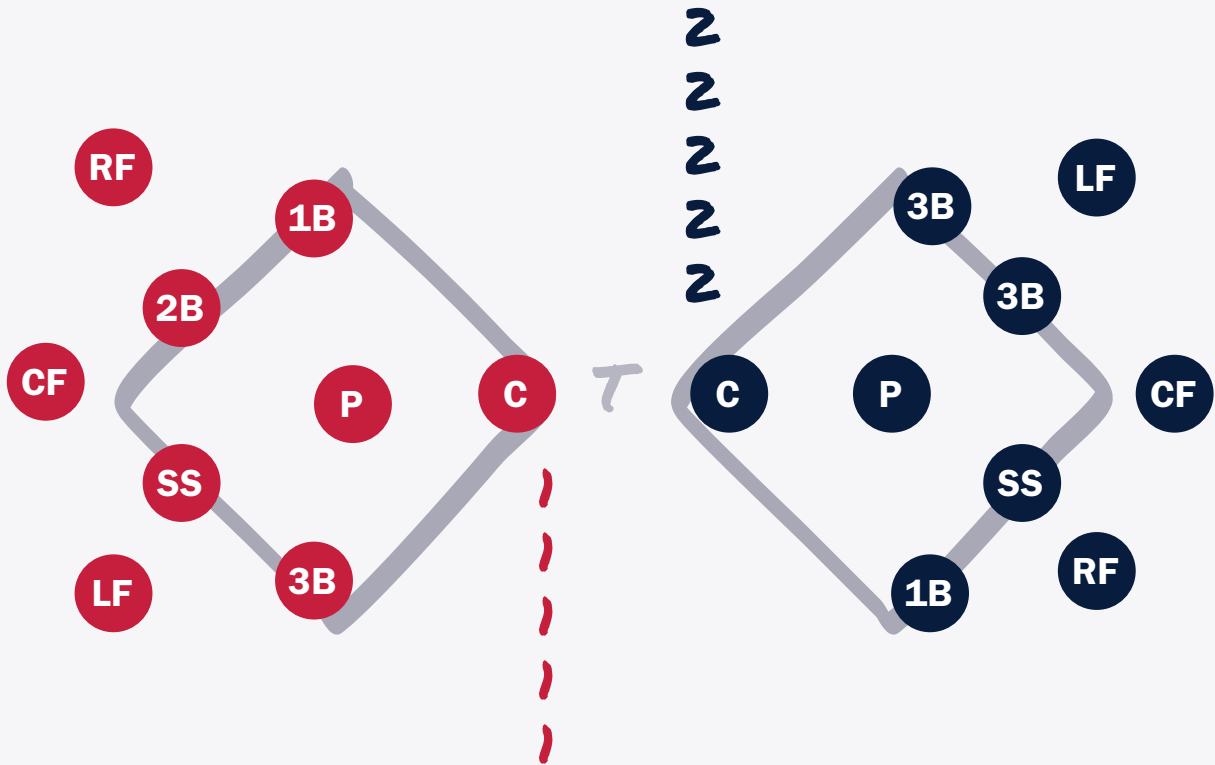
Group 1 Position
w/ Student



Group 2 Position
w/ Student



Teacher



LESSON 6

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
- 3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- 2 5" Neon Zebra Vibe Ball
- 2 24" Oversized Foam Bat
- MLB Spring Swing Batting Tee
- 8 Marker Training Discs

Additional/Alternative

- 8-Inch Foam Balls
- Large Cones
- Foam Paddles Or 6 24" Oversized Foam Bat
- Poly Spots
- Batting Tee Or Large Cone

Learning Objective

Students will be able to demonstrate and identify keys to striking a ball with a bat.

Essential Question

What are the keys to hitting a ball?

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. Leaders are respectful to others.

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 or Teacher Choice Warm-up

SKILL DEVELOPMENT

Hitting

(Overview and Demonstration)

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 or a "roof of a house". 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: Stand with feet shoulder-width apart and knees bent.

Key 2: Arms make a "V"-shape, hands back toward primary side ear.

Key 3: Keep your eyes on the ball.

Key 4: Swing arms across the front of the body, chest height, finish swing toward opposite ear.

ACTIVE PLAY

Hitting Stance Statue Tag

Teacher will designate 2-3 students as Taggers and 2-3 students as statue creators.

- When tagged, the student will freeze like a star.
- The Statue Creators will create a statue of a hitting stance of the student and say Swing Batter, Swing!
- The student will do an air swing, (safely, being aware of surroundings) and then they are back in the game.

- The Statue Creators can't be tagged, and the frozen student can't be tagged until after three seconds or three steps after their swing. Switch up Taggers and Statue Creators.

Variations

- Each round can be a different baseball statue to be created to review the fundamental keys.
- Students can freeze into a hitting stance and the Statue Creators can adjust their stance for feedback.
- Discussion: What does being respectful to others look or sound like? Did you show any leadership skill by being respectful?

Strike-O-Rama

(See **Strike-O-Rama diagram**)

Distribute 12 large cones all around the activity area and place a regular/oversized foam ball on top of each cone. Divide the class in half. One half of the class will be batters. The other half of the class will be fielders

- 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. 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.
- Use an object to strike.

Discussion: Were you able to use the keys to hitting properly while running cone to cone to strike the ball? Why or Why not?

Line It Up! Hit It Out!

(See **Line it Up! Hit It Out! diagram**)

Divide students into eight lines. Each line has a tee (or large cone), oversized foam bat, and a ball. Place three (3) 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 ball.
- Students who struggle to hit the oversized foam ball may use a larger ball.
- One third of the class are fielders, batters and others in line. Fielders will retrieve and put back on the cone then head to the back of line. The batter becomes the fielder and the student in line becomes the batter.
- The next student in line could peer-assess, observing the batter. Once the whole rotation has a turn, the group could provide a glow and grow.

Discussion: Can you demonstrate the proper position to hit a ball? Show me.

CLOSURE

- What new skills did we learn today? What are the key fundamentals to hitting? What can happen to your hitting if you improve one of the key fundamentals?

Exit Ticket: 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?
- How did it feel to hit the ball just right?

Championship Principle: Leadership




- Why is being a leader important in a game/activity? What does respectful behavior look like?

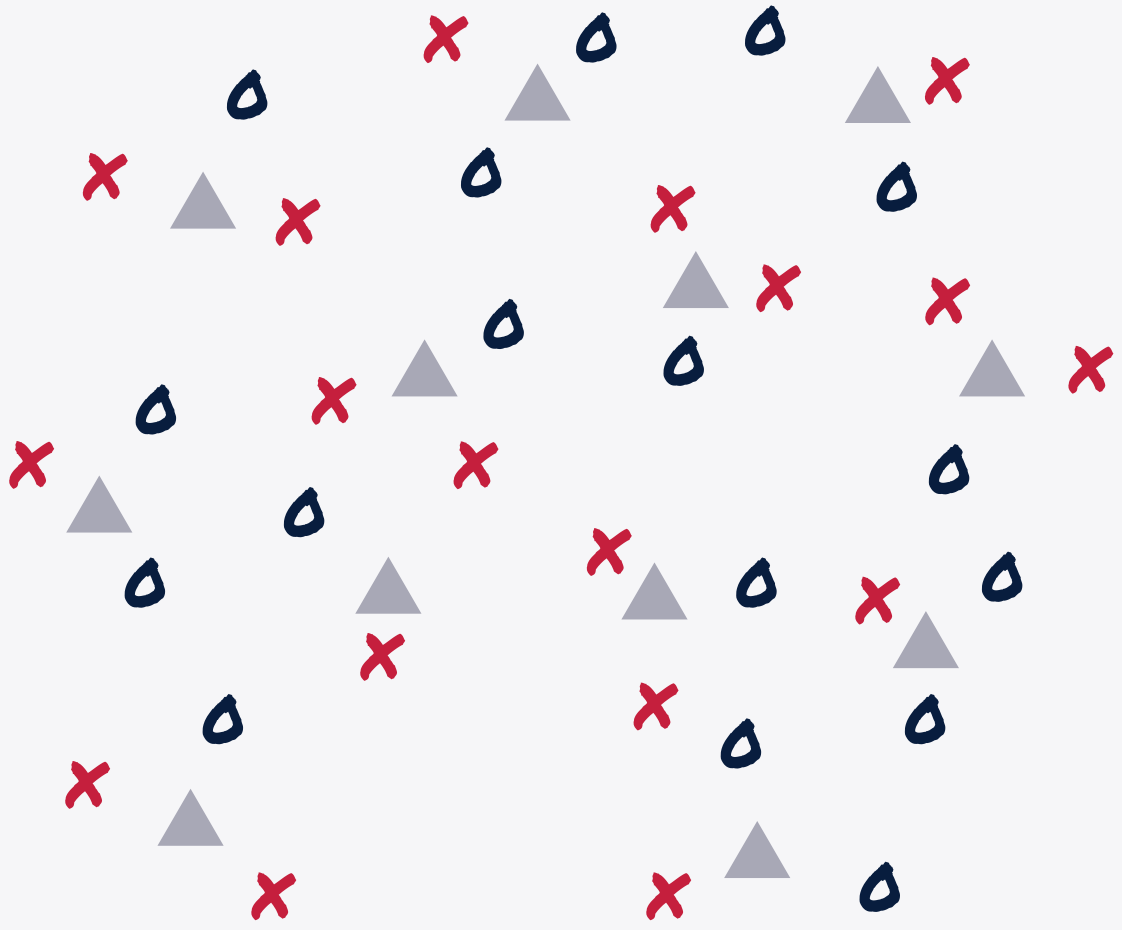
Note: Remind students to read the chapter on Leadership in a small group or with their parents or guardians.

- What do you think we will do in our next class?

Lesson 6 Diagram

Strike-0-Rama

 Batters  Fielders  Cones



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

Lesson 6 Diagram

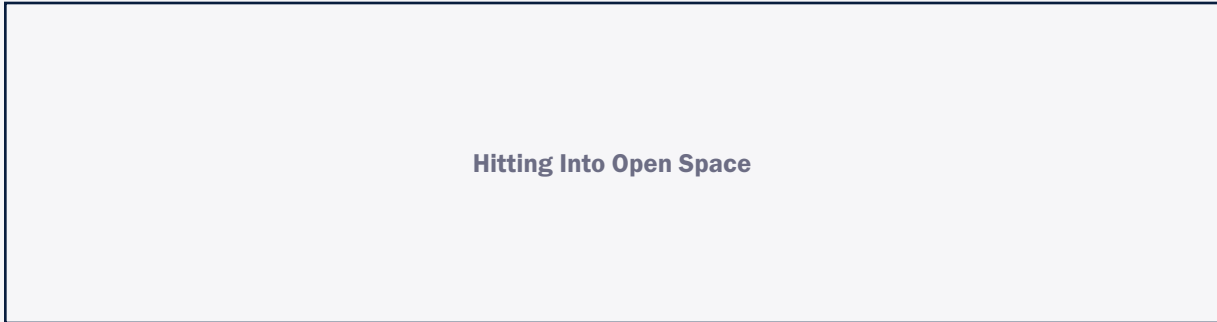
Line it Up! Hit it Out!



Students Hitting



Students Exercising



LESSON 7

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
- 1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.
- 4.2.5 Recognizes individual challenges through movement.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- 2 5" Neon Zebra Vibe Ball
- 2 24" Oversized Foam Bat
- MLB 1-Position Rubber Tek™ Batting Tee
- MLB 5pc Throw-Down Base Set
- 8 Marker Training Discs

Additional/Alternative

- Bat-And-Ball Position Station Cards (Appendix E)
- 5-Inch Foam Balls (one for each student)
- Large Cones
- Foam Paddles Or 6 24" Oversized Foam Bat
- Hitting Tee Or Large Cone
- Dice

Learning Objective

Students will recognize challenges in throwing and hitting skills during Fun At Bat activities.

Essential Question

Describe a time that you faced a challenge before? How did you react to the challenge?

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 were once 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 or Teacher Choice Warm-up

SKILL DEVELOPMENT

Throwing (Applied Force)/Game-Specific (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.

ACTIVE PLAY

Dice Derby

Level 1: The gym will be split into two (2) "fields". Each zone will have cones with dice on top. Students start on a line that is even with home plate (see diagram for Dice Derby). Students will be in groups of two or three.

- The first person in line will throw a foam ball at their choice of cone, at any distance, trying to knock off the dice. If the student knocks down the dice, they will look at the dice and shout out the points.
- The thrower will leave the dice on the ground and retrieve the ball. The thrower will bring back the ball for the next student in line to throw. Continue to throw until your field has no more dice on the cones.

Level 2: Throwers will also retrieve the dice and keep the number on top and put it behind their line. If you roll a one (1), it is a single, a two (2) is a double, three (3) is a triple, four (4) is a home run, five (5) is a grand slam and six is an out.

Level 3: The entire field is working as a team to see how many dice they can collect before getting three outs. If they knock a dice and it is a 1-5, they will put it in a green hula hoop off to the side of the field, if they get a six (6), they put it in the red hula hoop off to the side. Each field will continue to play until they get three outs.

Variations

- If one field gets three (3) outs first, they can work on encouraging the other field by cheering them on and using positive words.
- Allow for different-sized balls that the student can choose if they are having trouble throwing to the farther locations.

- You can label each row/distance of cones (Pitcher, first and third, second and shortstop, outfield, home run).
- Use other objects on top of cones and each row/level of cones equals a single, double, triple, home run instead.
- Use discussions between rounds of play.

Discussion: What was hard about throwing to the farther cones? Did you give up, why or why not?

SKILL DEVELOPMENT

Hitting

(Review and Demonstration)

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: Stand with feet shoulder-width apart and knees bent.

Key 2: Arms make a "V" shape, hands back toward primary side ear.

Key 3: Keep your eyes on the ball.

Key 4: Swing arms across the front of the body, chest height, finish swing toward opposite ear.

ACTIVE PLAY

Striking Derby

Students can play this game in partners or small groups, depending on class size. Students start on a line that's even with home plate (see Striking Derby diagram). 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, or gallop) when retrieving the ball.
- Students throw the ball back to their partners.
- No point values, just hitting all the targets down.
- 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 ball.
- Students who struggle to hit the oversized foam ball may use a larger ball.

CLOSURE

- What new skills did we learn today?

Exit Ticket:

- What was a challenge for you when you were trying to hit the ball off the tee? Why or why not?
- What fundamental keys did you improve on while hitting and throwing? How did you improve those skills?

Championship Principle: Never Give Up

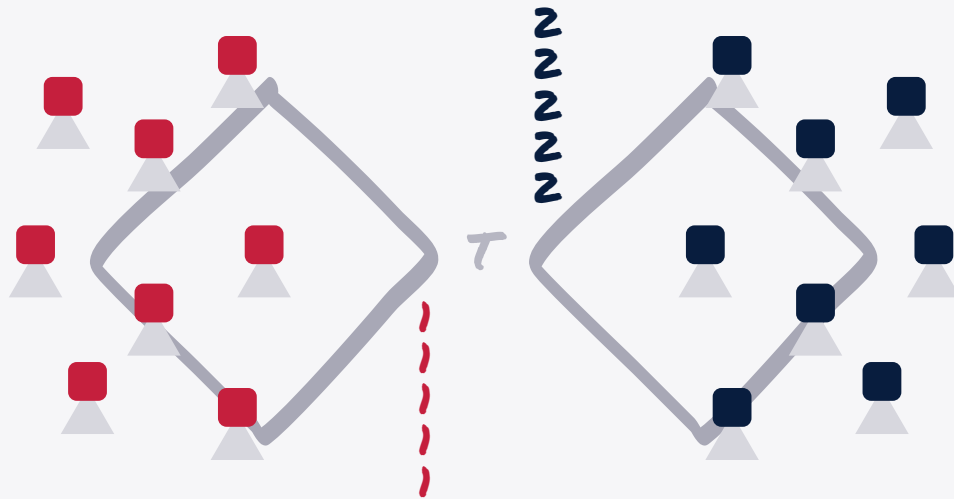
- Can you think of a time that you wanted to quit, but you didn't, and you ended up enjoying it?
- When could it have been easy to give up today?
- What could happen if you give up on different activities/sports?

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

- What do you think we will be doing next class?

