



Australian Government
Australian Sports Commission



Baseball lesson plans

Seven curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Baseball Australia to develop 7 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 to 6. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in baseball over the 7-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of baseball.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

- For each lesson, the following is included:
- Learning intentions – outcomes of each lesson
- Skill focus – skills to develop
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors
- Assessment ideas – a range of easy to use and adaptable assessment ideas

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons in this guide aim to make sport accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Be creative and add your own flair to the lesson plans provided.

- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students, and is arranged prior to encourage game and play movement.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure that there is a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Always clear a safe distance of 4m around the batter. A student waiting to bat should be at least 4m away from the student swinging the bat.
- Students on the batting team should be seated in foul territory well away from the batter.
- All students should be aware of the ball at all times.
- Always allow sufficient space between batting stations. Either have them all batting in the same direction or away from each other.
- After hitting the ball, students drop the bat instead of throwing it to prevent injuring the catcher or nearby students.
- When throwing a ball, students should make sure that the receiver is looking and ready to catch it. The student receiving the ball should provide a target by holding up both hands.
- Students about to catch the ball should call out loudly ‘MINE’ to avoid collisions with others.
- If a ball is going to land between the infield and the outfield, the outfielder has right of way as they can see the play in front of them. If the outfielder cannot get to the ball, they should call the name of the closest infielder.



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making
- The learning environment typically involves games and match simulations [but can also include other skill-building activities]
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective [or a potentially slightly more challenging one] to use the tactical and movement skills they have learned from previous gameplay and play practises
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

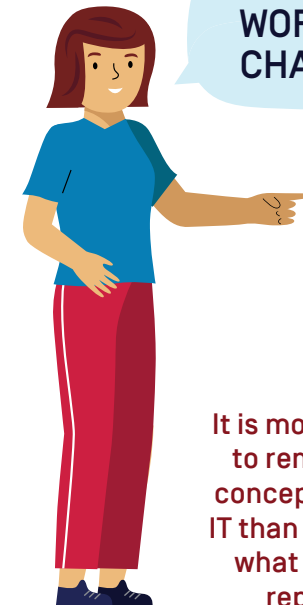
E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



IF IT'S NOT WORKING... CHANGE IT!

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

This resource is aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills of throwing, striking and catching. For each lesson, years 3 and 4, and years 5 and 6 have been identified and colour coded with, green representing years 3 and 4 and red representing years 5 and 6.

Years 3 and 4	Years 5 and 6
---------------	---------------

At any year or band level, students are likely to demonstrate considerable differences in the functional movement skill proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.

Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-7:

Australian curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4M09

Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities

YEARS 5 AND 6

Curriculum links:

Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

Relevant content descriptions

AC9HP6M01

Adapt and modify movement skills across a variety of situations

AC9HP6M02

Transfer familiar movement strategies to different movement situations

AC9HP6M08

Devise and test alternative rules and game modifications to support fair play and inclusive participation

INTRODUCTION TO BASEBALL

RULES

Modified baseball rules and Aussie T-Ball

Aussie T-Ball is a modified version of baseball for primary school-aged children. The game is played by the following rules:

- Play with even teams of 6 to 7 students.
- Batters hit the ball off a tee.
- A run is scored when a batter hits a fair ball and runs anti-clockwise around all the bases to the home plate.
- A batter may have as many swings as they require in batting the ball into fair territory. Fair territory is the playing field between the perimeter set by the third base and first base lines.
- A student is out when:
 - a batted ball is caught on the full
 - a student in possession of the ball stands on the base before the runner arrives
 - a runner between bases is tagged by a fielder with the hand holding the ball.
- An inning is completed when every student on the batting team has completed their turn.
- All fielders rotate fielding positions in each inning [refer to the fielding diagram].

- Before 'PLAY BALL!' is called and the ball can be hit:
 - the pitcher must be on the pitching plate
 - the catcher must be behind home plate
 - no fielders may be inside the base paths
 - the runner must be in contact with the base.
- The teacher stands behind the home plate, only students play on the field.

PLAYING FIELD AND POSITIONS

Batter

The batter is positioned in the batter's box alongside the home plate facing the pitcher. The tee, on which the baseball is placed, is approximately 3 inches in front of home plate and to the front side of the batter. The batter hits the ball into the field to start the game. The right-handed batter will stand to the left of the tee and the left-handed batter will stand to the right of the tee.

Catcher

The catcher puts the baseball on the tee. The catcher stands behind the batter. When the ball is in play, the catcher fields all plays at the home plate.

Pitcher

The Pitcher is one of the most important students on the team. In pitch-baseball, their job is to start each play by throwing the ball to the catcher. In Aussie T-ball, the pitcher is a fielder and will see a lot of action.

First base

The first base student makes most of the outs in Aussie T-ball. To make an out, the other fielders throw the ball to the first base student, who must touch the base with their foot before the batter reaches the base. The first base student also fields any balls hit in the direction of first base by the batter.

Second base

The second base student fields along baseline between second and first base. They can field the ball and throw it to first base or be available to make any plays that may happen at second base.

Short stop

The short stop stands in between second and third bases and fields balls hit to them. Throwing to first base with a strong throw is needed in this position. They can also make plays at second base.