Lesson 7 Diagram

Dice Derby

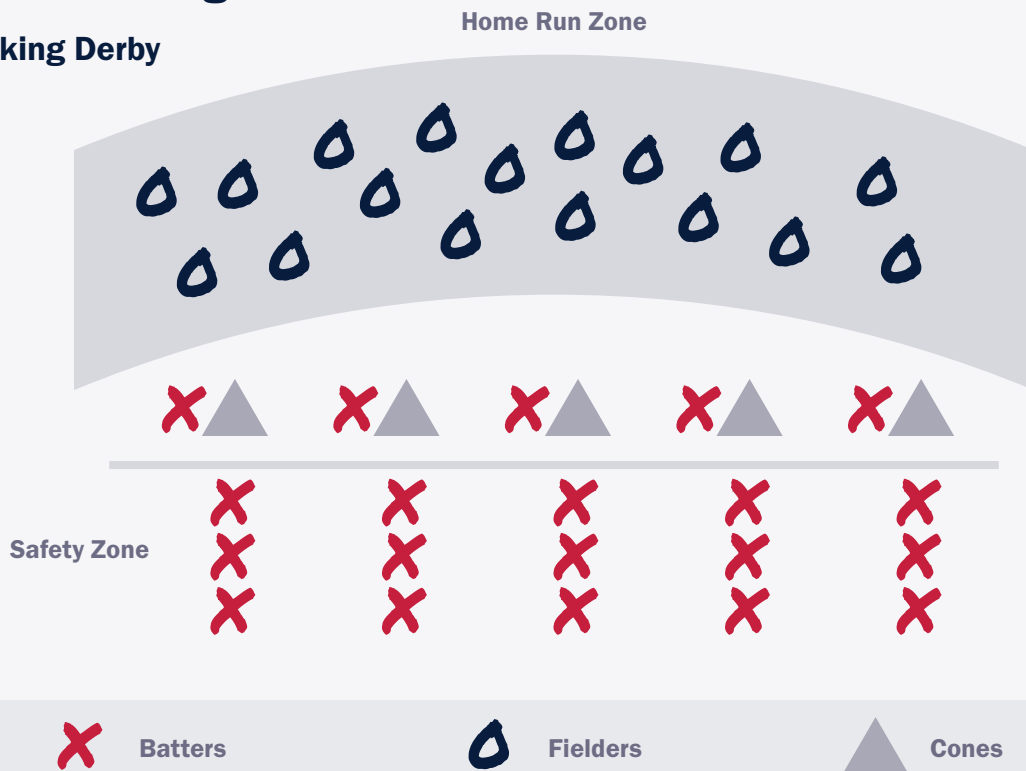


 Cones with Dice

 1/2 Students Throwing

Lesson 7 Diagram

Striking Derby



LESSON 8

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
- 1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.
- 4.2.7 Recognizes movement strengths and the need for practice for individual improvement.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- MLB 5pc Throw-Down Base Set
- 2 24" Oversized Foam Bat

Additional/Alternative

- Throw-Down Bases
- Large Cones
- 24" Oversized Foam Bat
- Variety Of Equipment To Set Up Stations

Learning Objective

Students will be able to recognize movement strengths and the need to practice engaging in Fun At Bat.

Essential Question

What can you do to improve on a skill? What skill do you have more confidence in? Why?

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

Game-Play: Specifics

When a team is up to bat, it has three (3) 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 (3) outs, a team takes the field, and the opposing team has a chance to bat.

ACTIVE PLAY

Training Day

Divide students into even groups between stations:

Station #1: Throwing and Catching with a partner

Station #2: Hitting off a Tee towards the wall or net

Station #3: Identification of Positions and Bases

Station #4: Pop Flies

Station #5: Peer Assessment on Throw

Station #6: Base Running (running to 1st)

Station #7: Create a crowd Sign (to encourage others)

Station #8: Grounders

Station #9: Teacher Observation (Optional)

Discussion: During training day stations, what skills improved from the first time you practiced them?

World Series

Divide students into groups of three (3): one (1) hitter and two (2) fielders (see World Series Diagram). Direct fielders to stand behind the line for 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. Players are encouraged to encourage someone each play. (e.g. good hit, great job fielding, nice catch, you are a fast runner.)

Discussion: (between rounds) Does more opportunity for practice help you recognize your strengths in your skills? Why or why not?

Variations

- This activity can be reduced to six (6) fields and three (3) fielders that rotate through “outfield” positions.
- All of the fielders have thrown the ball, so everyone has touched it and the last fielder has to run and touch the base for the out.
- 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.
- Use of Peer Assessment to provide glow and grows in between rounds.
- Discussion in between rounds.

CLOSURE

- What new skills did we learn today?

Discussion: What did you do to support each of your teammates today?

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?

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

Lesson 8 Diagram

World Series





Fun At Bat Grades 3-5 Physical Education

About USA Baseball

Headquartered in Cary, North Carolina, USA Baseball serves as the national governing body for baseball in the United States. Since 1978, the organization has been dedicated to Leading the Growth of Our Pastime's Future, supporting and protecting the game for its 17.3 million participants nationwide. A proud member of the United States Olympic & Paralympic Committee (USOPC) and the World Baseball Softball Confederation (WBSC), USA Baseball's national teams have earned 72 gold medals in international competition, including two Olympic gold medals and a World Baseball Classic title. Beyond competition, USA Baseball champions the sport's growth and well-being through initiatives such as BASE (Baseball Athlete Safety Education), Fun At Bat, Pitch Smart, PLAY BALL, the Prospect Development Pipeline, and USABat. Additionally, it recognizes the nation's top amateur baseball player each year with the prestigious Golden Spikes Award. For more information about USA Baseball, its national teams, or its development initiatives, visit USABaseball.com or USABDevelops.com.

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SHAPE America National Physical Education Standards

SHAPE America's National Physical Education Standards define what a student should know and be able to do as the result of a highly effective physical education program. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in physical education programs nationwide. States and local school districts across the country use the National Physical Education Standards to develop or revise existing standards, frameworks and curricula.

The National Physical Education Standards are utilized as the essential framework and guidance document within the USA Baseball Fun At Bat Curriculum.

Learn more about the SHAPE America National Physical Education Standards at www.shapeamerica.org/standards/pe.

SHAPE America – Society of Health and Physical Educators
PO Box 225
Annapolis Junction, MD 20701
www.shapeamerica.org

Curriculum Components

Grades 3-5

1. Program Overview
2. Lesson Overview
3. SHAPE America's National Physical Education Standards and Grade Span Learning Indicators for K-12 Physical Education
4. Active Start Guide
5. Lessons 1-8
6. Appendix A: Printable Active Start Diagrams
7. Appendix B: Critical Elements of Essential Skills
8. Appendix C: Student Assessment and Teacher Printables
9. Appendix D: Printable Position Station Cards and Throwing Target

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-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 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 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.

Introduction of Fundamental Skills

The 3-5 Fun At Bat curriculum provides opportunities for children to develop and apply fundamental motor skills and an understanding of a combination 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 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 and Discussion: The Active Play section provides an opportunity for students to develop fundamental skills through practice and modified games. This section also provides opportunity for student talk to deepen the learning of the fundamental skills.

Closure: Closure provides an opportunity to check students’ understanding of the Championship Principle, the fundamental skills introduced during the lesson, and the learning objective. 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:

Overview New skill: Introduce the new skill and provide fundamental keys.

Demonstration of skill: Demonstrate to students how to execute each fundamental skill, while reinforcing the fundamental keys of the skill.

Experiment with the skill: Provide students with an opportunity to practice the skill through active play activities.

Clarify keys: While students practice the fundamental skills, provide feedback on performance, clarify the fundamental keys (e.g., “Use two hands”), and ask essential questions to build the content knowledge.

Key Learning: 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 acquisition.

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 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.

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 Spring Swing Batting Tee (1)	Hitting Tees Or Large Cones
MLB 5pc Throw-Down Base Set (1)	Throw-Down Bases
24” Oversized Foam Bat (2)	Foam Or Plastic Bats
Oversized Foam Balls (10)	5-Inch Foam Balls (1 For Each Student)
Regular-Size Foam Balls (12)	Fitness Ball
5” Neon Zebra Vibe Ball (2)	Large Mats
Marker Training Discs (8)	Hoops/Bucket/Basket
Mesh Equipment Bag (1)	Poly Spots
11.5-Inch Inflation Pump (1)	Dice
	Music
	Pins (Object For A Target)

National Physical Education Standards and Grade Span Learning Indicators

K-12 Physical Education

Throughout the 3-5 Fun At Bat curriculum, students will learn the standards-based fundamental skill sets that will enhance their psychomotor abilities in: underhand throwing, overhand throwing, catching, fielding, and striking. Along with the focus on psychomotor skills, the lessons provide an opportunity to engage in the social, cognitive, and affective learning domains. These standards-based essential skills align with the Fun At Bat Championship Principles and allow students to enhance abilities in: teamwork, leadership, reflection, skill analysis, peer feedback, responsibility, and more. 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.

STANDARD	LEARNING DOMAIN	STATEMENT	RATIONALE
1	Psychomotor	Develops a variety of motor skills	Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.
2	Cognitive	Applies knowledge related to movement and fitness concepts	Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.
3	Social	Develops social skills through movement	Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.
4	Affective	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity	Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

Grade Span Learning Indicators by Lesson

LESSON #	GRADE SPAN LEARNING INDICATOR
1	1.5.10 Demonstrates throwing in a variety of practice tasks
	1.5.12 Demonstrates catching in a variety of practice tasks
	3.5.6 Makes choices that are fair according to activity etiquette
	3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities
2	1.5.12 Demonstrates catching in a variety of practice tasks
	2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills
	3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting
3	1.5.12 Demonstrates catching in a variety of practice tasks
	2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills
	3.5.1 Describes the perspective of others during a variety of activities
4	1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks
	2.5.1 Applies movement concepts and strategies for safe movement with dynamic environments
	3.5.4 Demonstrates safe behaviors independently with limited reminders
5	2.5.11 Identifies the need for warm-up & cool-down relative to various physical activities
	2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments
	1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks
	3.5.1 Describes the perspective of others during a variety of activities
6	3.5.5 Solves problems independently, with partners, and in small groups.
	2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments
	1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks
	1.5.12 Demonstrates catching in a variety of practice tasks
7	4.5.5 Recognizes group challenges through movement
	2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments
	1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks
	1.5.12 Demonstrates catching in a variety of practice tasks
8	4.5.7 Identifies movement strengths and opportunities for practice for individual improvement
	2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments
	1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks
	1.5.12 Demonstrates catching in a variety of practice tasks

Championship Principles and Grade Span Learning Indicator Alignment

LESSON #	CHAMPIONSHIP PRINCIPLE	GRADE SPAN LEARNING INDICATOR
1	HONESTY	3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities 3.5.6 Makes choices that are fair according to activity etiquette
2	TEAMWORK	3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting
3	HELPING OTHERS	3.5.1 Describes the perspective of others during a variety of activities
4	RESPONSIBILITY	3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities
5	SUPPORTIVE ENCOURAGEMENT	3.5.1 Describes the perspective of others during a variety of activities
6	LEADERSHIP	2.5.5 Demonstrates problem solving strategies in a variety of games/activities
7	NEVER GIVE UP	4.5.5 Recognizes group challenges through movement
8	DO YOUR BEST	4.5.7 Identifies movement strengths and opportunities for practice for individual improvement

Inclusive Physical Education

Inclusive practices in Physical Education (PE) are crucial for fostering an environment where students with various abilities can actively participate and thrive. These practices ensure that all students, regardless of their abilities, have equal opportunities to engage in physical activities, which are vital for their physical health, social development, and self-esteem. By adapting activities and providing appropriate support, inclusive PE promotes a sense of belonging and encourages positive interactions among students. This inclusive approach benefits all students by helping them develop motor skills and confidence, but also teaches about empathy, diversity, and teamwork. Ultimately, inclusive practices in PE contribute to a more accepting and supportive school culture, where every student is valued and empowered to reach their full potential.

PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
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Throwing

Use of Different Balls:

- Foam balls
- Deflated or suspended balls
- Beach balls or balloons
- Bean bags

Modified Targets:

- Larger targets
- Adding noise/sound to a target
- Colorful and engaging targets
- Targets with black and yellow

Adaptive Throwing Devices:

- Throwing ramps can help students who struggle with the overhand or underhand motion
- Adaptive electronic switches
- Velcro or strap-on grips can help students with limited hand strength to hold onto the ball

Simplify Instructions:

- Break down the steps of the throwing motion into simple, easy-to-follow instructions
- Show videos or visual aids, or include live demonstrations to illustrate the throwing technique

Verbal Cues:

- Auditory signals: Use clapping or counting to signal when to throw

Peer Assistance and Modeling:

- Pair students with peers who can provide support and encouragement

Flexible Rules:

- Allow students several tries to succeed without penalty
- Modified scoring: Reward effort, improvement, and participation rather than just accuracy

Controlled Environment:

- Safe, open space: Ensure the activity area is free of obstacles and hazards
- Defined boundaries: Use cones or tape to mark the play area clearly

Distance Adjustments:

- Reduce the distance between the throwing point and the target to accommodate skill levels
- Start with shorter distances and gradually increase as skills improve

Visual Cues:

- Visually indicate where students should stand and where to aim

Catching

Use of Different Balls:

- Larger or smaller balls dependent on student ability
- Use balls with different textures (e.g., soft, firm, grip-enhancing surfaces)
- Use lighter or heavier balls
- Use of brightly colored balls can improve visual tracking

Catch Supports:

- Velcro patches or catching gloves
- Modified catching devices

Sensory Adaptations:

- Use balls with bells or other noise-making devices for students with visual impairments
- Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties

Simplify Instructions:

- Break down the steps of the catching motion into simple, easy-to-follow instructions

Verbal Cues:

- Use concise verbal cues to guide the student through the catching process

Flexible Rules:

- Allow trapping the ball against the body or using a catching device for students with limited hand function
- Give students more time to react and catch the ball by incorporating pauses or reducing the speed of play
- Use of legs or other objects to stop a grounder

Peer Assistance and Modeling:

- Pair the student with a peer who can provide support and encouragement

Distance Adjustments

- Adjust the distance between the thrower and catcher to match the student's ability
- Vary the speed at which the ball is thrown to accommodate different reaction times

Visual Cues:

- Use visual markers or targets to help students focus on where to catch the ball

PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
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Spatial Awareness

Visual Markers:

- Place cones, tape, or markers on the floor to define boundaries and pathways

Varied Equipment:

- Use larger or differently shaped equipment that is easier to see and manipulate

Wearable Devices:

- Provide feedback through vibrations or sounds to help students understand spatial boundaries

Simplify Instructions:

- Provide step-by-step instructions and break down complex movements into easy-to-follow instructions

Demonstrations:

- Use visual demonstrations of activities or movements

Visual Cues:

- Use posters, diagrams, or digital screens to display visual cues and instructions

Repetition and Practice:

- Allow extra time for practice and repetition to help students build familiarity with spatial concepts

Modify Space:

- Adapt traditional games and activities by reducing the size of the play area to limit movement or use a slower-paced game

Strategic Positioning:

- Position yourself and other support staff around the activity area to provide physical and verbal guidance as needed

Visual Aids:

- Use different colors to mark different areas to help students understand their position relative to the environment
- Use poly spots or markers for exact positioning and placement of the environment

Running

Visual Aids:

- Use brightly colored cones or markers to indicate the running path
- Use visual signs or signals to guide students on when to run or stop

Inclusive Language:

- Use language that encourages all students to participate

Simplify Instructions:

- Break down the steps of the motion into simple, easy-to-follow instructions

Flexible Rules:

- Allow students to move at their own pace, whether walking, jogging, or wheelchair rolling
- Adjust rules to match the skill level of the participants
- Gradually increase the difficulty level as students improve their skills
- Provide additional practice time for students who need it
- Allow students to take a break to reduce fatigue and overstimulation

Distance Adjustments:

- Reduce the distance students need to run

Striking

Adaptive Hitting Devices:

- Ramps to roll the ball into the field if they cannot hit
- Adaptive electronic switches that swing a bat
- Grip support on bat to help hold
- Use of paddles, hands, noodles, or other objects to strike objects

Use of Different Balls:

- Larger object/target to hit
- Lighter balls
- Beach balls or balloons

Sensory Adaptations:

- Use balls with bells or other noise-making devices for students with visual impairments
- Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties when holding the bat

Simplify Instructions:

- Break down the steps of the hitting motion into simple, easy-to-follow instructions
- Show videos or visual aids, or include live demonstrations to illustrate the hitting technique

Verbal Cues:

- Auditory signals: Use clapping or counting to signal when to hit
- Pair students with peers who can provide support and encouragement

Flexible Rules:

- Allow students several tries to succeed without penalty
- Modified scoring: Reward effort, improvement, and participation rather than just successful hits

Controlled Environment:

- Safe, open space: Ensure the activity area is free of obstacles and hazards
- Defined boundaries: Use cones or tape to mark the play area clearly
- Larger poly spots, markers, boundary areas to ensure students are staying in a safe area while others are swinging bats

Visual Cues:

- Visually indicate where students should be placed when ready to hit the object

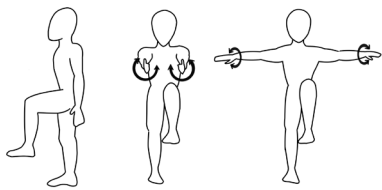
Active Start Guide

Grades 3-5: Spring Training 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.

**Teachers have an option to change dynamic warm up exercises to keep them engaged each day or use a connected active start of choice to create more connection to the objective.*

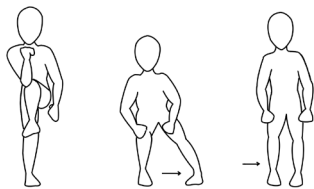
March in Place



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

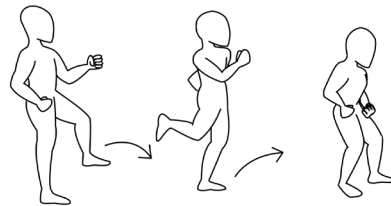
Slides



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. Three (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

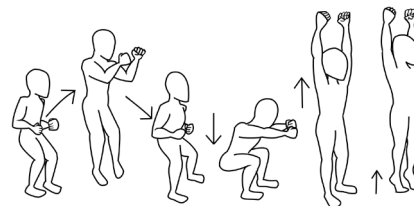
Hop (Single-Leg Jumps)



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. Three (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

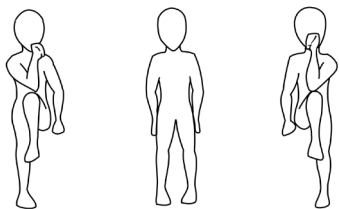
Double-Leg Jump/Squat/Reach/Toe Raise/Squat Jump



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, exhibit trunk stability, and display 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. Two (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.