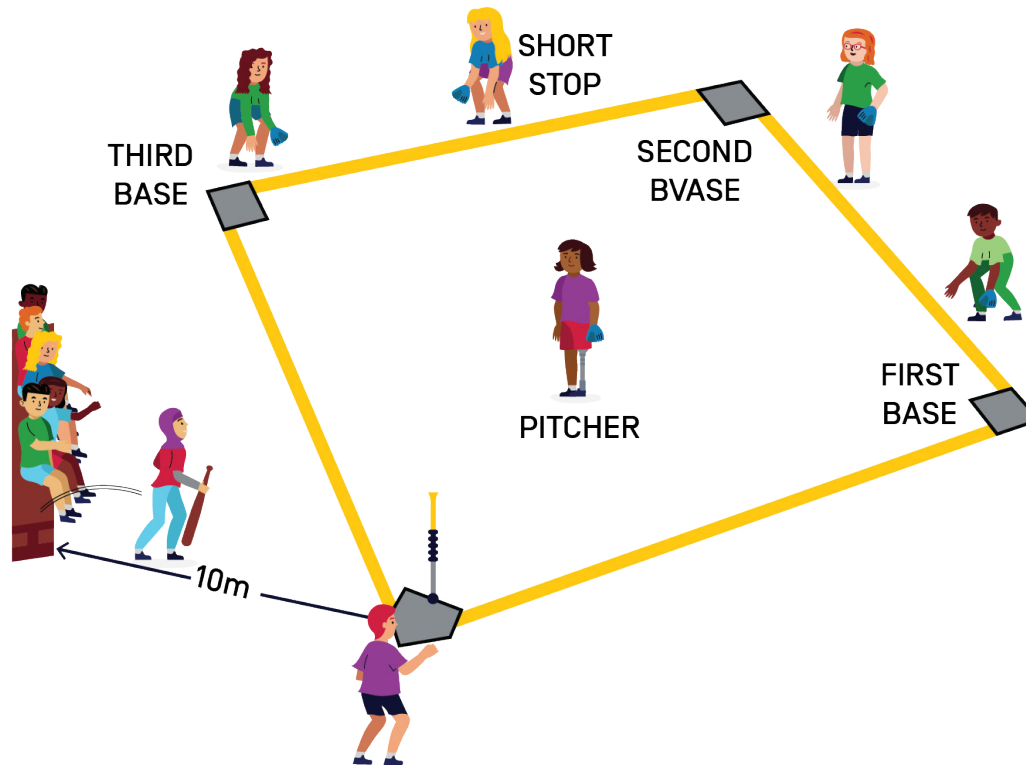
Third base

The third base student stands just off third as shown. The fielder in this position reacts quickly to field hard-hit balls and make the long throw across to first base.

EQUIPMENT

Equipment used in this program includes:

- marker cones
- bases
- batting tees
- a variety of balls
 - foam balls
 - wiffle balls
 - soccer balls
 - large beach balls
- foam covered safety bats.



BASIC SKILLS

BATTING

Coach your students through the following movements:

- Stand side on to the direction of the hit with the wrists cocked backwards and the body slightly bent at the waist and the knees.
- Step forward towards the oncoming ball and turn the body to face the front as the swing of the bat commences.
- Whip the hands around, swing the bat straight through. Hit the ball in front of the leading foot.

OVERARM THROWING

Coach your students through the following movements:

- Keep eyes focused on the target at all times. Position body side-on to the target with weight on the rear foot.
- Extend arm towards rear during wind up. Step forward onto foot opposite the throwing arm and shift weight onto front foot.
- Rotate the upper body from side-on to face forward during the throw.
- Follow through with the throwing arm sweeping down and across the body.
 - Release the ball and slap the empty throwing hand against the thigh of forward leg.

FIELDING

Coach your students through the following movements:

- Position body behind the ball.
- Keep eyes focused on the ball as it moves towards the glove.
- Receive the ball with an extended arm and open glove.
- Scoop the ball into the glove with the dominant hand.

CATCHING

Coach you students through the following movements:

- Position body behind the ball.
- Keep eyes focused on the ball as you move into its path.
- Receive the ball with an extended arm and open glove.
- Aim to catch the ball in front of the body.
- Let the glove give with the force of the ball.
- Recover and maintain balance.

RUNNING

Coach your students through the following movements:

- Keep eyes focused forward.
- Bend knees at right angles when driving forward.
- Bend elbows and move in opposite directions to the legs.
- Swing arms back and forth along the body rather than across it.
- Extend legs when pushing off.
- Lean slightly forward.
- Keep hands and fingers relaxed.
- Land on the balls of the feet.

LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce foundational batting skills.

To enable students to apply the fundamental movement skills of hitting and fielding the ball to and from various positions on a field.

Equipment

- Marker cones
- Bases
- Batting tees
- Bibs and sashes
- Foam covered safety bats
- Tennis racquets or similar
- Foam balls
- Wiffle balls

Activities

SHARKS AND SARDINES

FRENCH BASEBALL

CONTINUOUS TENNIS

HIT 4 AND GO

WHAT DID YOU LEARN?

Skill focus

- Batting

Duration

60 minutes

Area

Playing area appropriate for student numbers and safe batting space.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

[NSW curriculum](#)

[VIC curriculum](#)

SHARKS AND SARDINES

SUMMARY

Students aim to get from one side of the field to the other without being tagged.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

- Marker cones

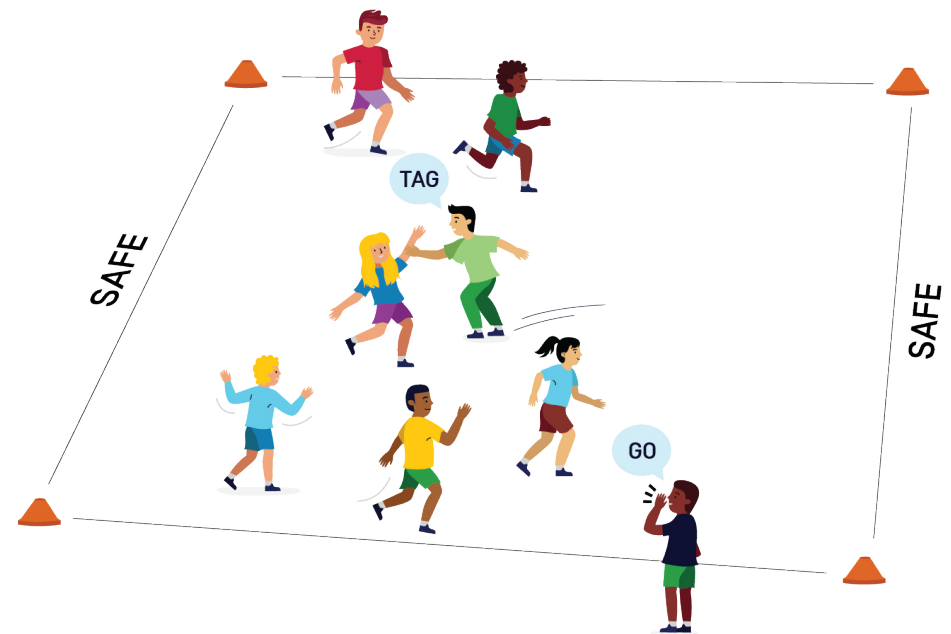
CHANGE IT

- Have the tagger use a ball to tag students.
- Start with multiple sharks tagging.
- Change the size of the playing area.