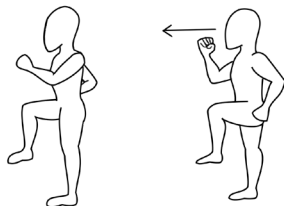
Cross-Crawl



This drill not only prepares the body to move in a reciprocal or opposite pattern that is similar to running, but 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. Four (4) each way for a total of eight (8).

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

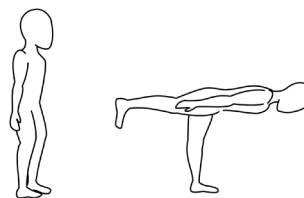
Super-Slow-Motion March



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. One (1) set for 10 seconds.

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

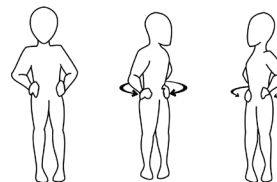
Stand on One Leg



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. Two (2) repetitions, alternating R and L leg. Attempt to hold each pose for five (5) seconds.

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

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. One (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

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.10 Demonstrates throwing in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
- 3.5.6 Makes choices that are fair according to activity etiquette.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- MLB 5pc Throw-Down Base Set

Additional/Alternative

- 5-Inch Foam Balls (one for each student)
- Fleece Balls
- Music
- Targets
- Zip Ties (If Outdoors)
- Markers (to add numbers to targets for scoring)
- Hula Hoop/Bucket/Basket

Learning Objective

Students will demonstrate the fundamental keys of throwing and catching and describe how the keys help hit a target.

Essential Question

What could impact your throws and catches in different activities? How?

Championship Principle

Introduce “Honesty”

- When we are honest, it means that we tell the truth. Sometimes, in playing games, competition can create feelings that aren't always positive or true. Have you ever been dishonest to gain an unfair advantage? How did that make you feel? How do you think it made the others feel?
- It's important that we are honest and follow all of the rules.

ACTIVE START

- Dynamic Warm-Up or Teacher Choice Warm-Up

SKILL APPLICATION

Fundamentals of Overhand Throwing

(Overview and Demonstration)

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 target, step with opposite foot

Key 2: Swing the ball forward past your hip

Key 3: Release and follow through toward the target

ACTIVE PLAY

Target of Truth Level 1

- Each student has an oversized foam ball.
- Students try to locate and throw 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 will count how many targets they can hit.
 - The teacher will ask how targets were hit by the students (i.e. hand raise, naming a number, pointing to a specific target).

Discussion: How does it feel to play the game fairly? How can cheating impact a game?

Sweep the series - Throwing Focus

(See Sweep the Series diagram)

Divide students into two (2) groups, with one group on each side of the activity area (Designate each side by a category/team name). Place foam balls throughout each activity area. Explain that each infield group is responsible for keeping their part of the field as clean as possible by having the fewest foam balls in the activity area.

- When a foam ball comes over, students have to pick it up and toss it to a target that represents first base on their side. If they hit the target, they can follow their throw and then throw it over to the other side to sweep up their side.
- When the music begins (or command is given), students pick up a foam ball and, using the overhand-throwing technique, throw the balls to the target. Allow them to throw one (1) ball at a time and have them continue throwing until the music stops.

Variations

Players just throw directly over the net, not at a target first. Players can use an underhand throw if they are close to the target.

- Stop periodically to count the balls and see the differences in the number in each field.
- Divide the activity area as you feel appropriate (e.g., half court or some established line in your gymnasium, blacktop, or outdoor field space).
- Change the target to second and third base and tell them where they are throwing.
- Players could have designated positions, and the students throw the ball to a position on their side and position players throw it over. Switch up roles periodically.
- Add a round where they try to catch the ball, and they can collect the catches in a bucket.

Discussion: Describe how the fundamental keys can help you hit your target. Does anything change when you throw to teammates?

SKILL APPLICATION

Catching

(Overview and Demonstration)

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

Key 4: Grasp ball and bring it in toward the body

ACTIVE PLAY

Partner Throw, Catch, and Tag

In pairs, students practice throwing and catching an oversized foam ball (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 until tagged by the partner with the ball.
- When a student is tagged, 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.

Discussion: What are the fundamental keys to catching? Were you able to focus on your fundamental keys during the game? What changed between throwing at a still target compared to throwing to a partner?

Sweep the Series - Catching Focus

(See Sweep the Series diagram)

Divide students into two (2) groups, with one group on each side of the activity area (designate each side by a category/team name). Place foam balls throughout each activity area. When the music begins (or command is given), students pick up a foam ball and, using the overhand-throwing technique, throw the balls to the target. Allow them to throw one ball at a time and have them continue throwing until the music stops.

- Explain that each infield group is responsible for keeping their part of the field as clean as possible by having the fewest foam balls in the activity area. Students can keep their area “clean” by catching the most foam balls to put in their bucket.
- When a foam ball comes over, they have to try to catch it.
- If they catch the foam ball, they run it over to a bucket on the side.
- The teams will continue to throw and catch until all the foam balls are in their team’s bucket.

Variations

- There could be a few players designated to be catchers at the team’s bucket to get more catching practice in. Switch out throughout the games.
- Buckets can be in a diamond-like bases and if the player catches the ball, they can throw it to another player at a base to collect the points.

- Use a round to roll the ball under the net to start working on field a ball, then throw and catch to teammate.
- Players can use an underhand throw.
- Stop periodically to count the balls and see the differences in the number in each field.
- Divide the activity area as you feel appropriate (e.g., half court or some established line in your gymnasium or field space).

CLOSURE

- What new skills did we learn today?

Skill Application: Throwing and Catching

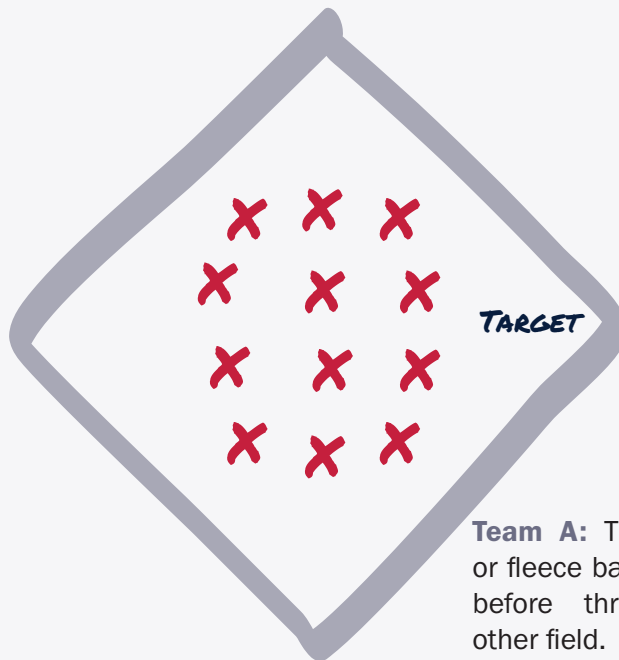
- What is important to remember when throwing or catching a ball?
- What is the difference between fielding a ball below the waist and above the waist?

Championship Principle: Honesty

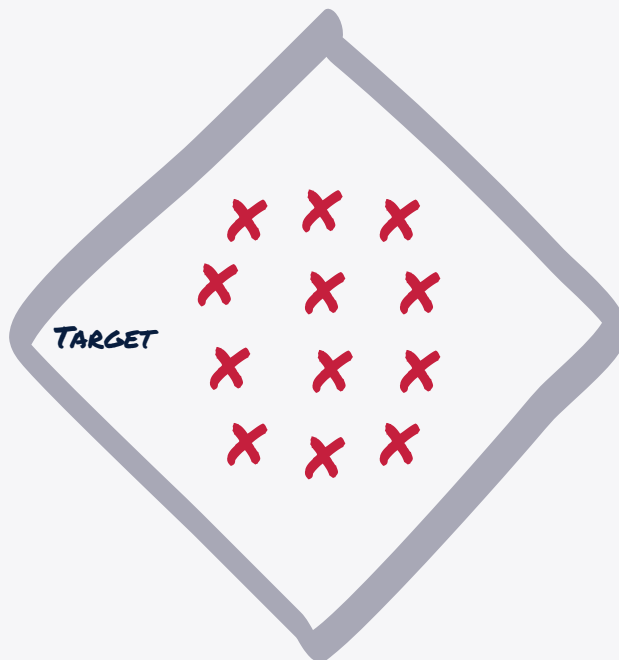
- How could you show honesty in a game?
- How can being dishonest affect you as a player/person?
- Remind students to read the chapter on Honesty on their own.
- What do you think we will be doing next class?

Lesson 1 Diagram

Sweep the Series



Team A: Throw the foam or fleece balls to the target before throwing to the other field.



LESSON 2

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- Marker Training Discs

Additional/Alternative

- 5-Inch Foam Balls (one for every two students)
- Hoops (one for every two students)
- Poly Spots
- Pins/Object To Knock Down
- Music

Learning Objective

Students apply fielding skills with a teammate and describe how to catch a fly ball and field a ground ball.

Essential Question

Why is it important to understand the fundamental keys and practice the skills before playing a game with a team?

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 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 or Teacher Choice Warm-Up

SKILL APPLICATION

Throwing & Catching

(Review and Demonstration)

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 target, Step with opposite foot

Key 2: Swing the ball forward past your hip

Key 3: Release and follow through toward the target

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

Grasp ball and bring it in toward the body

ACTIVE PLAY

Catch 5 - Give 5

In pairs, students will choose one object to throw with their partner.

- The pair will throw five (5) times; on the fifth throw, the opposite partner will have the ball and hold it up in the air.
- As partners are finishing, the partner that does not have the ball will find a new partner that has a ball, they will high-five their new partner before throwing and catching again for five (5).
- Partners will keep switching until the music stops.

Variations

- The objects used could be other options than round objects (Rubber critters, stuffed animals, textured objects, dice, heavy/light, big/small).
- All students use the larger foam balls and then as a class move to smaller ones.
- Throwers can decide to throw underhand or overhand.
- Change the number to a higher odd number goal.

SKILL APPLICATION

Fielding a Ground Ball

(Overview and Demonstration)

Preparing to field a ground ball involves positioning yourself 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: Chair Position with fingers pointing down

Key 2: Hands and feet form the triangle

Key 3: Hands are palm up to scoop the ball

Discussion: What are the fundamental keys to fielding a ground ball? When working with a team or partner, how can communication impact your progress on skills?

ACTIVE PLAY

Guard the Pin

Students will be split into two (2) teams. One team will be spread out around the perimeter of the gym. The other team will be spread out inside the perimeter guarding one pin.

- The team on the perimeter will be rolling the ball they have toward any pin of choice.
- The inside team has to slide around to protect the pin by fielding a ground ball before it hits a pin (no hitting the ball away).
- The fielder can just place the ball on the floor after fielding.
- The rolling team can come out and retrieve one ball each and take it back to the perimeter line to roll again.
- Once a pin is knocked down, the fielder can move the pin to protect it from another area. Teacher will pause play to swap teams.

Variations

- Once the pin is knocked down, it stays down, and teammates help protect the pins that are up.
- Level 2: If you roll and knock down a pin, you can go into the field and swap with the fielder, teacher still makes sure all players have had a chance to play both sides.
- Use different size objects.

SKILL APPLICATION

Fielding and Catching a Fly Ball

(Overview and Demonstration)

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

Catch and Collect

Poly Spots will be scattered all through the perimeter of the gym. Hula hoops will be lined up on each end of the perimeter. Each team will start at their home base hula hoop. Half of the teams will be on the outside of one side of the court and the other will be on the outside of the other court opposite each other. Each of the hula hoops have a variety of objects inside. The objects are the goal of the game: throw and catch as you move down the court to get to the baseline to earn and collect a new object to use to move back down the court in the other direction to collect another new item.

- In pairs, one partner will find any poly spot to stand on and their partner will throw a fly ball to them.
- If the partner catches the fly ball, roles switch, the partner that just threw the ball will find a poly spot to stand on towards the hula hoops to be closer to collect a new object to throw and catch.
- The partner with the object will throw a fly ball to the partner on the poly spot, if they catch it, they continue moving to poly spots until they make it to the end.
- The last fly ball to catch has to be caught inside a hula hoop. If the ball is caught in the hula hoop, you get a point. The partner who caught the object will place it in a hula hoop and grab a different object to throw to their partner on a new poly spot heading back down the other way.
- It doesn't matter what poly spot they stand on, the goal is to get to the end of the line, so they can choose a poly spot in front of the spot the partner caught the ball on

Variation:

- If a student drops the object, the team starts back over at the hula hoop at the perimeter.

Discussion: How can you continue to improve your fundamental skills? How can practicing with a partner help you improve?

CLOSURE

- What new skills did we learn today?
- Skill Application: 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?

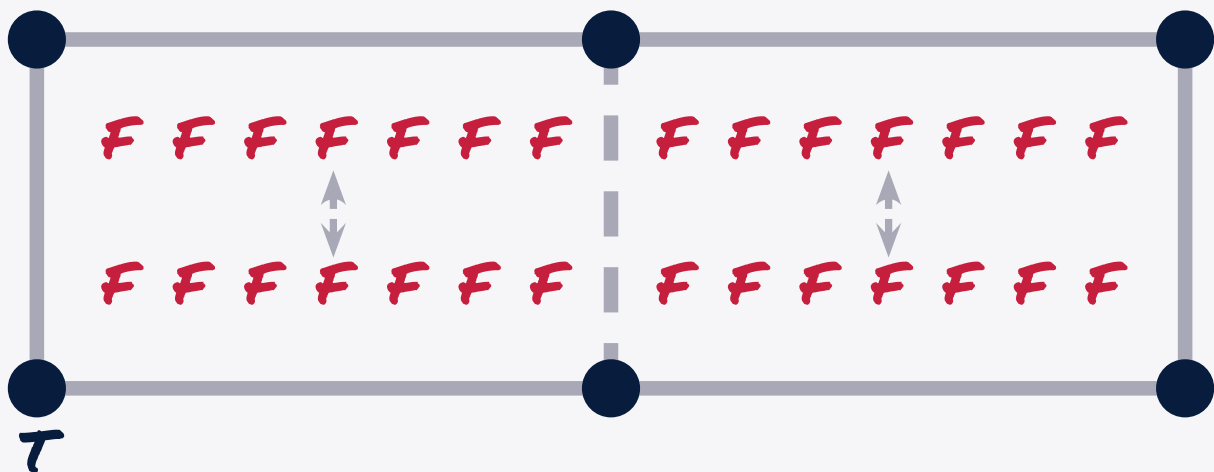
Note: Remind students to read the chapter on Teamwork on their own.

- What do you think we will do next class?

Lesson 2 Diagram

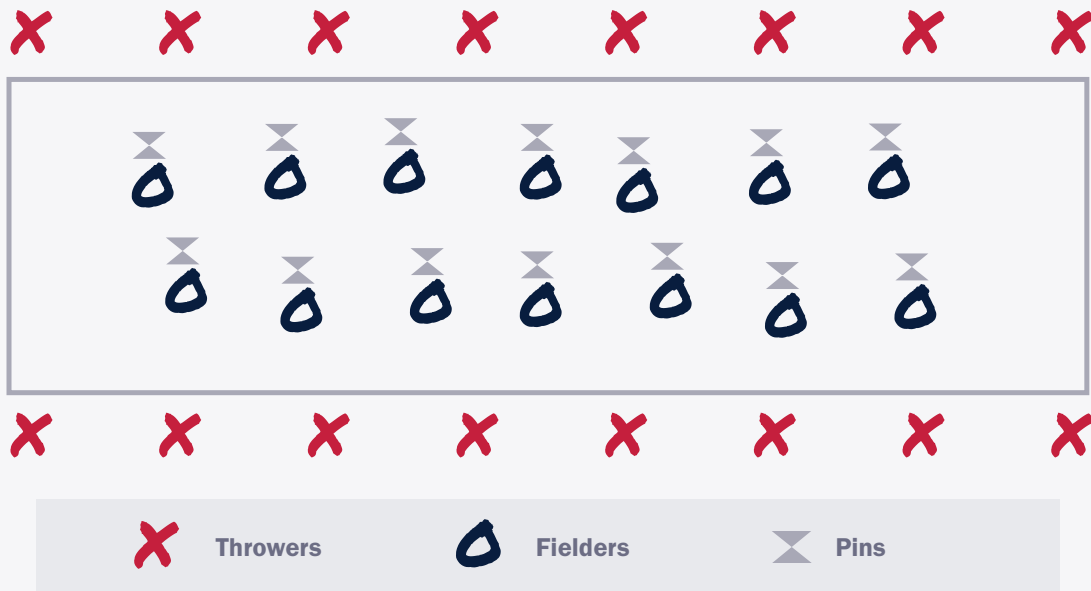
Catch 5 – Give 5

F Fielders **T** Teacher



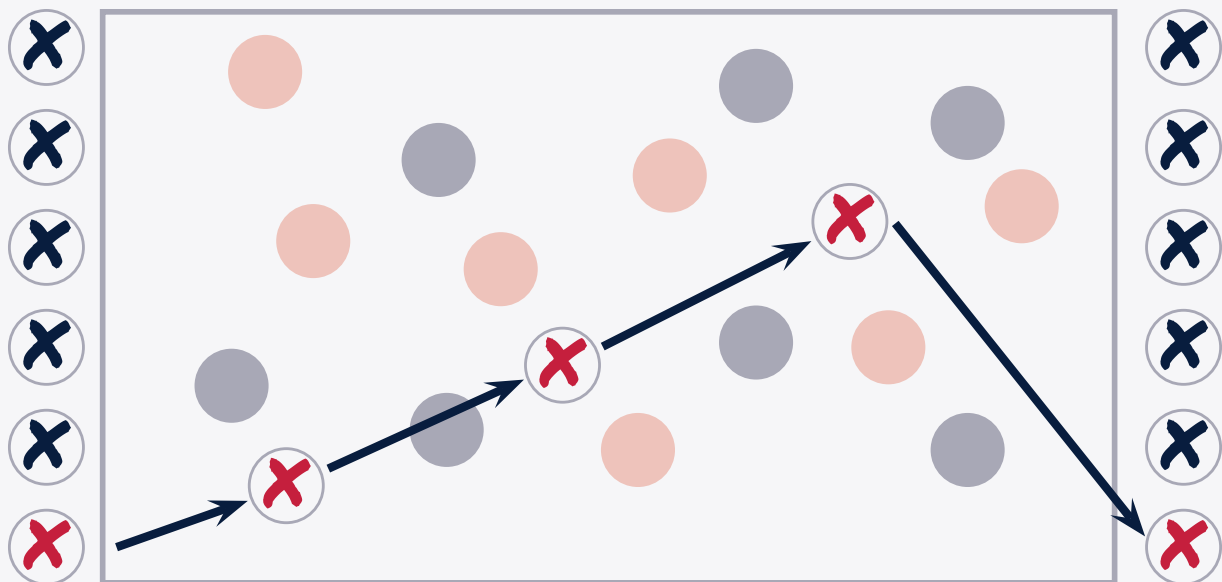
Lesson 2 Diagram

Guard the Pin



Lesson 2 Diagram

Catch and Collect



LESSON 3

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 2.8.18 Analyzes skill performance by identifying critical elements.
- 3.5.1 Describes the perspective of others during a variety of activities.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- MLB 5pc Throw-Down Base Set

Additional/Alternative

- 6 Throw-Down Bases
- Music
- Fitness Ball

Learning Objective

Students apply fielding skills with a teammate and describe how to catch a fly ball and field a ground ball.