What to do

- Set up a field with a safe line on either side of the playing surface.
- Choose a student to be the shark.
- Remaining students are sardines and stand at one side of the play area, behind a safe line.
- On your call, sardines attempt to cross from one side to the other without being tagged by a shark.
- If a sardine is touched, they become sharks and help catch other sardines until everyone has been caught.

5
MIN



FRENCH BASEBALL

SUMMARY

The batter aims to hit a ball which is thrown underarm without getting out.

Skill focus

- Batting

Details

Warm-up
10 minutes

Equipment

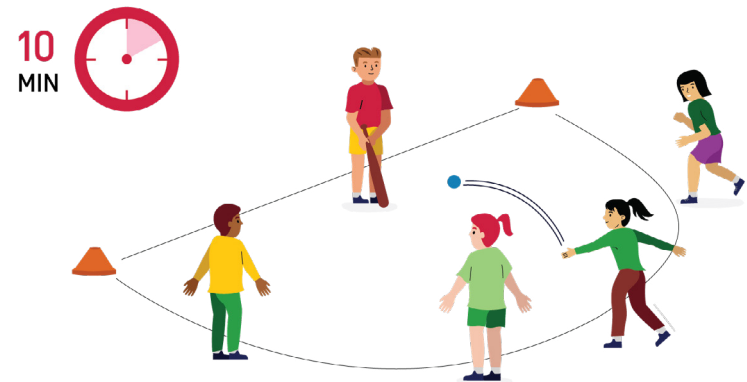
- Marker cones
- One bat per group
- One foam ball or whiffle ball per group

CHANGE IT

- Use a different bat or racquet.
- Have the pitcher bounce the ball once.
- Change the size of the fielder-free zone.
- Allow the pitcher to move in or out and throw from any suitable distance to ensure a hittable ball.

What to do

- Define the batting line, fielder-free zone and fielding zone with marker cones.
- The batter stands with their feet together and holds the bat in front of their legs.
- Fielders throw the ball underarm and the batter hits in any direction.
- The batter is out if the ball is caught on the full or if they are hit on the legs.
- Encourage more mobile students to pass the ball to less mobile students so everyone has a 'touch' of the ball over the course of the game.
- Ensure students adjust the speed of the pitch so less mobile students can hit the ball.



CONTINUOUS TENNIS

SUMMARY

This rallying activity requires students to practise batting accurate shots to the team on the other side of the court.

Skill focus

- Batting

Details

Skill development
20 minutes

Equipment

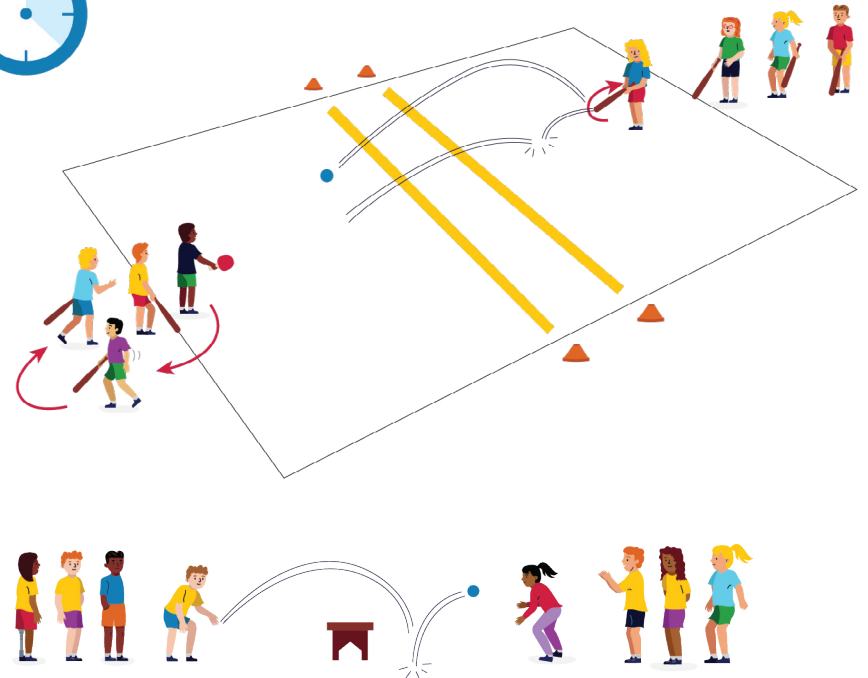
- Marker cones
- Playing area with net or alternative, such as marked 'no-go' area or bench
- One bat or racquet per student
- One tennis ball or similar per group

CHANGE IT

- Allow 2 bounces for less experienced students.
- Change the size of the bat or racquet.
- Use a slower ball.
- Change the size of the playing area.

What to do

- Define the playing area with marker cones.
- Students form small groups, lining up to face their opposing team.
- The student at the front of each line hits a ball over an obstacle and runs to the back of the line, making way for the next student to receive a ball and hit it.
- Start with underarm hits.
- After the first ball is hit, the batter moves to the right and then to the back of the line.
- For a team challenge with more skilled students, total points scored after 2 rounds.
- For an individual challenge with less skilled students, the first student to 4 points calls 'FOUR!', only count successful returns.



HIT 4 AND GO

SUMMARY

A batter hits 4 balls, one after the other, into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out 'STOP!' Play with teams of 6 or more.