Essential Question

How do you react to the ball when it is hit differently in the air compared to when it is hit on the ground?

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 or Teacher Choice Warm-Up

SKILL APPLICATION

Throwing/Catching/Reacting as a Fielder (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.

ACTIVE PLAY

Reaction Time

Students will be in groups of 4-6. Each group will be in a circle around a fitness ball placed in a basket centered in the circle. Students will take turns throwing a round object of choice at the fitness ball. The students will react to the direction the thrown ball comes off of the fitness ball, students will communicate to “call” the ball so they can have more success catching the ball.

Discussion: What position did your body need to move into if the ball was above your head? What level did you need to get into if the ball was rolling on the ground?

Variations

- Students work in pairs. One partner is the thrower and the other fields the ball after it hits the target.
- Students throw an object that will bounce off a wall with a partner and react to where the ball moves.

Bases for Points

In groups of 3-4, students form a line. Place a throw-down base about 15 feet in front of each line and three more behind it five (5) ft apart. One student will choose a base to stand on to try to catch the ball. Each base is worth 1, 2, 3, or 4 points.

- The first student in each line is the first thrower, and the person standing on the throw-down base is the first fielder.
- The thrower presents the ball to the fielder either in the air (throwing it toward the fielder above the head) or on the ground, to the left or the right of the field, so that the fielder must move side to side to field the ball.

- The fielder goes to the end of the throwing line, and the thrower moves to the base to become the next fielder.

Level 2: Add a “coach” each round of practice. The coach will provide peer feedback (Helping Others) to each person in line after they take a turn in the field. The coach would return to line and the next coach would take over. You could use groups of partners to provide a peer assessment instead.

Discussion: In the prior activities, every student has a job in their role so they can complete a task. Why is it important to understand the job or role of a teammate in an activity? How can it help you? How can it help them?

Variation

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

- If the lines must be longer, all remaining students in the line perform exercises (e.g., jumping jacks, squats, arm circles, dancing) at your direction.
- The line of students could have a different exercise on a poly spot as they move up in line.
- The student in the back of the line could be the “coach,” providing feedback to the student catching or fielding when they come back in line and the other students are answering a discussion question that is provided.
- Use the bases as single, double, triple, and home run to use vocab. You could have a dry board diagram that moves the runners around the bases depending on if they caught the ball for that base.
- There could be dice, number cards, or division problems that they draw, and the answer is what base they stand on to mix it up from always trying the far one.
- Encourage running fast back to line and to the base for more cardio.

CLOSURE

- What new skills did we learn today?

Skill Application: Throwing/Catching/Fielding Combinations

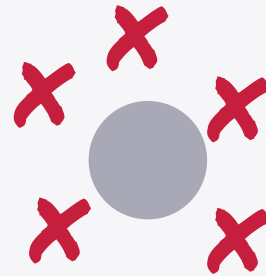
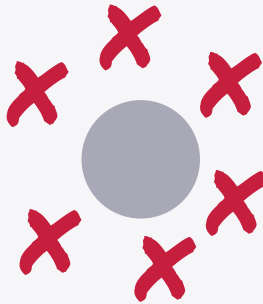
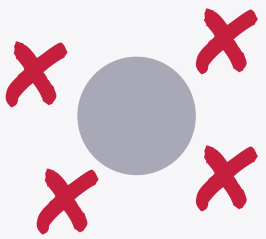
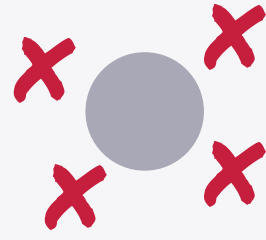
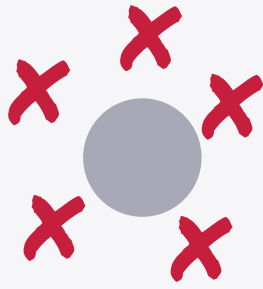
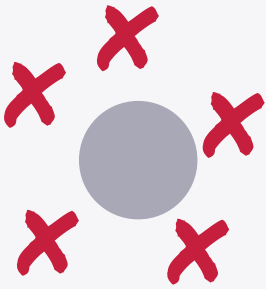
- What do you need to think about and do when you are deciding how to catch or field a ball?
- Championship Principle: Helping Others
- What is one way that you helped a partner or teammate during class today?

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

- What do you think we will be doing next class?

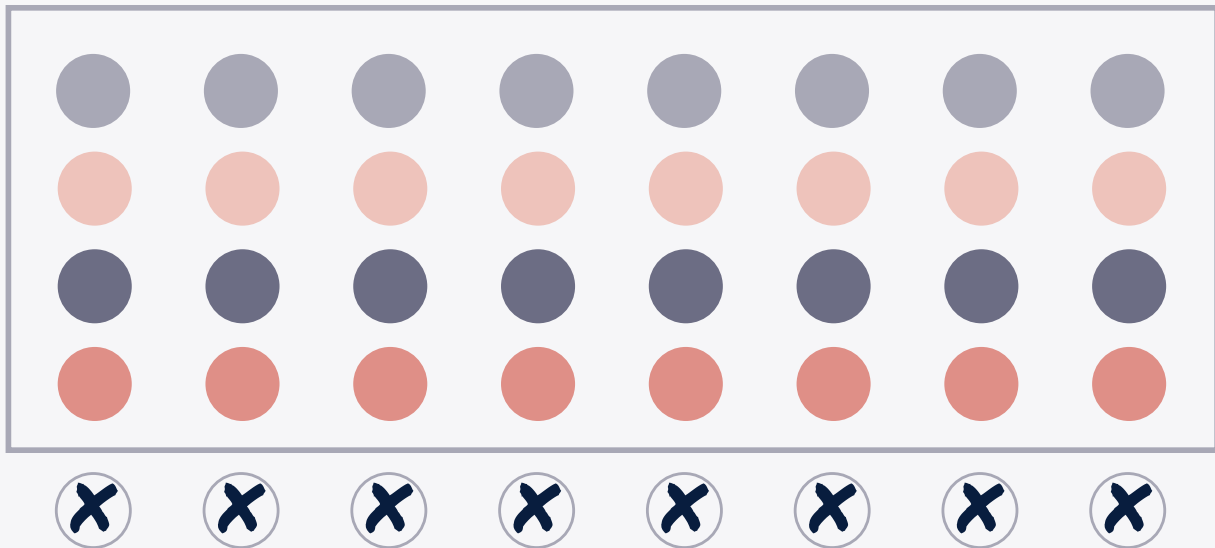
Lesson 3 Diagram

Reaction Time



Lesson 3 Diagram

Bases for Points



LESSON 4

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 2.5.1 Applies movement concepts and strategies for safe movement with dynamic environments.
- 3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- 2 5" Neon Zebra Vibe Ball
- 2 24" Oversized Foam Bat
- 1 MLB Spring Swing Batting Tee
- MLB 5PC Throw-Down Base Set

Additional/Alternative

- Foam Or Plastic Bats
- Poly Spots
- Hitting Tees Or Large Cones
- Throw-Down Bases
- Hula Hoops

Learning Objective

Students will be able to describe and apply the fundamental keys of hitting and explain the importance of being safe while using a bat.

Essential Question

What are the fundamental keys to hitting with a bat? Why is it important to be safe while you are practicing your hitting?

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 or Teacher Choice Warm-Up

SKILL APPLICATION

Hitting

(Overview and Demonstration)

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 their 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: Stand with feet shoulder-width apart and knees bent

Key 2: Arms make a "V"-shape, hands back toward primary side ear

Key 3: Keep your eyes on the ball

Key 4: Swing arms across the front of the body, chest height, finish swing toward opposite ear

ACTIVE PLAY

Batter Up

Set up eight (8) hitting tees or large cones 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 (1) 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 (2) 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 ball.
- Students struggling to hit the oversized foam ball may use a larger ball.

Discussion: What part of the swing is the most difficult? Why?

Swinging for the Point

Divide students into groups of 4-5. Each group will have an oversized foam ball, a bat, a tee and one throw-down base. All teams will be facing and swinging in the same direction towards 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.

Discussion: What can you do to stay safe during activities in Physical Education?

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.
- The ball could go anywhere in any team’s field and the runner could continue to run for points by running to 1st and home back and forth.

CLOSURE

- What new skills did we learn today?

Skill Application: Hitting

- Can you describe and 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: Responsibility

- How can demonstrating responsibility contribute to positive social interactions while playing games with others?

Note: Remind students to read the chapter on Responsibility on their own.

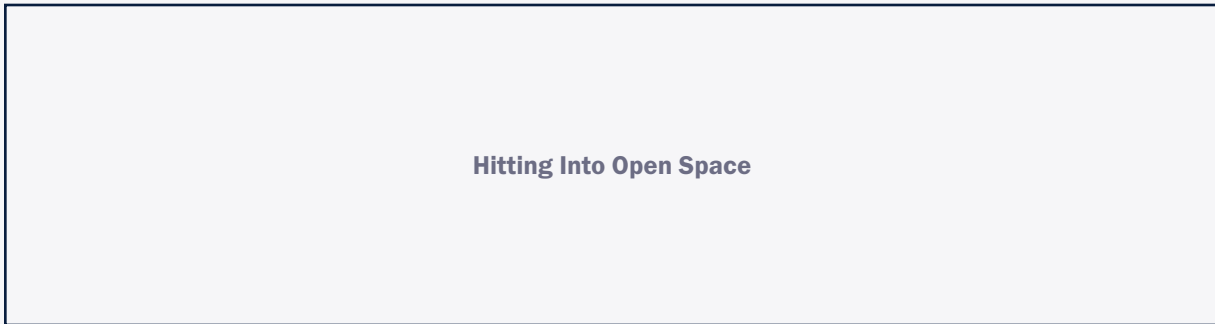
- What do you think we will do in our next class?

Lesson 4 Diagram

Batter Up

X Students Hitting

O Students Exercising



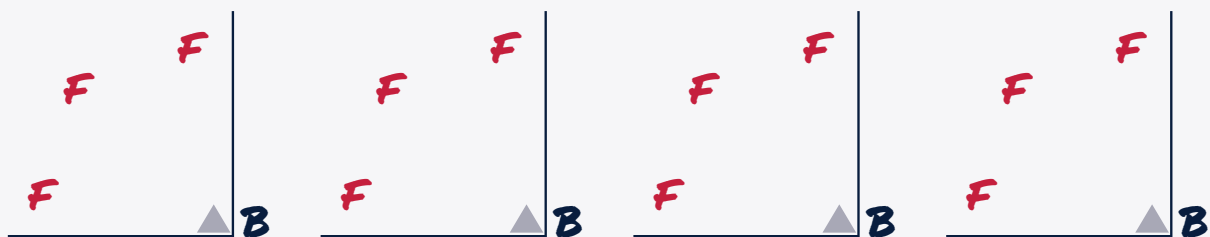
Lesson 4 Diagram

Swinging for the Point

F Fielders

B Batter

▲ Tee



LESSON 5

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 2.5.11 Identifies the need for warm-up & cool-down relative to various physical activities.
- 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.
- 3.5.1 Describes the perspective of others during a variety of activities.

Equipment

MLB/USA Baseball

- 10 Oversized Foam Balls
- 2 24" Oversized Foam Bat
- 1 MLB Spring Swing Batting Tee
- MLB 5PC Throw-Down 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 (2)
- Dice

Learning Objective

Students will be able to identify the need for stretching before and after running and be able to identify different positions and running bases.

Essential Question

Why do you think it is important to stretch in different ways when you are physically active?

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?

ACTIVE START

- Dynamic Warm-Up or Teacher Choice Warm-Up

SKILL APPLICATION

Infield and Outfield Positions

(Overview and Demonstration)

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 retrieve balls that are hit into the outfield.

- 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.

ACTIVE PLAY

Fitness on the Field

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. There will be a bucket with the station cards at home plate.

Students will grab one (1) card at a time.

- The student will look at the position and run to the position.
- At each position there will be another bucket of exercises; the student will pick one (1) exercise card and perform the exercise 10 times.
- The student will put back the exercise card and return home to pick a new station card.

Variations

- Have students start at different positions and perform an exercise then return home when exercise is complete.
- Implement a rule that students can't return to a station back-to-back until they have been to at least one other station.
- Be specific about the exercises with the positions (i.e. right field will have exercises only using the right side of body, center using both, left using left side.: each infield position could connect to a health component).

Discussion: Why do you think we use dynamic stretching of our bodies instead of holding the stretches for a long time (static) before we move?

Batters Up!

Divide students into three (3) equal groups and assign each group to a field area. Each field will consist of all four (4) bases (tee/home plate; first, second and third bases). Place four poly spots in the field representing where to play for first, second, shortstop and third base. 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.

Level 2: Fielders will throw it to the first base position to work on learning where the out goes.

Discussion:

- Can you describe how a teammate may be discouraged while learning new skills?
- How can we support them to keep them going?

Level 3: Batters will roll a dice before hitting. The dice represents the kind of hit they get. Once they strike the ball, the runner will run the bases to the base they “hit.”

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 into 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.
- Variation for Level 3: Batter announces the “hit” (dice roll), the fielder throws the ball to the base the runner is going to.

Discussion: When would we use static stretching? Why?

CLOSURE

- What new skills did we learn today?

Skill Application: Infield and Outfield Positions

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

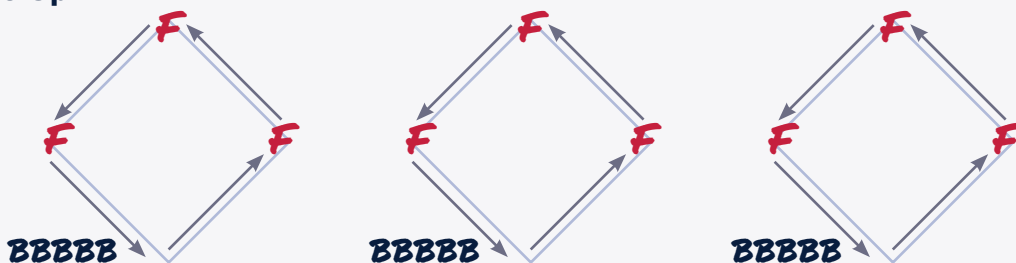
Championship Principle: Being Supportive

- 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?

Note: Remind students to read the chapter on Being Supportive on their own.

Lesson 5 Diagram

Batters Up!



LESSON 6

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.
- 3.5.5 Solves problems independently, with partners, and in small groups.

Equipment

MLB/USA Baseball

- 6 Oversized Foam Balls
- 2 24" Oversized Foam Bat
- 1 MLB Spring Swing Batting Tee
- 8 Marker Training Discs
- MLB 5pc Throw-Down Base Set

Additional/Alternative

- Foam Or Plastic Bat
- Poly Spots
- Hitting Tees Or Large Cones
- Throw-Down Bases
- Dice
- Hula Hoops

Learning Objective

Students will be able to solve problems when working as a team during Fun At Bat games.

Essential Question

What is a way you can solve a problem with a teammate during a game?

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 the 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

SKILL APPLICATION

Advancing to the Next Base

(Overview and Demonstration)

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 relate to each 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.

ACTIVE PLAY

Rolling for Bases

Divide students into three equal groups and assign each group to a field area. Each field area consists of all four bases (tee/home plate; first, second and third bases). In each field area, divide students into two groups. The first 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 will stay on the base and move on the next dice roll. (i.e. If the student is on first and the dice rolls a 2, the first runner moves to third and the roller runs to second. If the student is on third and the next dice rolls a 1, the runner does not move unless the roller would be running to that base)

Variations

- Students can come back to the line instead of staying on base.
- Have students use different locomotor skills to move around the bases or back to home plate.
- Have the next person in line roll the dice for the runner.
- Have a student who is showing exemplary behavior roll the die.

Base Running Gone Bananas

Divide students into three (3) equal groups and assign each group to a field area. Each field area consists of all four bases (tee/home plate; first, second and third bases). In each field area, divide students into two (2) groups. The waiting group can work on an exercise (jumping jacks, running in place, rocket blasters) in the on-deck area while the first group gets ready to hit.

- Within the first group, the batter hits the ball.
- The batter starts running the bases trying to get around the bases as many times as he can before everybody on the field team has touched the ball.
- To end the running, the fielding team has to place the ball on the tee.
- The number of bases touched indicate the number of points the batter/runner gets for that round.

Variations:

Ball can be pitched if the batter chooses.

- Different size balls can be used.
- The out can be made by touching the next base the runner is going to instead of the tee at home.
- Using this variation, the runner can stop at the previous base to be safe. If runner tries to be the fielder to the next base, they could lose all of their points (or half or teacher directed number)
 - This variation could enhance the discussion of how teams solved problems.

Discussion: Did you notice any problems or issues on your team during the activity? What strategy did you notice being used to solve the problem?

CLOSURE

- What new skills did we learn today?

Skill Application: 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

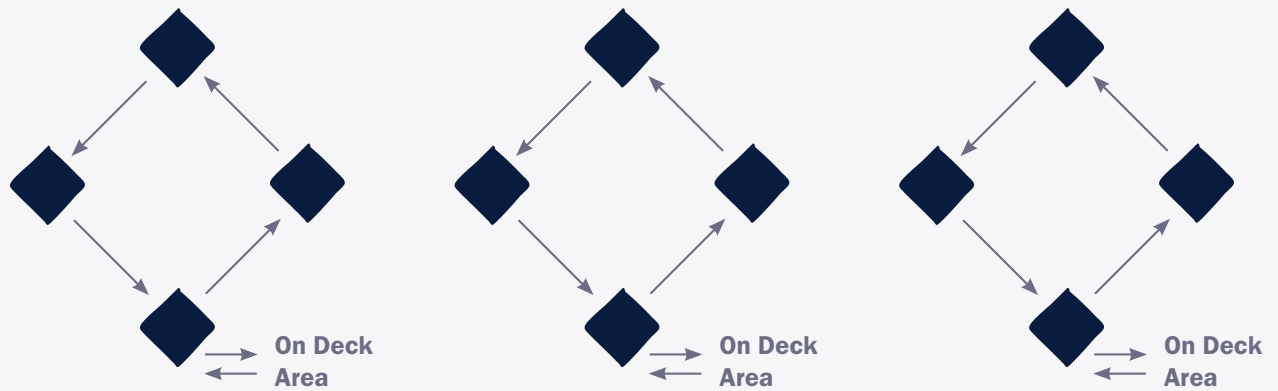
- Where did you see leadership characteristics in our lesson today?
- Could we succeed without leaders in our classes and school or on our teams?

Note: Remind students to read the chapter on Leadership on their own.

- What do you think we will be doing next class?

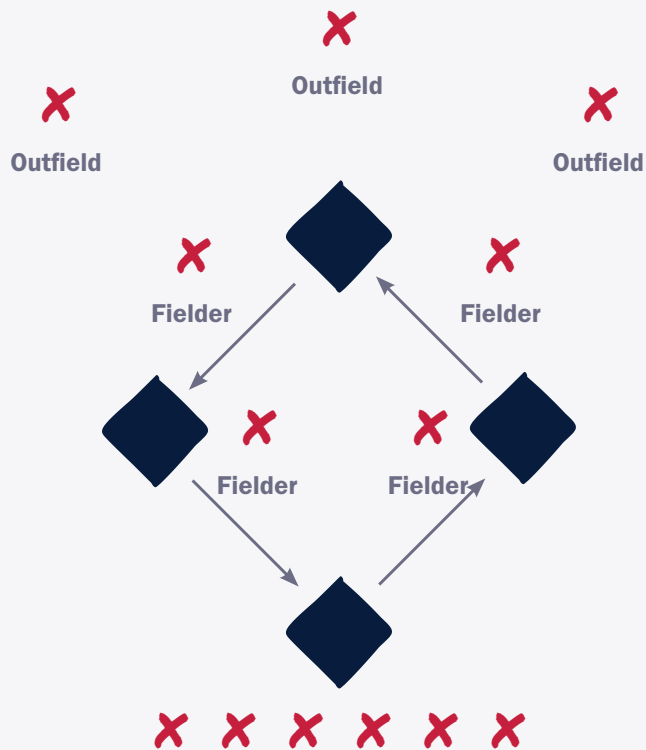
Lesson 6 Diagram

Rolling for Bases



Lesson 6 Diagram

Baserunning for Bananas



LESSON 7

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.
- 4.5.5 Recognizes group challenges through movement.

Equipment

MLB/USA Baseball

- 6 Oversized Foam Balls
- 2 24" Oversized Foam Bat

Additional/Alternative

- Foam Or Plastic Bat
- Poly Spots
- Hitting Tees Or Large Cones

Learning Objective

Students will be able to recognize group challenges during base-running situational plays.

Essential Question

Describe a time that a team you were on, faced a challenge? How did you react to the challenge?

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

SKILL APPLICATION

How to Make an Out and Base Running

(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.

ACTIVE PLAY

Getting the Out

Use a single field setup (home plate, no 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.

- The teacher or another student tosses 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.

Level 2: Don't have bases loaded all the time to see where the play should be with what base runners are on.

- Teacher shouts out to throw the ball to make an out. "Play is at Third." "If you catch the ball, the play is at First, if the ball drops, the play is at Second."

Variations

- Have students perform jumping jacks in the base 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.

Discussion: Did you notice when your team was being challenged? What is an example? How can you make sure they keep their head up?

How Many Runs Before the Out?

Divide students into three (3) 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 they were able to reach (e.g., if a runner makes it to third base, he or she scores three (3) points; arriving at home plate scores four (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.

CLOSURE

- What new skills did we learn today?

Skill Application: How to Make an Out and Base Running

- Describe an example of how you could make an out.

Championship Principle: Never Give Up

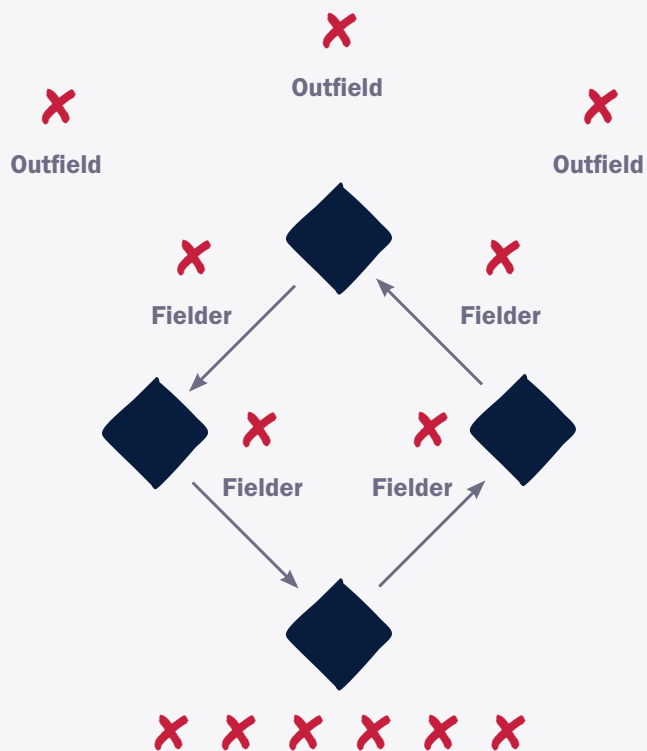
- At what point could it have been easy to give up today?
- What could happen if you give up during a game?

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

- What do you think we will be doing next class?

Lesson 7 Diagram

Getting the Out



LESSON 8

OVERVIEW

NPES and Grade Span Learning Indicators

- 1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.
- 4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.

Equipment

MLB/USA Baseball

- 6 Oversized Foam Balls
- 2 24" Oversized Foam Bat
- 1 MLB Spring Swing Batting Tee
- MLB 5pc Throw-Down Base Set

Additional/Alternative

- Foam Or Plastic Bat
- Poly Spots
- Hitting Tees Or Large Cones
- Throw-Down Bases
- Small Whiteboards
- Exercise Mats
- Hula Hoops
- Variety Of Equipment (to set up stations)

Learning Objective

Students will be able to identify movement strengths and apply fundamental bat-and-ball skills to a game setting.

Essential Question

What are some strengths in bat/ball skills that you noticed? Provide an example.

What skills would you need to practice to improve?

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

SKILL APPLICATION

Game Play

(Review)

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

Training Day

Divide students into even groups between stations:

Station #1: Throwing and Catching with a partner

Station #2: Hitting off a Tee towards the wall or net

Station #3: Identification of Positions

Station #4: Pop Flies

Station #5: Peer Assessment on Throw

Station #6: Base Running (running to first)

Station #7: Create a Crowd Sign (to encourage others)

Station #8: Grounders

Discussion During Training Day Stations:

- What skills improved from the first time you practiced them? How do you know you improved?

World Series

Divide students into groups of three (3): one (1) hitter and two (2) 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. Players are encouraged to encourage someone each play (i.e. good hit, great job fielding, nice catch, you are a fast runner).

Discussion: (Between Rounds)

- Does more opportunity for practice help you recognize your strengths in your skills? Why or why not?

Variations

- This activity can be reduced to six (6) fields and three (3) fielders that rotate through “outfield” positions.
 - All of the fielders have thrown the ball, so everyone has touched it, and the last fielder has to run and touch the base for the out.
- The ball can be pitched.
- 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.

- Use of Peer Assessment to provide glow and grows in between rounds.
- Discussion Between Rounds

CLOSURE

- What new skills did we learn today?

Skill Application: Game Play

- What skills do you recognize as strengths after participating in Fun At Bat activities?
- What skill do you still need to work on outside of class to feel more confident?

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?

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

- What do you think we will be doing next class?

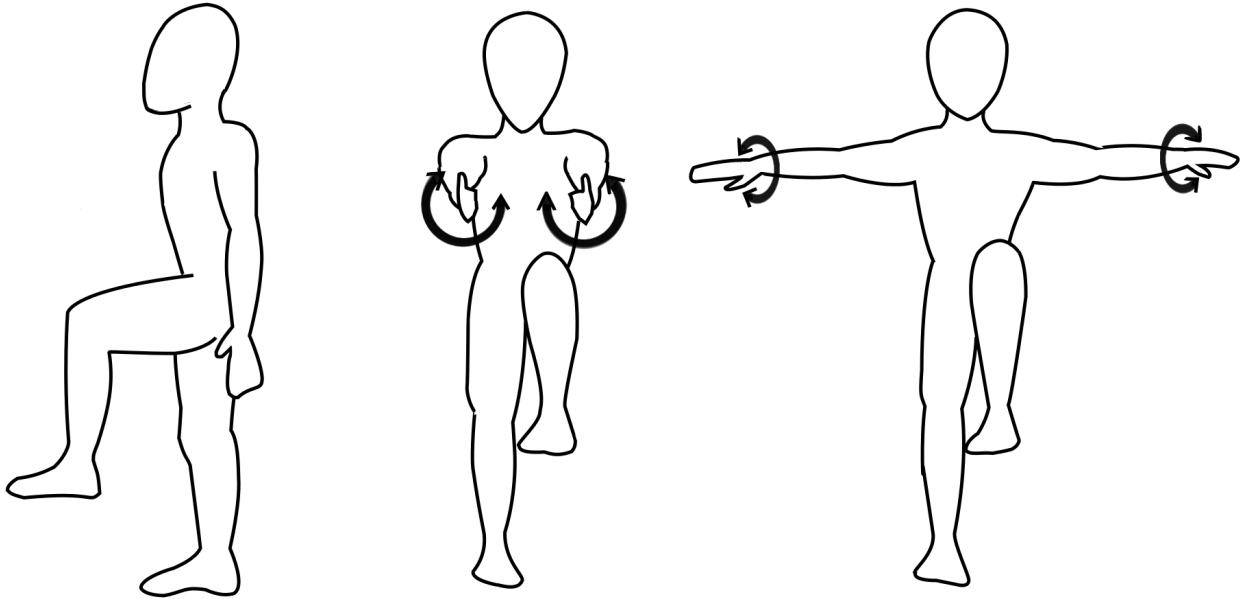
Lesson 8 Diagram

World Series

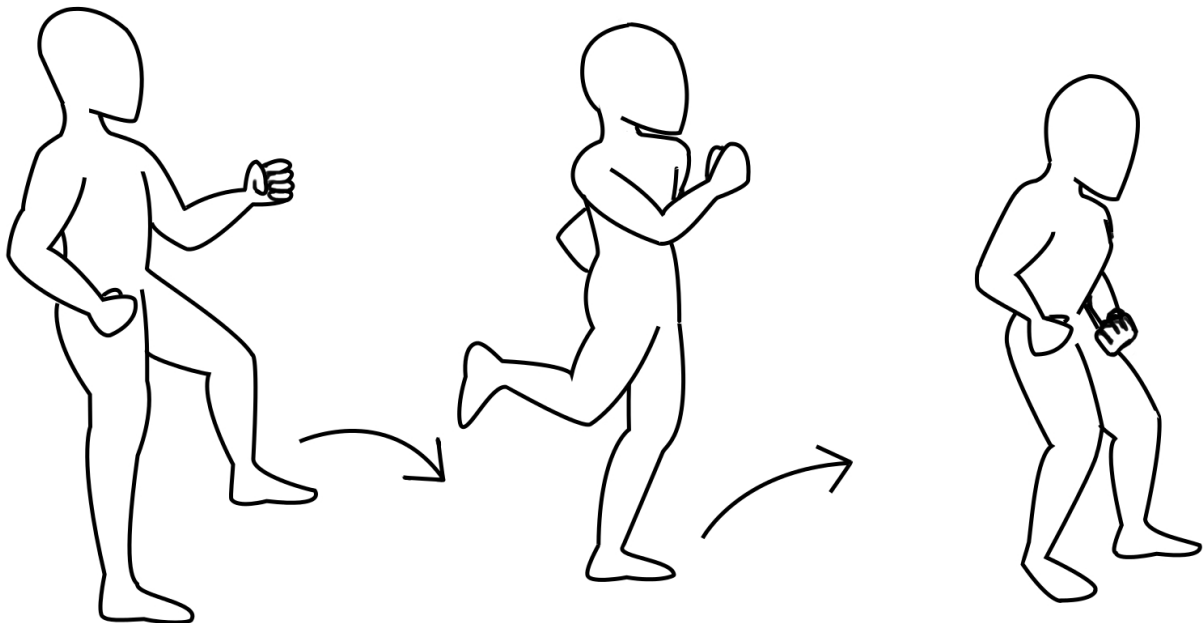


Active Start Diagrams

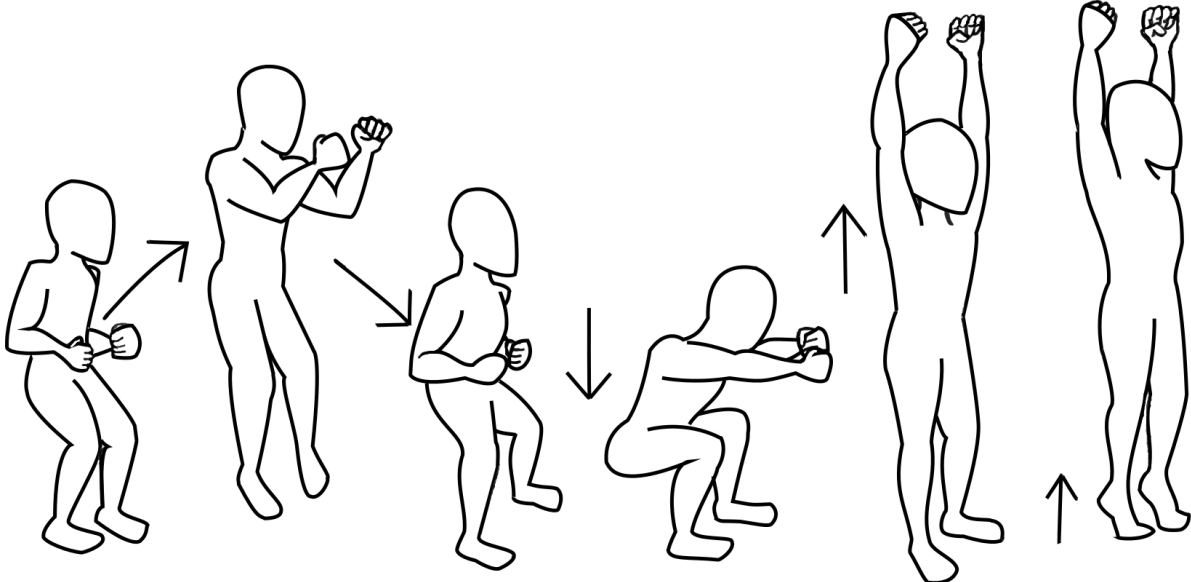
March In Place



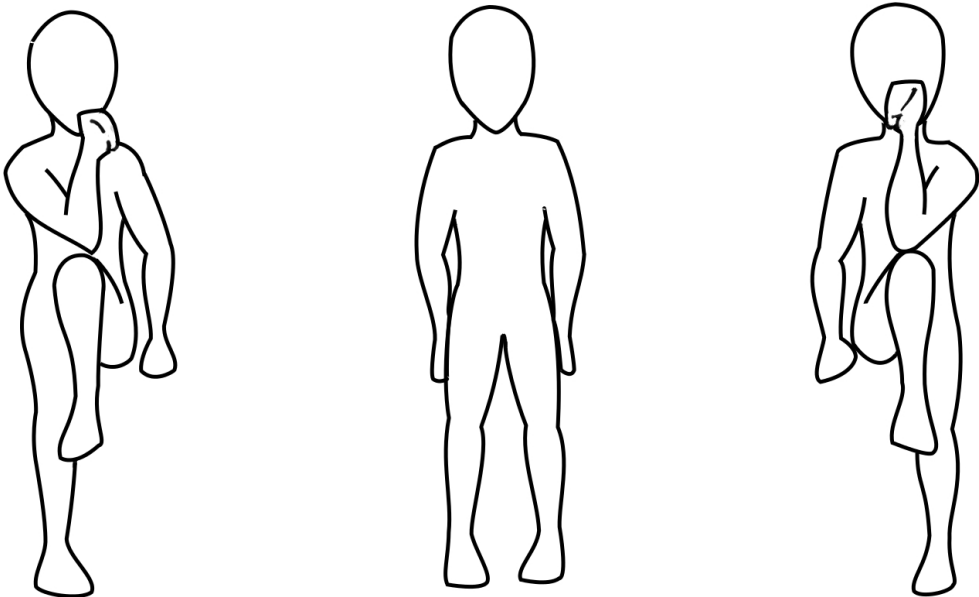
Hop (Single-Leg Jumps)