Skill focus

- Batting
- Throwing
- Catching
- Running

Details

Skill development
20 minutes

Equipment

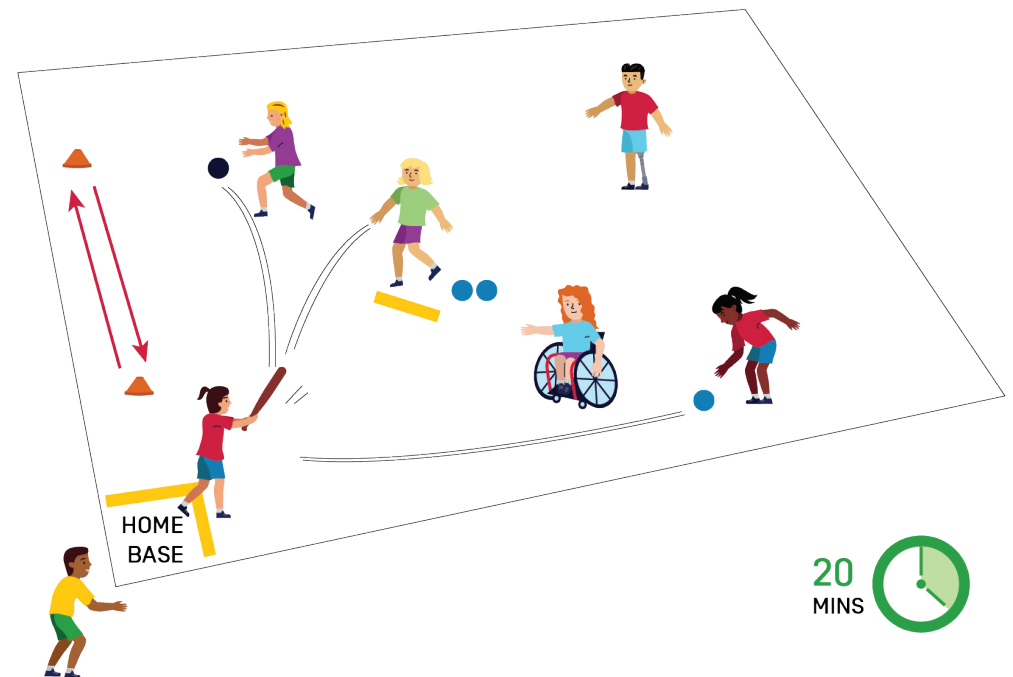
- Marker cones
- Variety of bats and racquets
- Variety of balls:
 - sponge balls
 - softballs
 - tennis balls
- Batting tees

What to do

- Define the playing field with marker cones.
- The batter hits 4 balls off the tee, one after the other, into the playing space.
- When the last ball is hit, the batter runs between the marker cones as many times as possible.
- Fielders return the balls to the home base.
- Fielders call 'STOP!' when the last ball reaches the home base.
- A point is scored for each run between cones.
- Points are totalled for the team.

Tips

- To manage larger groups of students, have 2 or more games in play at the same time.



CHANGE IT

- The balls can be hit from the ground, students can throw the ball up and hit it themselves, or have a team mate throw the ball to them.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- How could you increase the accuracy of your throw at a target or to a team mate?
- How could you improve your batting skills? What other sports or games do you hit the ball in?
- What did you enjoy learning about most in today's lesson?



LESSON 2

LESSON 2

LEARNING INTENTIONS

To improve throwing and catching the baseball.

To develop the skill of throwing and catching the ball in a stationary position and when on the move.

Skill focus

- Throwing

Duration

60 minutes

Area

Playing area appropriate for student numbers and safe batting space.

Equipment

- Marker cones
- Bases
- Bibs or sashes
- Foam covered safety bats
- Tennis racquets or similar
- Large balls:
 - beach balls
 - exercise balls
- Foam balls
- Whiffle balls

Activities

GULGUL

GORRI

UNDERARM RETURN RELAY

RUNNERS V PASSERS

RUN THE CIRCLE

WHAT DID YOU LIKE?

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

[NSW curriculum](#)

[VIC curriculum](#)

GULGUL

SUMMARY

Students run between a start and finish point and, using a tennis racquet or similar, defend the line by batting away foam or whiffle balls being thrown by other students.

Skill focus

- Throwing

Details

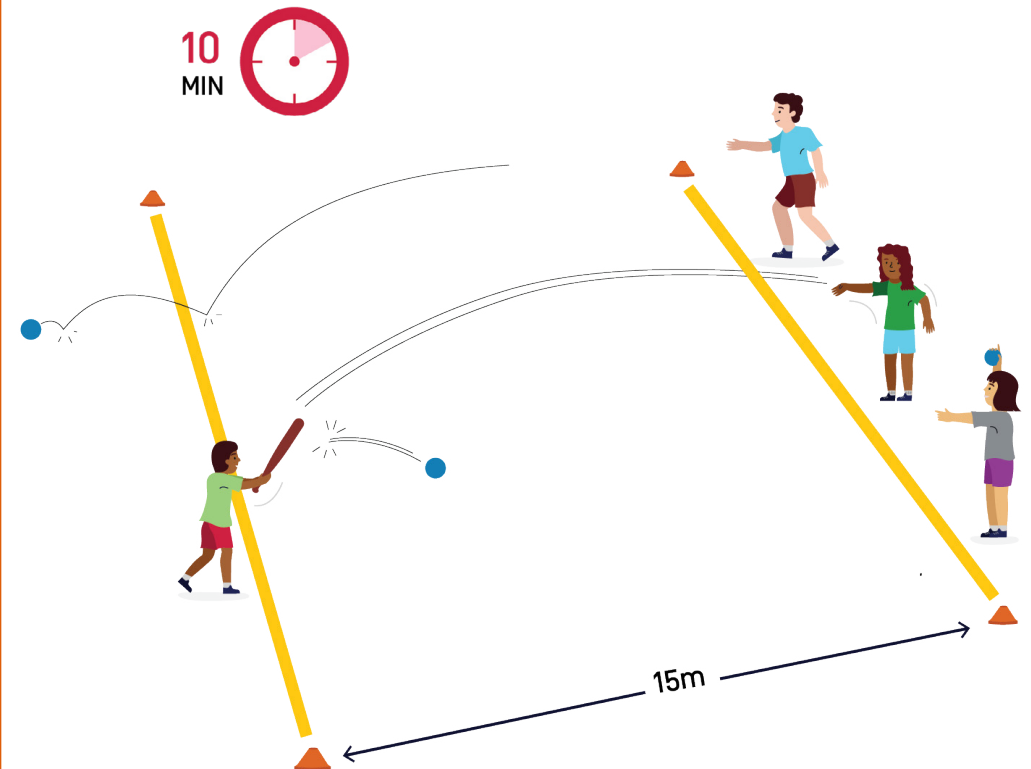
Warm-up
10 minutes

Equipment

- Marker cones
- One foam or whiffle ball per student
- One bat or racquet per student

What to do

- Using marker cones, define 2 parallel lines spaced 15m apart: one for the defender to walk along and one for the remaining students to stand behind when they throw balls.
- Choose one student in the group to be the defender and provide them with a bat or racquet to defend themselves.
- Create a single line of students, each with a foam ball in their hand.
- The defender walks along their line while remaining students stay behind their line and attempt to hit the defender with their ball.
- The defender hits balls away with their bat or racquet.
- Students can only throw when the defender is between the 2 markers.



UNDERARM RETURN RELAY

SUMMARY

Students run to a point, return and on the way back pick up a ball and throw it underarm to the next team mate in line. Play with 4 or more.

Skill focus

- Throwing

Details

Skill development
10 minutes

Equipment

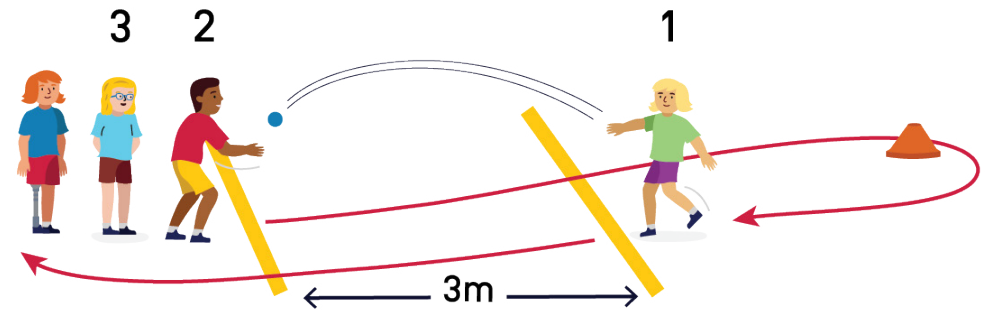
- Marker cones
- Balls

CHANGE IT

- Instead of placing the ball on the midway line, a student with a limited mobility or ball-throwing ability is positioned at the midway line and passes the ball to the student running.

What to do

- Define a starting line, a midway line and a turning point with marker cones.
- Form teams of 4 to 6 and have students line up behind the starting line.
- Place a ball on the midway line for each team.
- The first student in each team runs around the turning point and back towards the team, picking up the ball on the midway line.
- The ball is thrown underarm to the next student before the first student joins the end of the line.
- The game continues.



RUNNERS V PASSERS

SUMMARY

A batter hits a ball and the entire team runs around the markers. Fielders collect the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out 'STOP!'. Play with teams of 4 or more.

Skill focus

- Batting
- Fielding
- Throwing
- Catching
- Running

Details

Skill development
15 minutes

Equipment

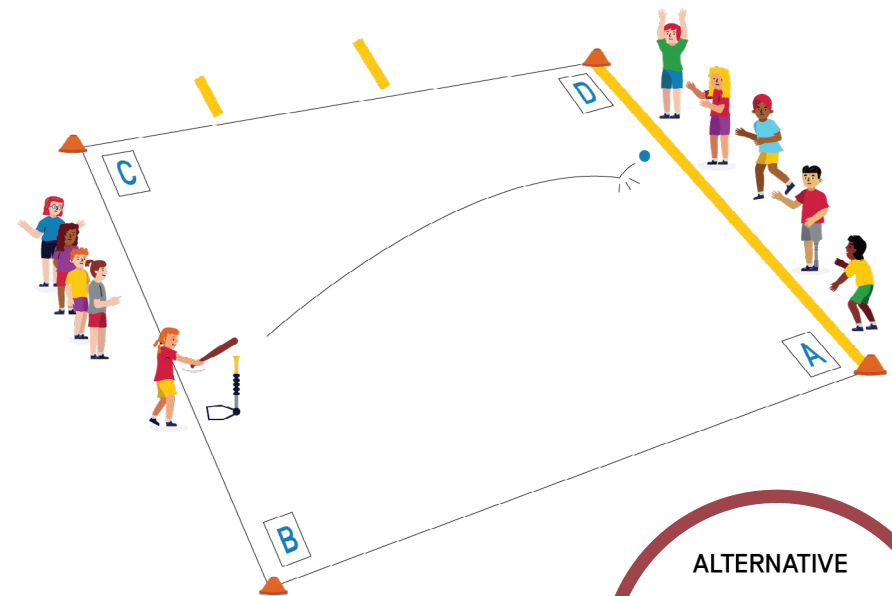
- Marker cones
- One bat or racquet
- Tennis balls or similar
- Batting tee

CHANGE IT

- Change or restrict the type of pass.
- Add novelty passes or set a challenge in between passes, such as:
 - passing under the leg
 - bouncing the ball
 - throwing the ball overhead.
- Use rolling to pass among fielders.
- Change the position of and distance between students.
- Restrict the batting direction by setting one or more allowable sides. For example:
 - D to C
 - B to C
 - A to B
- Provide bonus points to a runner if 'STOP!' is called too soon.

What to do

- A batter hits the ball off the tee between points B and C.
- All batters attempt to run as a group to the finish position.
- If the ball lands between points A and B, or between points C and D, the ball is hit again.
- Fielders collect the ball and pass it to everyone in their team.
- Fielders must be at least 2m apart.
- The last fielder to receive a pass calls out 'STOP!'.
- The ball is passed to the next batter.



15
MIN



ALTERNATIVE



RUN THE CIRCLE

SUMMARY

A student kicks a football into the field and then runs around the bases to score points. Fielders collect the ball and line up on cones to pass it back to home. Play in groups of 6 to 10.