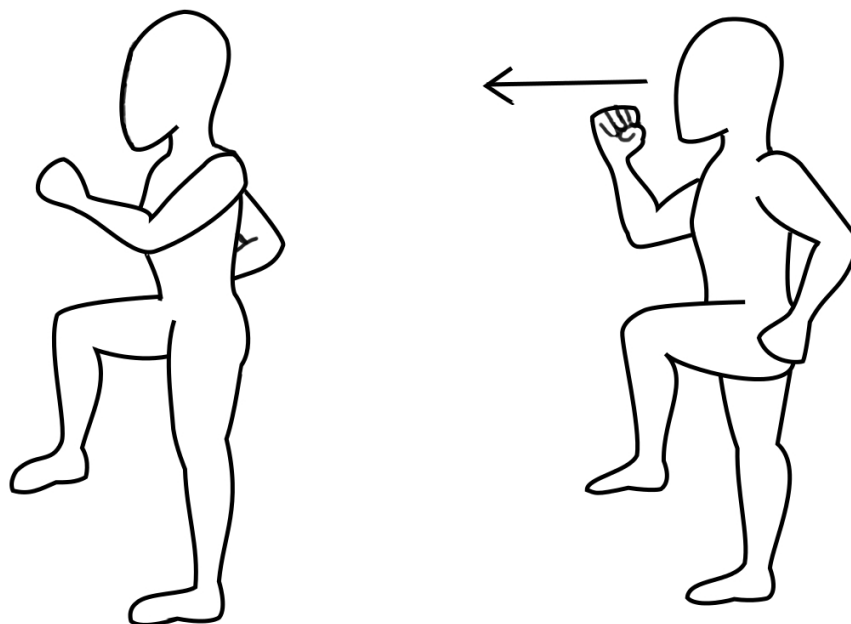
Double-Leg Jump



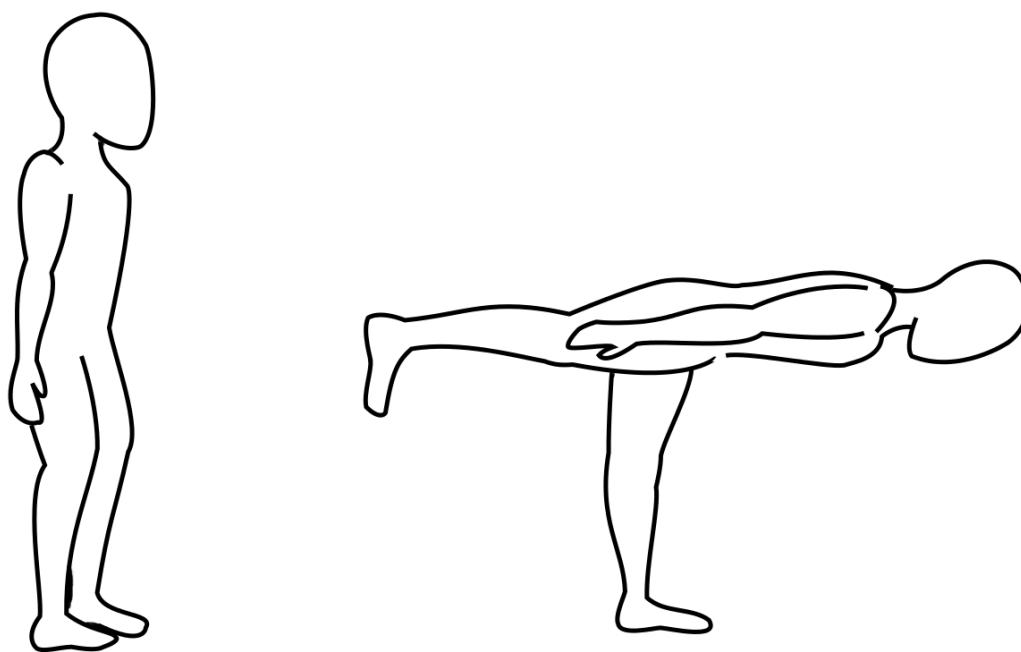
Cross-Crawl



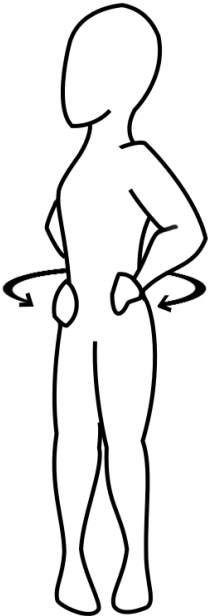
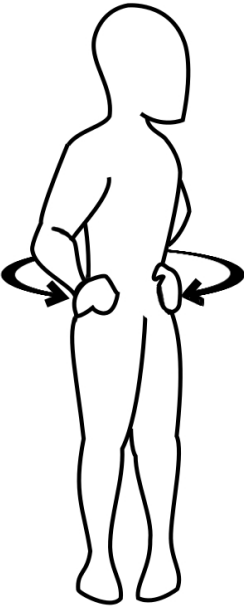
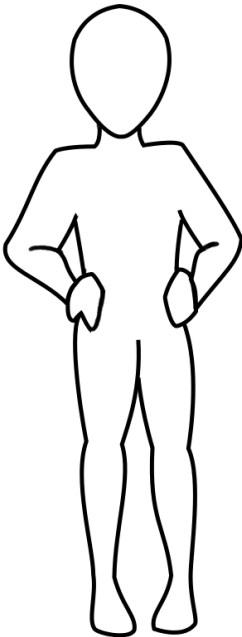
Super-Slow-Motion March



Stand on One Leg



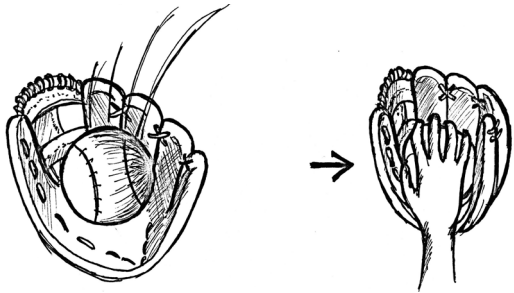
Whirly Birds



APPENDIX B

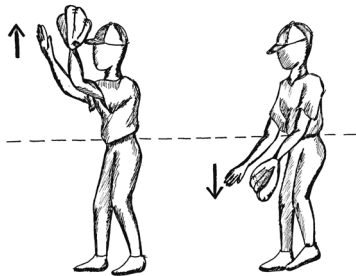
National Physical Education Standards Critical Elements

Manipulative Skills—Critical Elements



Catching

- Moves to get behind oncoming ball or anticipates ball position
- Keeps eyes on ball
- Reach out for ball with hands
- Thumbs together above head
- Pinkies together below waist
- Catches with hands only
- Give with body
- Pull the ball into the body



Throwing (Underhand Pattern)

Preparation:

- Chest face target
- Hold ball in both hands at waist level and off center toward throwing side

Execution:

- Swing throwing arm back behind bottom
- Non-throwing arm reaches for target
- As throwing arm swings forward step toward target with opposite foot
- Release ball at the level of the target

Follow-Through:

- Throwing arm extends toward target

Throwing (Overhand Pattern)

Preparation:

- Side to target
- Hold ball in both hands at waist level and off center toward throwing

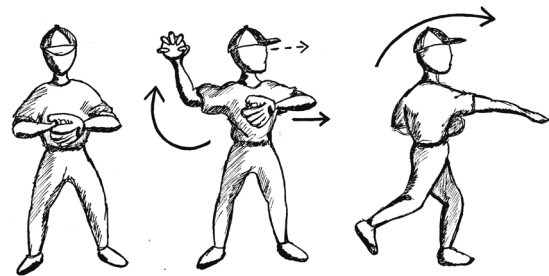
Execution:

Across the body

- Wind-up bringing throwing arm back behind head with elbow bent at a 90-degree angle “L” shape
- Step toward target on opposite foot
- Rotate chest and hips toward target as throwing arm is extended toward target

Follow-Through:

- Across the body
- Toward target



Striking with Short-Handled Implement

Preparation:

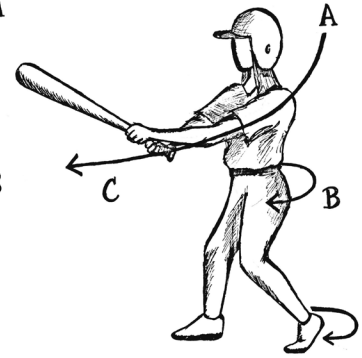
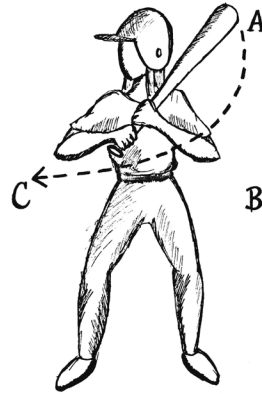
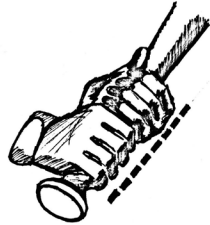
- Turn the side body to the target
- Start with bringing the paddle or racket back behind bottom
- Firm wrist and elbow

Execution:

- Extend the racket arm and swing slightly from low to high
- Step with opposite foot during swing

Follow-Through

- Extend racket arm toward target



Striking with Long-Handled Implement

Preparation:

- Side to target (side stance)
- Bat prepared behind shoulder

Execution:

- Level swing
- Some weight shifts toward forward foot

Follow-Through:

- Across the body

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.

Student Assessment and Teacher Printables

Formative assessment in Physical Education (PE) is crucial as it provides ongoing feedback that can significantly enhance both teaching and learning. This type of assessment allows teachers to gauge students' progress, understanding, and skills development throughout a unit or course, rather than waiting until the end. Moreover, formative assessment encourages students to reflect on their own performance, set personal goals, and take an active role in their learning process. This continuous feedback loop fosters a more adaptive, responsive, and supportive PE environment, ultimately promoting lifelong physical activity and well-being. The Fun At Bat curriculum provides formative assessment in the form of student discussion and questioning in each lesson. Teachers can collect student responses easily in grades K-2 by using electronic devices to record voice or visuals for review.

Summative assessment in Physical Education (PE) plays a pivotal role in evaluating students' overall learning at the conclusion of a unit, term, or course. By using summative assessments, educators can determine whether students have met the established learning objectives, which can inform decisions about instructional effectiveness. For students, these assessments highlight their accomplishments and areas for future improvement, helping to foster a sense of achievement and guiding their continued personal development in physical education.

Teacher Checklists for Psychomotor Skill Feedback

Overhand Throwing

Student Name: _____

FUN AT BAT KEYS	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Key 1: Step with the opposite foot				
Key 2: Swing the ball forward past your hip				
Key 3: Release and follow through toward the target				

Underhand Throwing

Student Name: _____

FUN AT BAT KEYS	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Key 1: Step with the opposite foot				
Key 2: Swing the ball backward behind the body and then forward past your hip				
Key 3: Release and follow through toward the target				

Catching

Student Name: _____

FUN AT BAT KEYS	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
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 Grasp ball and bring it in toward the body				

Fielding a Ground Ball

Student Name: _____

FUN AT BAT KEYS	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Key 1: “Chair Position” with fingers pointing down				
Key 2: Hands and feet form the Triangle				
Key 3: Hands are “Palm Up” to scoop the ball				

Fielding a Fly Ball

Student Name: _____

FUN AT BAT KEYS	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Key 1: Fingers up				
Key 3: Hands are “Palm Up” to scoop the ball				

Hitting/Striking

Student Name: _____

FUN AT BAT KEYS	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Key 1: Stand with feet shoulder-width apart and knees bent				
Key 2: Arms make a “V” shape, hands back toward primary side ear				
Key 3: Keep your eyes on the ball				
Key 4: Swing arms across the front of the body, chest height, finish swing toward opposite ear				

Summative Quiz Grades - K-2

Circle the picture that shows **OVERHAND THROWING**



Circle the picture that shows **UNDERHAND THROWING**



Circle the picture that shows **CATCHING**



Circle the picture that shows FIELDING A GROUND BALL



Circle the picture that shows FIELDING A FLY BALL



Circle the picture that shows HITTING a ball



Lesson 4 Target Poster



Grades 3-5 Exit Tickets

*Note if students are having difficulty in the Elementary grades writing down responses, a teacher can set-up a station with an iPad device and record verbal responses for data collection!

Lesson 1 Exit Ticket

Student Name: _____

What is important to remember when throwing or catching a ball?

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

Lesson 2 Exit Ticket

Student Name: _____

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

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

Lesson 3 Exit Ticket

Student Name: _____

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

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

Lesson 4 Exit Ticket

Student Name: _____

Describe the proper hand position when holding a bat:

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

Lesson 5 Exit Ticket

Student Name: _____

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

1. _____ **INFIELD OR OUTFIELD**

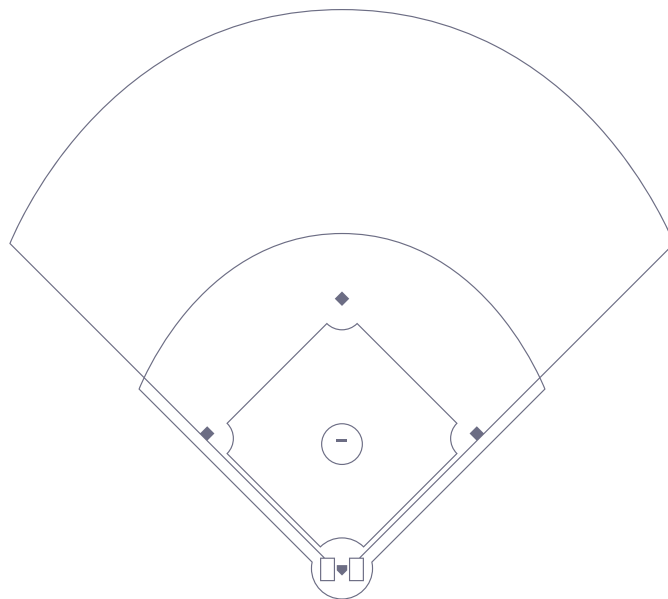
2. _____ **INFIELD OR OUTFIELD**

Lesson 6 Exit Ticket

Student Name: _____

Write an example of a hit that you could make and which base you would run to (single, double, triple, or home-run):

Can you draw an example of the hit you just wrote down?



Lesson 7 Exit Ticket

Student Name: _____

Write down an example of one way you could make an out:

Lesson 8 Exit Ticket

Student Name: _____

What skills do you recognize as strengths after participating in Fun At Bat activities?

What skill do you still need to work on outside of class to feel more confident? Please explain why.

Grades 3-5 Reflection Tickets

*Note if students are having difficulty in the Elementary grades writing down responses, a teacher can set-up a station with an iPad device and record verbal responses for data collection!

Lesson 1: HONESTY

Student Name: _____

How could someone show honesty in a game?

How can being dishonest affect you as a player/person?

Lesson 2: TEAMWORK

Student Name: _____

When did you work as a team today? How did teamwork help you succeed?

How can teamwork be difficult in a game?

Lesson 3: HELPING OTHERS

Student Name: _____

What is one way that you helped a partner or teammate during class today? Why is it important to do so? Please explain in detail.

Lesson 4: RESPONSIBILITY

Student Name: _____

How can showing responsibility help to have positive social interactions with others during gameplay? Please explain in detail.

Lesson 5: SUPPORTIVE ENCOURAGEMENT

Student Name: _____

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?

Lesson 6: LEADERSHIP

Student Name: _____

Where did you see leadership characteristics in our lesson today? Please explain in detail.

Could we succeed without leaders in our classes and school or on our teams? Why or why not?