Skill focus

- Throwing
- Catching

Details

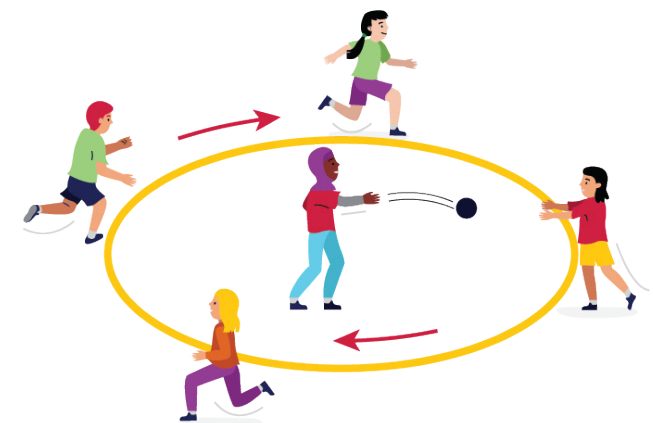
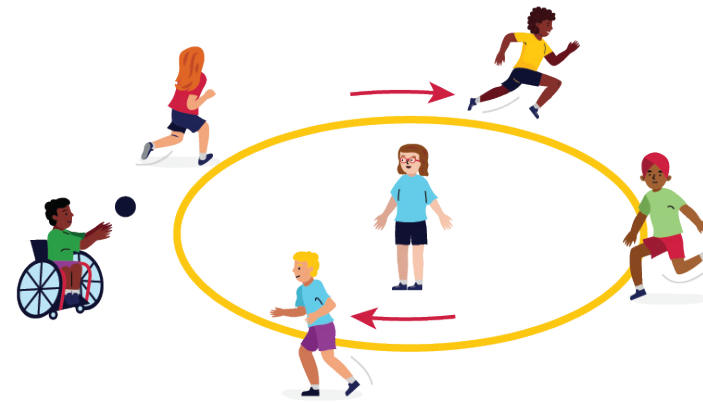
Finishing up
5 minutes

Equipment

- Tennis balls or similar

What to do

- Pass the balls around the circle, trying to overtake the ball in front.
- Call 'CHANGE!' to change the direction.
- Students should be spaced based on how much room is needed for the pass being used.



CHANGE IT

- Students with limited mobility can be included by having another student standing close to pass the ball.
- Change the size or spacing of the circle.
- Use 3 balls.
- Students catch, do something and throw. For example, students:
 - bounce the ball
 - pass the ball around the body
 - feed the ball through the legs.
- After passing the ball, a chosen student runs around the circle in an attempt to beat the ball.

Variation

- Choose one student to be the feeder and stand in the centre of the circle.
- Students walk or run around a circle receiving a single ball from the feeder.
- Receivers return the ball as they run.
- An easy option starts with walking and rolling the ball.
- Change the type of ball based on the ability of the group.
- Change the feeder frequently.
- Students with limited mobility or less developed throwing and catching skills can stand just outside the circle – the receiver closest to this student passes the ball back and forth with the first student before sending it back to the feeder.

WHAT DID YOU LIKE?

SUMMARY

Ask for feedback during the session or at the end.

Details

Finishing up

5 minutes

What to do

Ask students the following questions:

- What were your favourite activities?
- What didn't you like?
- What would you like to do again??



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- Why do you think we stand side on when throwing an object overarm?
- Does anyone participate in another activity where you throw from a standing position? Which activity is this?
- How did you show respect to others in our lesson today?



LESSON 3

LESSON 3

LEARNING INTENTIONS

To learn the positions of baseball and become familiar with common game terms through play

To practise fielding and catching the ball and transitioning into a throwing motion.

To have students self assess their fielding skills [see the printable student self assessment on page 37-38].

Equipment

- Marker cones
- Bases
- Batting tees
- Bibs and sashes
- Foam covered safety bats
- Tennis racquets or similar
- Foam balls

Activities

BASEBALL LADDER

REBOUND CATCH

HIT 4 AND GO

DEFEND THE ZONE

BACK-TO-BACK PASS

WHAT DID YOU LEARN?

Skill focus

- Fielding
- Throwing

Duration

60 minutes

Area

Playing area appropriate for student numbers and required running space. A solid wall is needed for rebound catch.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

[NSW curriculum](#)

[VIC curriculum](#)

BASEBALL LADDER

SUMMARY

A warm-up activity familiarising students with baseball terminology.

Skill focus

- Running

Details

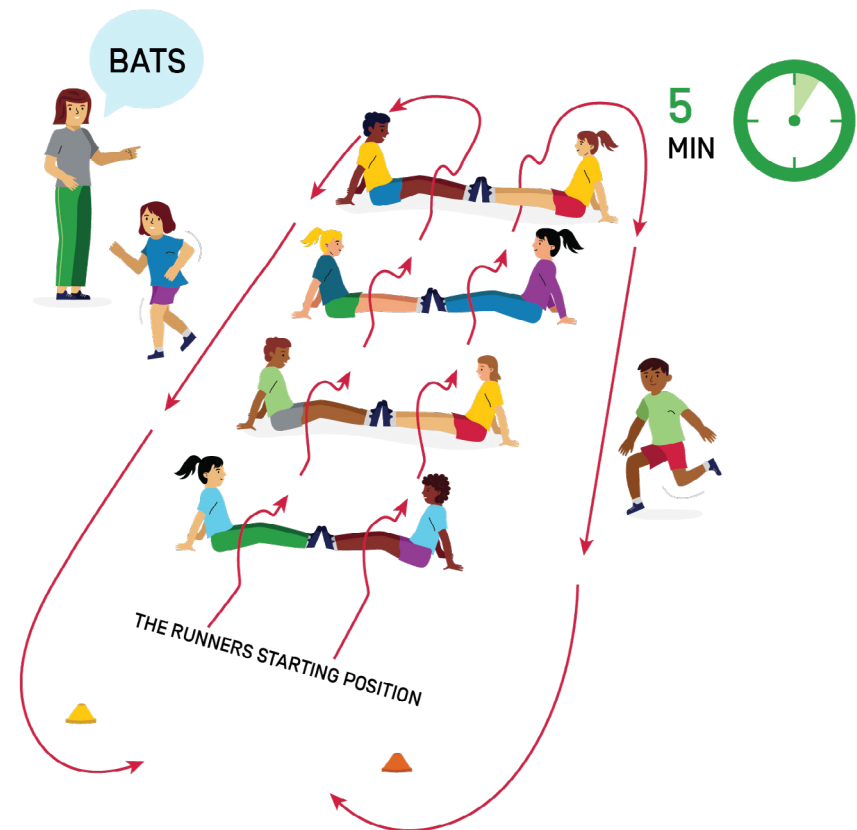
Warm-up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Students form pairs and sit in 2 lines 2m apart facing each other with feet touching.
- Each pair is named after a baseball term, for example: batters, fielders, catchers, bats and balls.
- When a pair's name is called, students jump up and run down the line, stepping over the other pairs' legs, before running around cones placed 5m in front of the lines.
- Students then run back down the outside to cones placed at the back of the lines, before returning over other students' legs back to their original position before sitting down again.