Lesson 7: SUPPORTIVE ENCOURAGEMENT

Student Name: _____

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

What could happen if you give up during a game?

Lesson 8: DO YOUR BEST

Student Name: _____

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?

Fun At Bat Summative Quiz: Grades 3-5

Student Name: _____

Directions: After reading the statement, write down if the statement is TRUE or FALSE. Then write down why you chose the statement as TRUE or FALSE.

1. The short-stop is a position in the outfield when playing baseball.

The statement is (True or False) _____ because:

2. When a player hits a DOUBLE in baseball, they run all the way to THIRD BASE.

The statement is (True or False) _____ because:

3. A CENTER FIELDER in baseball, is the player that catches and fields a baseball in the middle of the outfield and throws it back to the infield.

The statement is (True or False) _____ because:

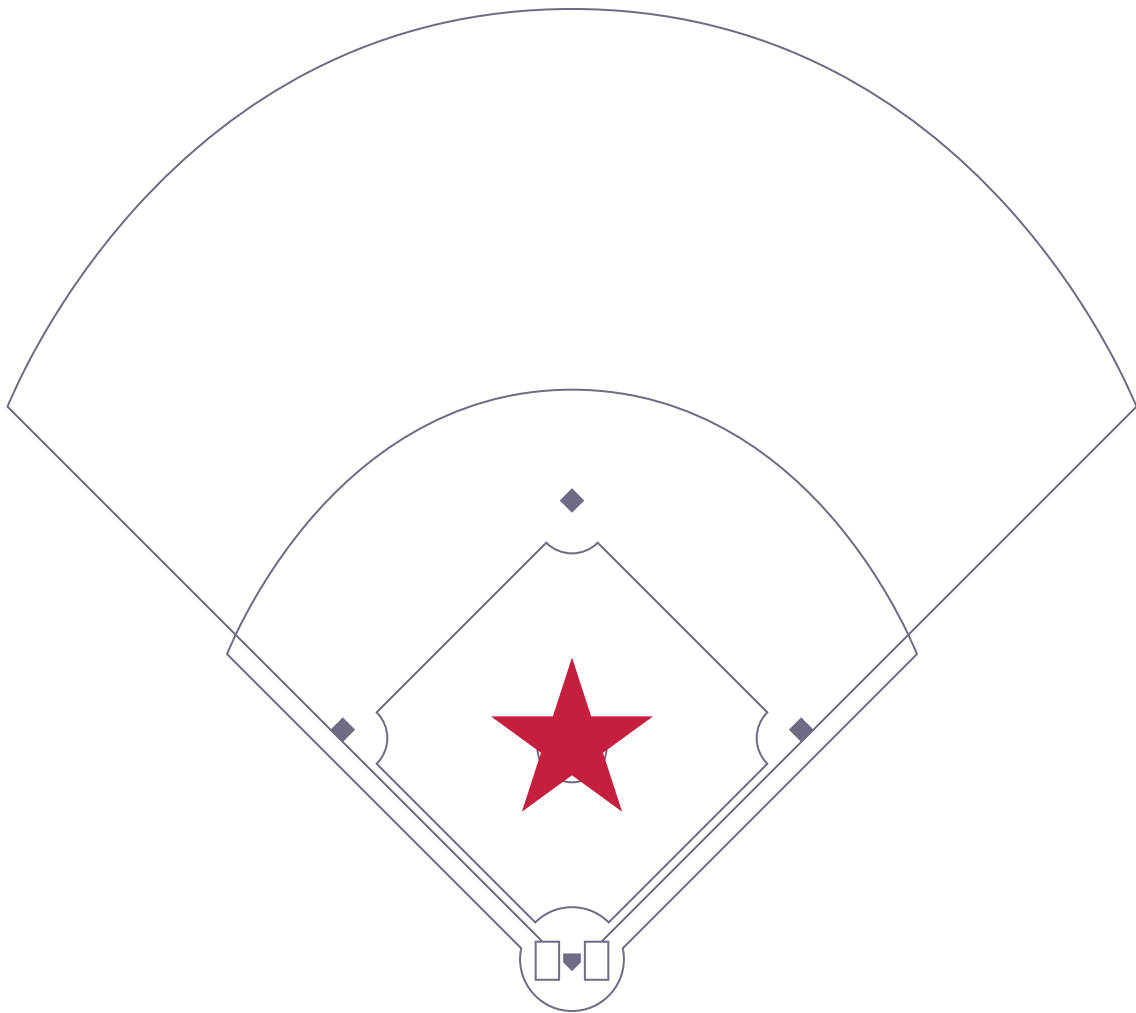
Directions: Read the question and write down your answer in the spaces below. You may use the KEYS WORD BANK to help you write your answers.