REBOUND CATCH

SUMMARY

A group of students throw and catch balls as they bounce off a wall.

Skill focus

- Throwing
- Catching

Details

Warm-up
5 minutes

Equipment

- Foam balls or tennis balls
- A large wall [20m wide x 10m high]

What to do

- Choose one student to be the thrower.
- Students stand 3m away from the wall.
- The thrower stands behind the fielding group and throws the ball into the wall so that it rebounds at them.
- The fielders try to catch the ball as it rebounds.
- Change the thrower after 10 throws.

Tips

- Encourage the thrower to throw the balls high enough on the wall so they can be caught by the fielders.



HIT 4 AND GO

SUMMARY

A batter hits 4 balls, one after the other, into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out 'STOP!' Play with groups of 6 or more.

Skill focus

- Batting
- Throwing
- Catching
- Running

Details

Skill development
20 minutes

Equipment

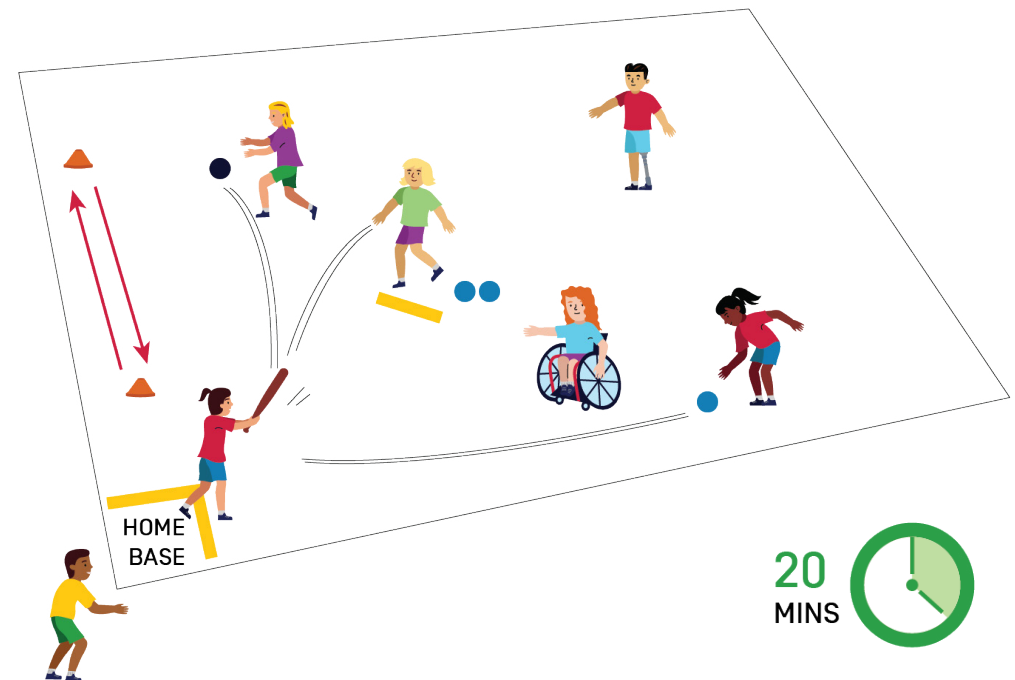
- Marker cones
- Variety of bats and racquets
- Variety of balls:
 - sponge balls
 - softballs
 - tennis balls
- Batting tees

What to do

- Define the playing field with marker cones.
- The batter hits 4 balls off the tee, one after the other, into the playing space.
- When the last ball is hit, the batter runs between the marker cones as many times as possible.
- Fielders return the balls to the home base.
- Fielders call 'STOP!' when the last ball reaches the home base.
- A point is scored for each run between cones.
- Points are totalled for the team.

Tips

- To manage larger groups of students, have 2 or more games in play at the same time.



CHANGE IT

- The balls can be hit from the ground, students can throw the ball up and hit it themselves, or have a team mate throw the ball to them.
- Balls must be hit forward.
- Have 2 students work together with one student batting and the other running.

DEFEND THE ZONE

See the printable student self assessment on page 37-38.

SUMMARY

Runners start in the middle, move to one end and try to hit a target. After 4 steps they either bounce the ball or pass it. Defenders must prevent the ball from hitting the target. Play with teams of 4.

Skill focus

- Batting
- Throwing
- Catching
- Running

Details

Skill development
20 minutes

Equipment

- Marker cones
- A large cone, cricket wicket or alternative to be the target
- One medium-sized ball per pair

CHANGE IT

- Change the size, shape and hardness of the balls used depending on the ability of the students.
- Change the number of steps allowed by the runner.
- Restrict the movement used when travelling with the ball.
- Try uneven teams:
 - 4 v 3
 - 4 v 2
- Defenders must stay 1m or more from runners.

What to do

- Define the playing field and 'no-go' zone with marker cones.
- Divide the students evenly into 2 teams: runners and defenders.
- The game begins in the middle of the court.
- Runners score a point for reaching and hitting their target.

Runners

- Students run towards the target and try to hit it.

- Students avoid the 'no go' zone.
- When tagged, students make a pass.

Defenders

- Students stop the ball from hitting the target.
- If the defenders gain possession of the ball, they become runners and pass towards their cone.
- Defenders score a point if they intercept a ball.



BACK-TO-BACK PASS

SUMMARY

In pairs, students stand back-to-back and pass a ball to one another. Play with 4 or more.

Skill focus

- Throwing

Details

Finishing up
5 minutes

Equipment

- One ball per pair

CHANGE IT

- Challenge students to make as many passes as possible in 20 seconds.
- Allow the passer or receiver to move around.
- Change the distance between partners.
- Swap partners.
- Move apart and introduce new passes or positions. For example, students:
 - roll the ball along the ground
 - make a bounce pass.
- Ask students to develop new challenges for their peers to try.
- Ask students to change the direction of the pass.