Lesson 5 Bat-and-Ball Position Station Cards

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INFIELD

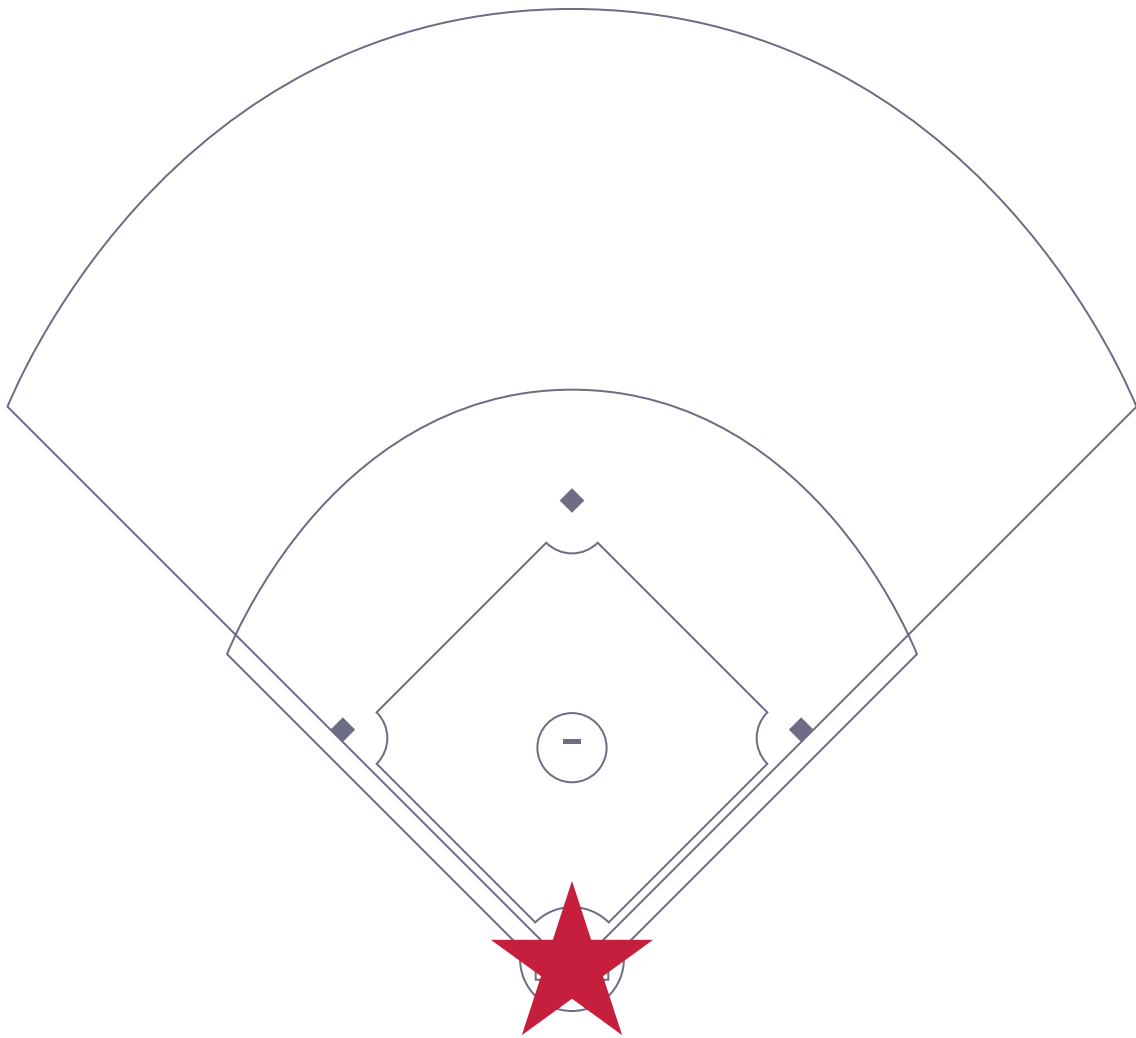
PITCHER



Imaginary Overhand Throw

INFIELD

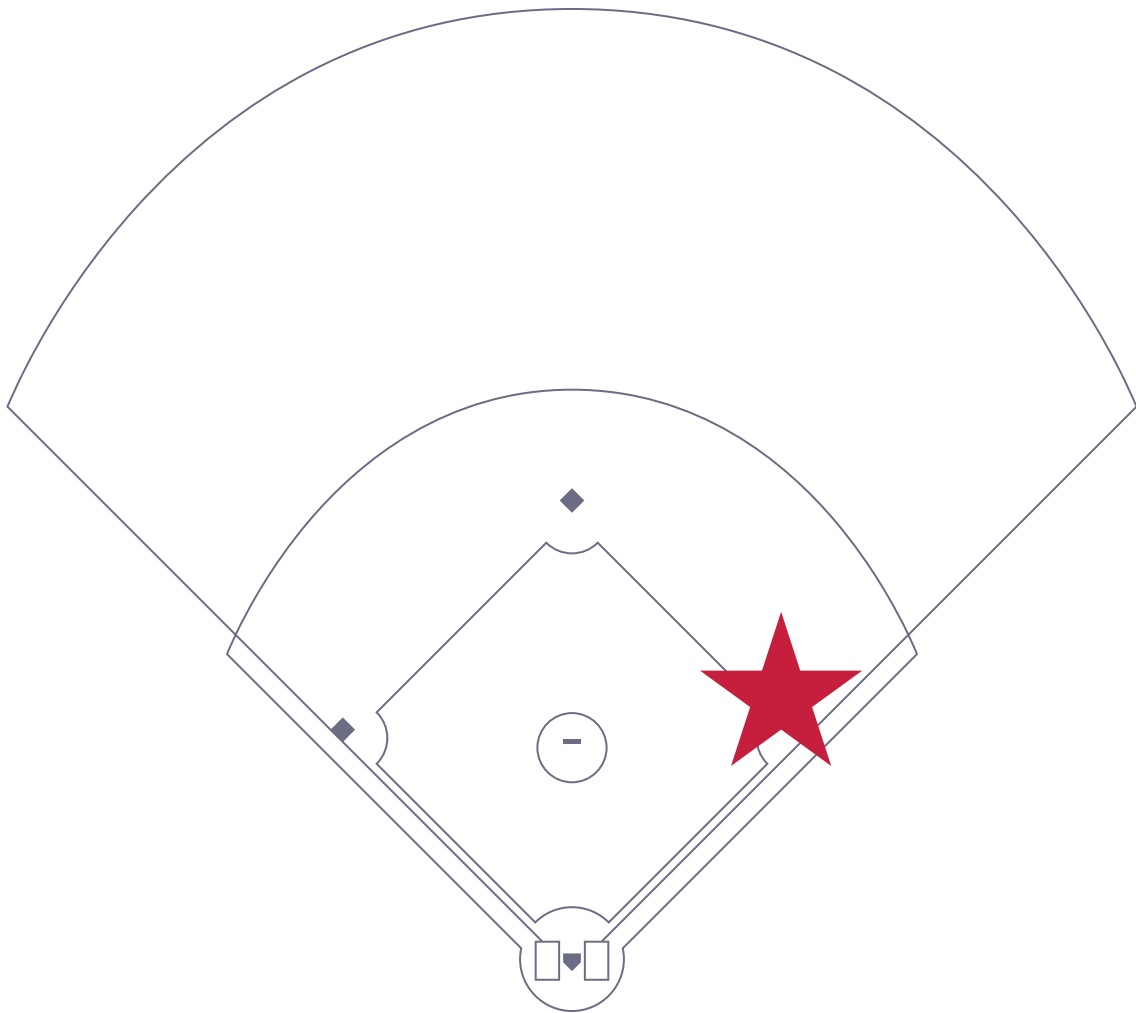
CATCHER



10 Jumping Jacks

INFIELD

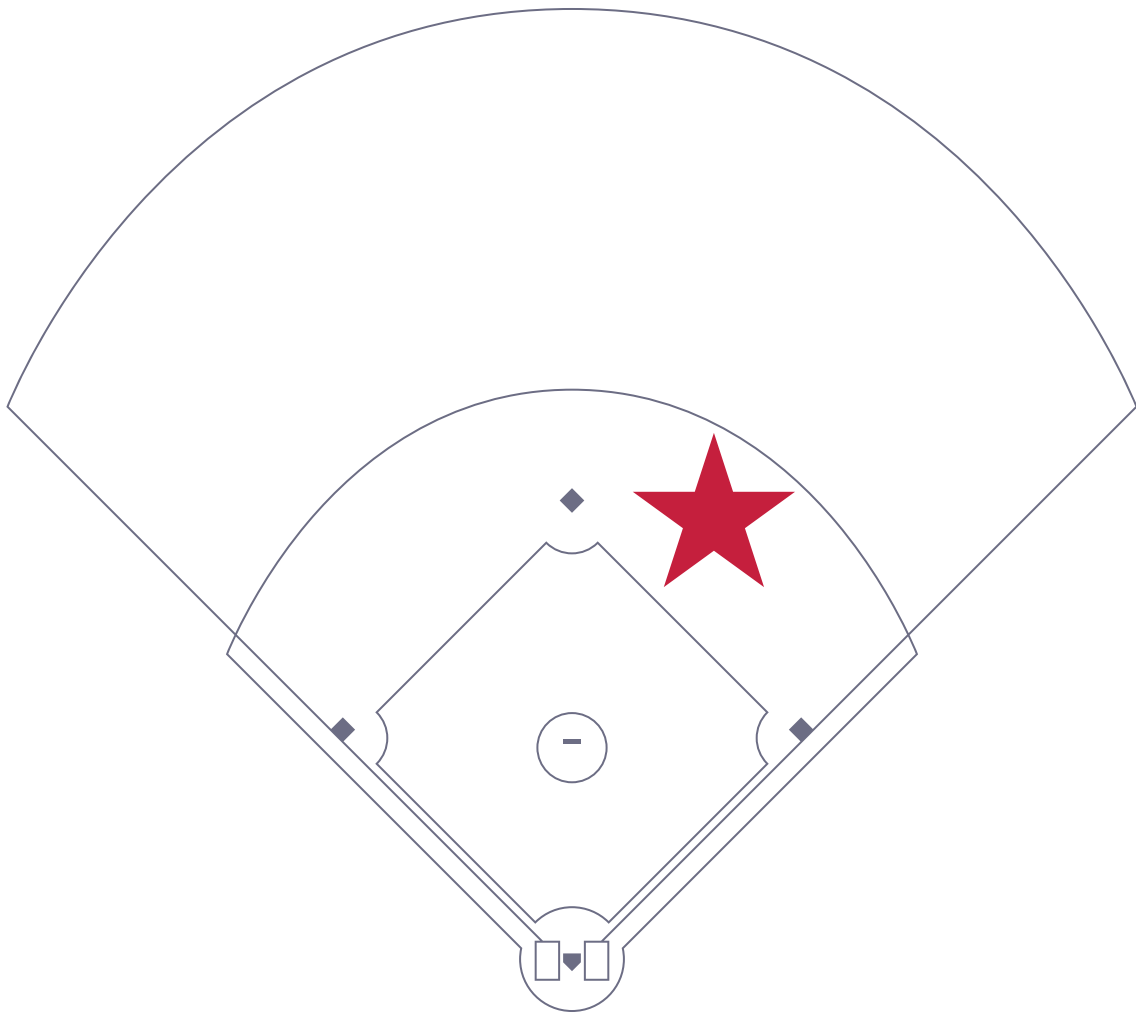
FIRST BASE



10 Body Squats

INFIELD

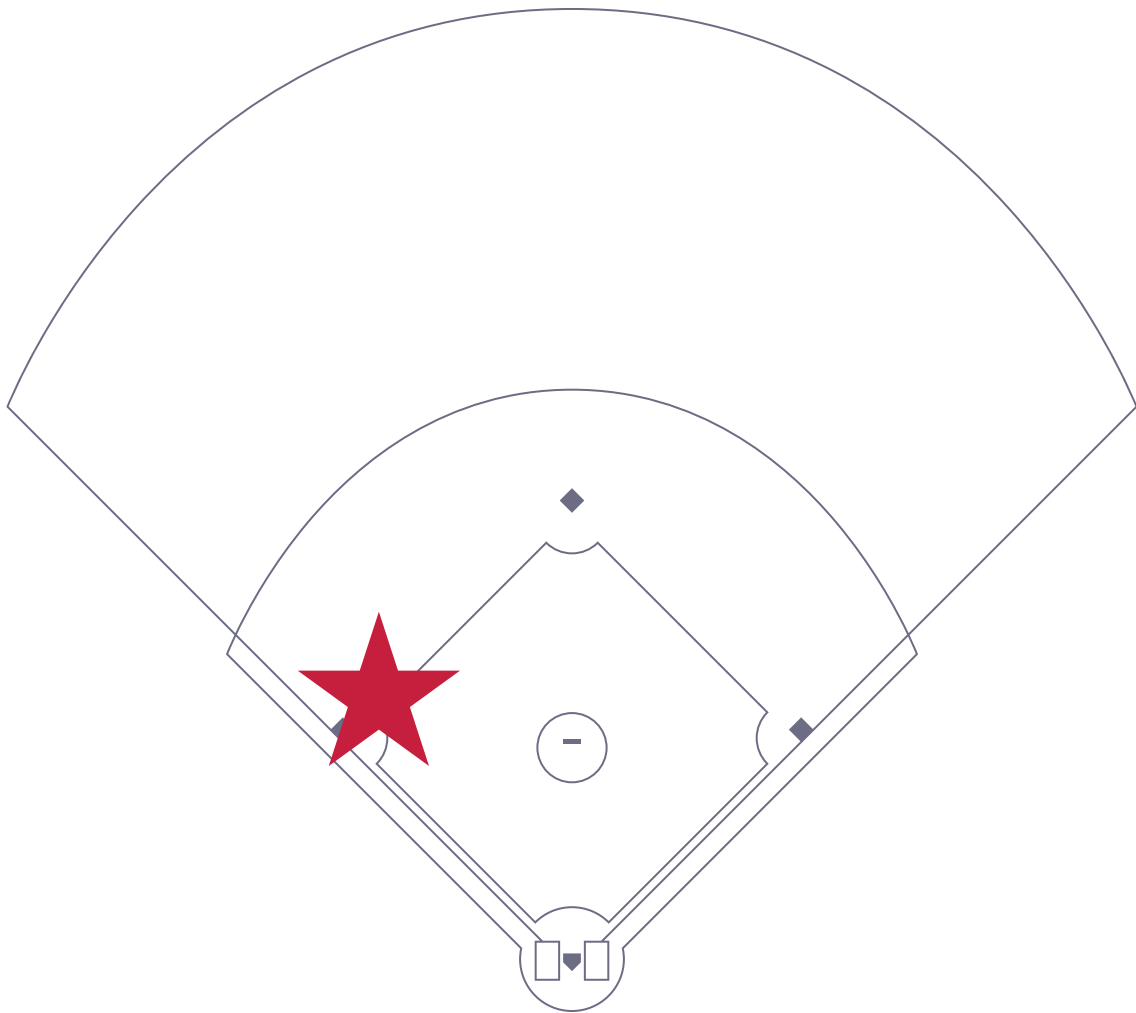
SECOND BASE



10 Forward Arm Circles

INFIELD

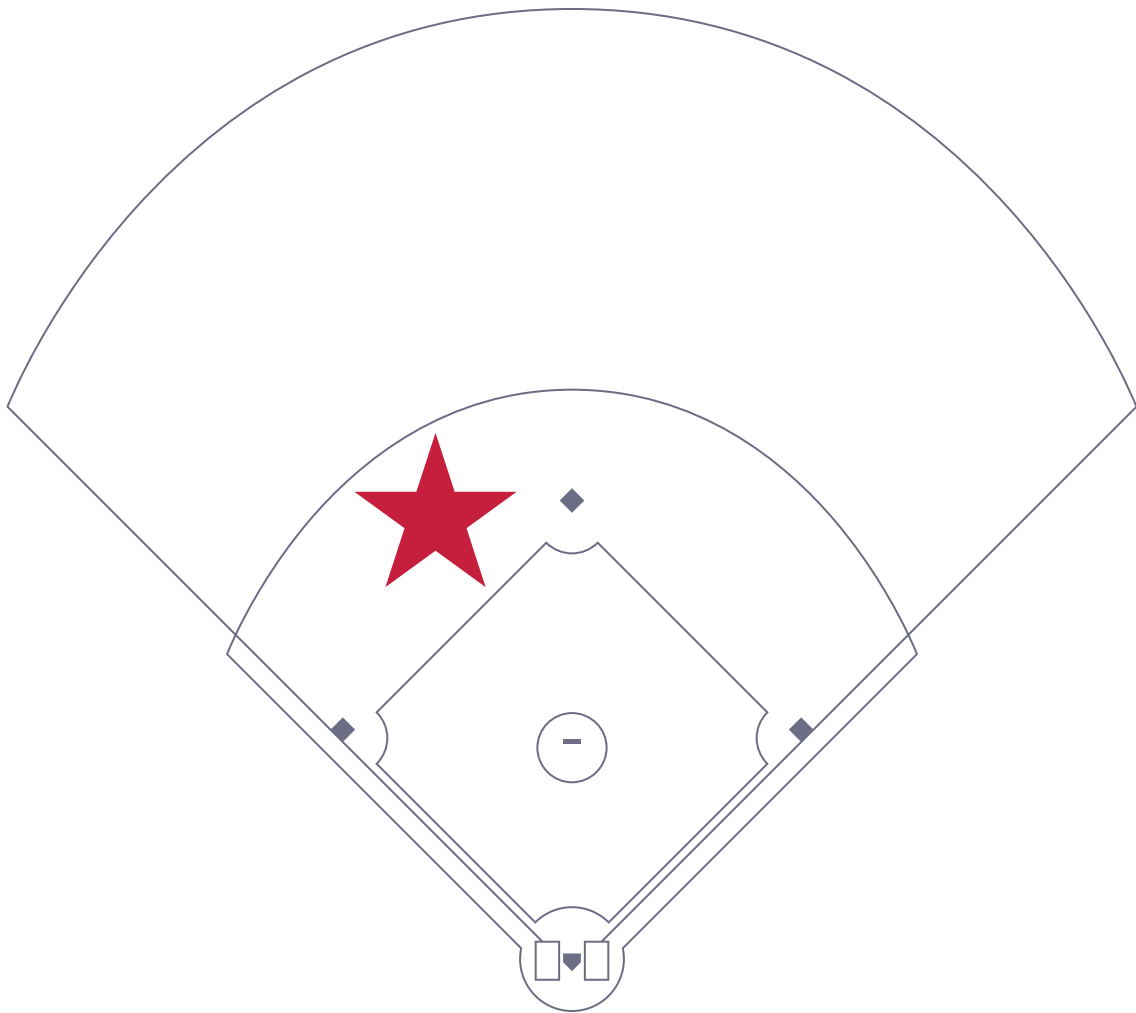
THIRD BASE



**March In Place
10 Steps**

INFIELD

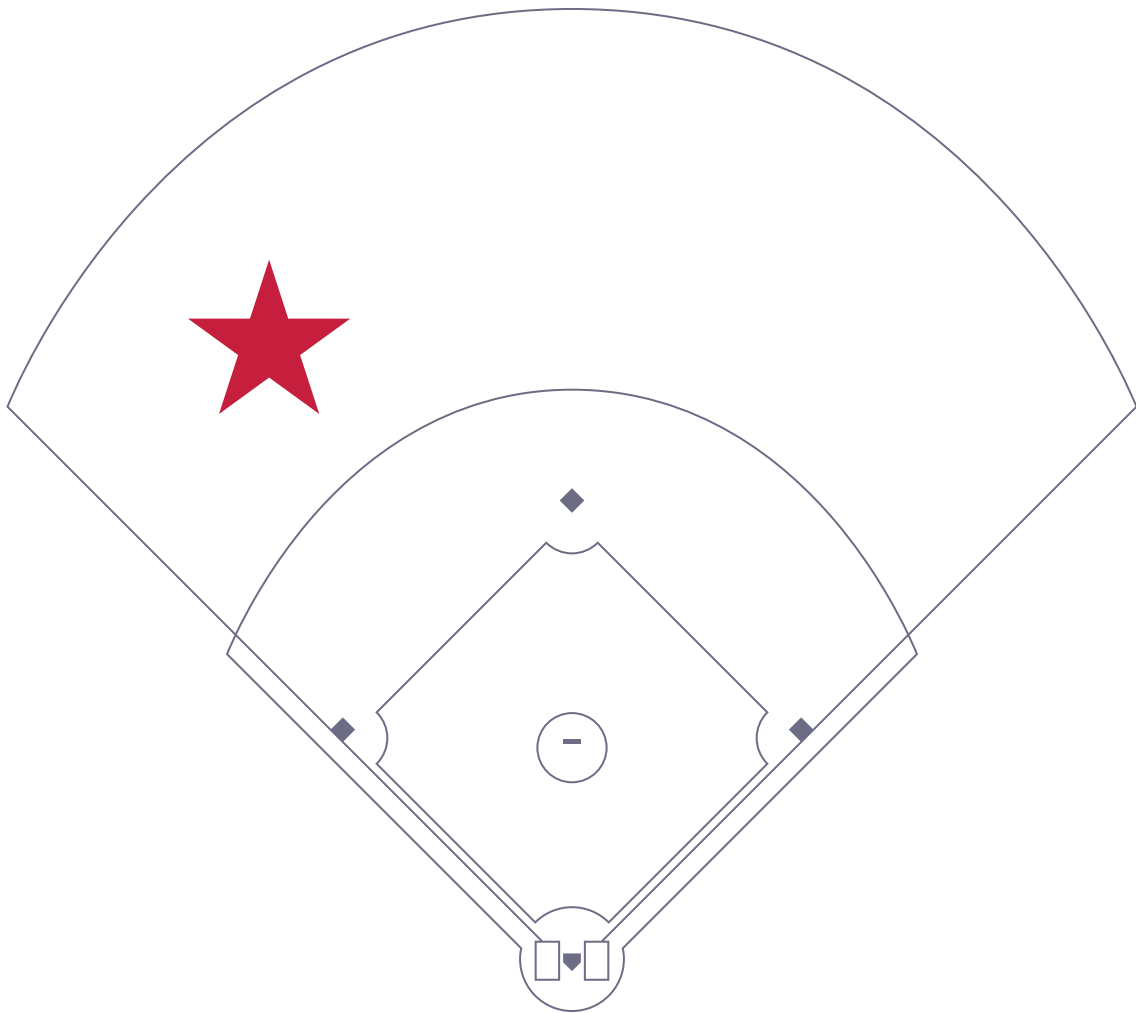
SHORTSTOP



10 Butt Kickers

OUTFIELD

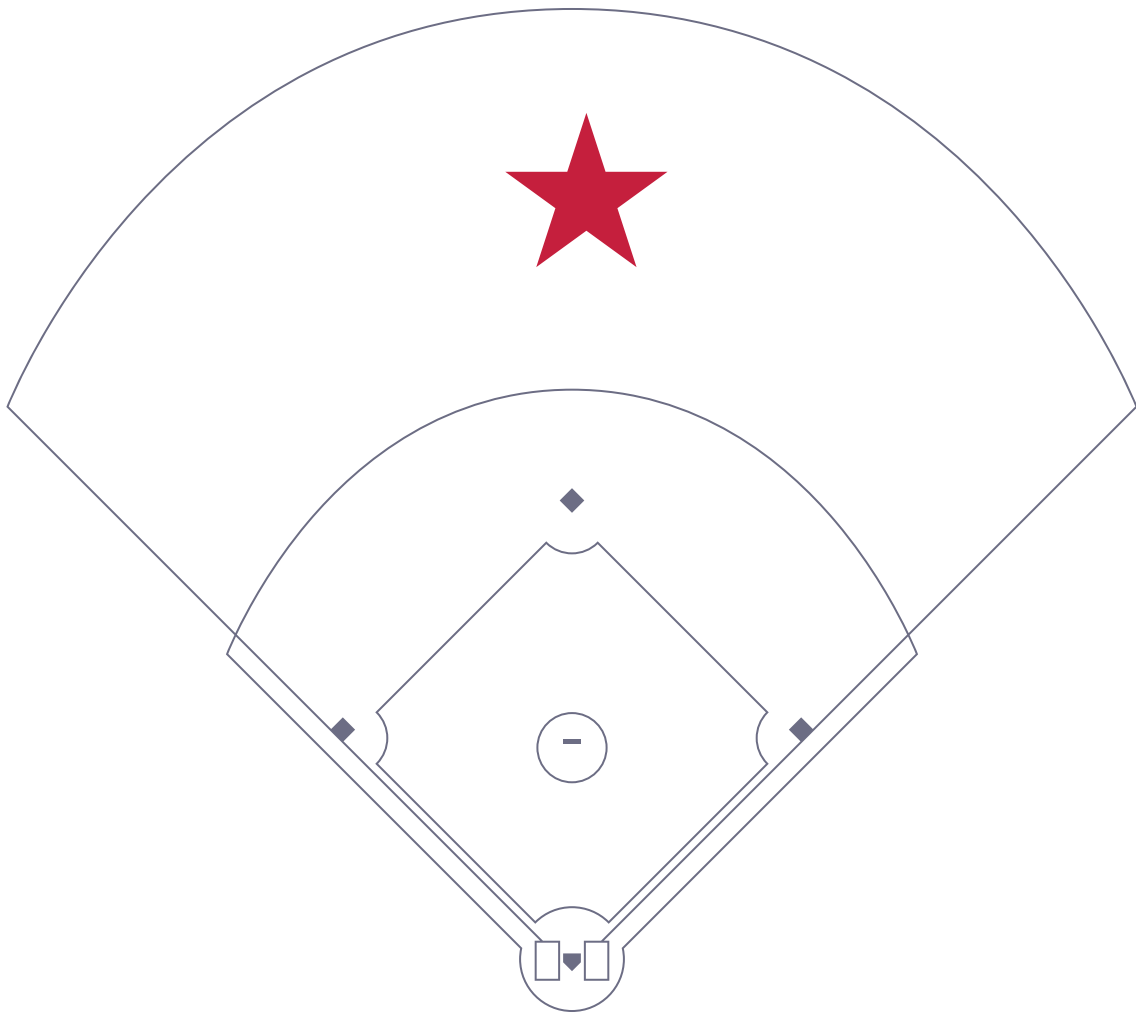
LEFT FIELD



10 Pushups

OUTFIELD

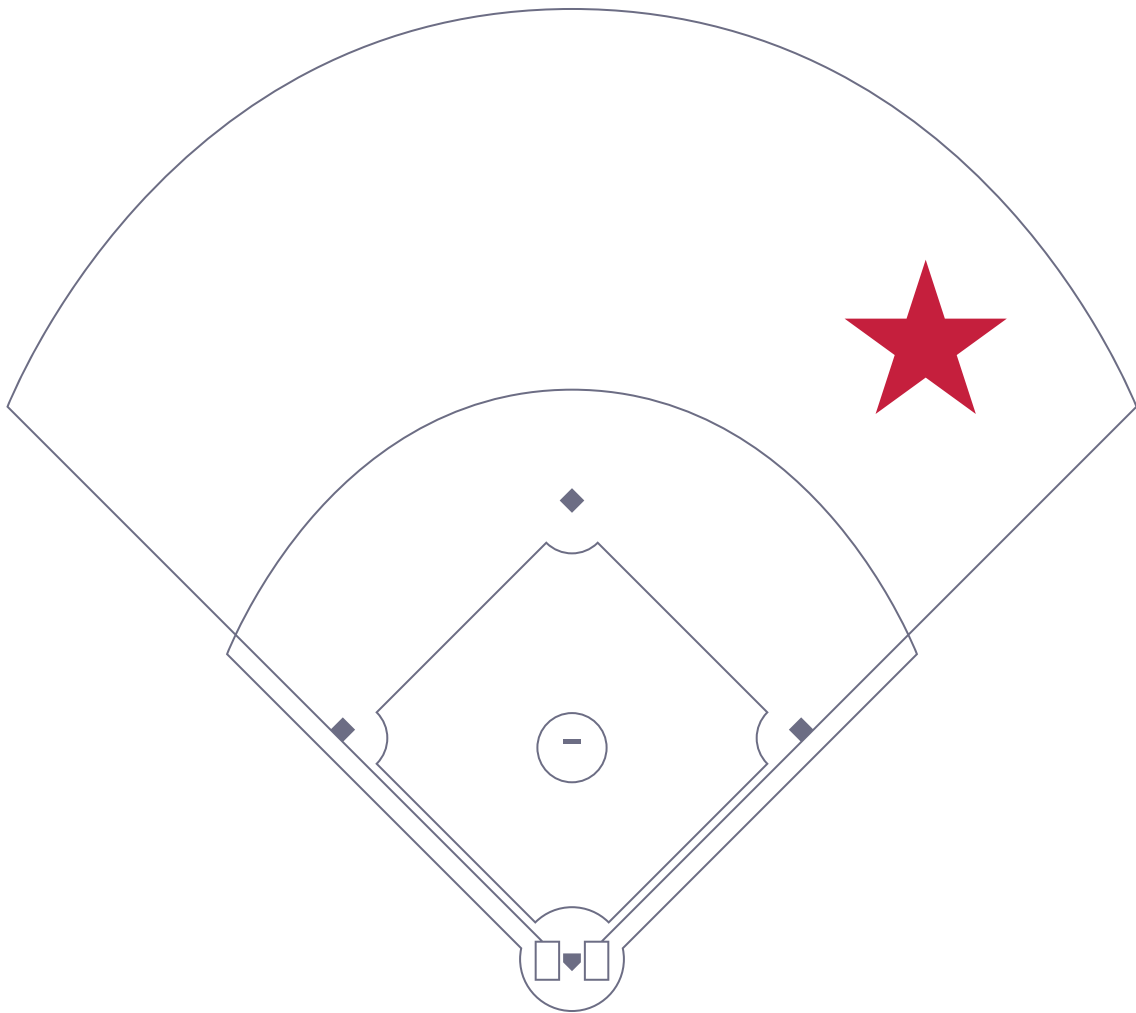
CENTER FIELD



10 Backward Arm Circles

OUTFIELD

RIGHT FIELD



10 Curl-Ups