What to do

- With one ball per pair, students pass the ball back and forth.
- Ball must change hands completely.
- Explore different passes or make up new ones.

Tip

- Match students for size in back-to-back activities.



5
MIN



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- What are three things you should do when fielding the ball?
- When fielding to which base is the best base to throw?
- What are some of the things you did to be a respectful team member in today's lesson?



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Circle the face that reflects how you feel about each of the statements below:



Always




Sometimes



Rarely

Baseball – Lesson three – Defend the zone

Movement skills	I can start in the ready position and move my body in line with the flight of the ball.			
	I can bend at the knees and the waist to field the ball.			
	I keep my glove pointing down towards the ground to field a ground ball.			
Strategy and tactics	I decide the best place to hit the ball to get on base.			
	I can decide (before the pitch or hit off the tee) where to throw (first or second base)			
Personal and social responsibility	I respect others by including and listening to all people in my group.			

SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Circle the face that reflects how you feel about each of the statements below:



Always






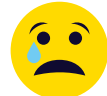





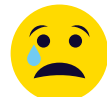


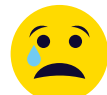





Sometimes



Rarely

Baseball – Lesson three – Defend the zone

Movement skills	I start in the ready position and move my feet and body in line with the ball when fielding and catching.			
	I can bend at the knees and the waist to field the ball or move to make a catch when thrown to me.			
	I can watch and face the ball when catching a hit or throw.			
Strategy and tactics	I can decide the best place to hit the ball in order to move the runner and for me to get on base.			
	I can decide where and how to throw or tag a student with the ball.			
Personal and social responsibility	I appreciate and provide encouraging comments to all students in my group.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To apply and practise underarm and overarm throwing and catching.

To investigate and practise when and how to run to and through bases in games of baseball.

To play games fairly and respecting others.

Equipment

- Marker cones
- Bases
- Batting tees
- Bean bags
- Hoops
- Foam covered safety bats
- Foam balls

Activities

FORM A GROUP

GET THE BEAN BAG

BASE-TO-BASE RELAY

RUNNERS V PASSERS

BEAT THE BALL

WHAT DID YOU LEARN?

Skill focus

- Batting
- Fielding
- Throwing
- Catching
- Running

Duration

60 minutes

Area

Playing area appropriate for student numbers, placement of bases and required running space.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

[NSW curriculum](#)

[VIC curriculum](#)

FORM A GROUP

SUMMARY

Students run around in random directions avoiding body contact with other students. The teacher calls a number and students form a group of that size.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Students can only move by:
 - running
 - hopping
 - walking.
- Challenge students to run to the nearest boundary and touch it with their feet before forming a group.
- Walk rather than run.
- Now call the group size. Students closest to a student whose mobility may be restricted form a group.

What to do

- Define the playing area with marker cones.
- Students jog around the playing area.
- On your call, students form groups of a size you decide.
- Try several group sizes before you get to the number you would like for the next activity.



GET THE BEAN BAG

SUMMARY

Teams on opposite sides of a playing area each have 3 bean bags. Students run to the other side and steal one bean bag at a time. The winner is the first team to increase their total to 5. Play with 6 or more.

Skill focus

- Fielding

Details

Warm-up
5 minutes

Equipment

- Marker cones
- Various types of balls:
 - baseballs
 - foam balls
 - tennis balls
 - bean bags

CHANGE IT

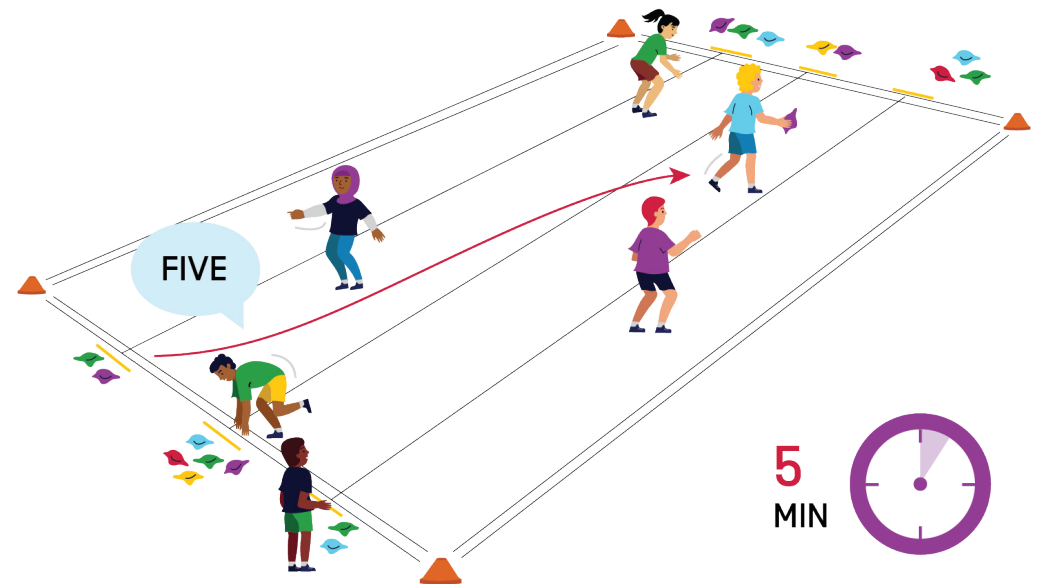
- Students play as individuals. The first student to accumulate 5 bean bags is the winner.
- Set up a time limit.
- Give a bonus point to the team that scores the first student 5 points.
- Set up a baseball diamond and allocate students a plate to store their balls.
- Change the size of the playing area.

What to do

- Use marker cones to set up a field approximately 15m to 20m with enough lanes to accommodate for the number of students per team.
- Split the students into even teams and have them stand at opposite ends of the lanes.
- All the students on one side of the square are a team.
- The game stops when any student scores 5.
- All the bean bags on that side are tallied and the side with the most bean bags is the winner.

Tips

- If indoors, boundaries should be away from walls or freestanding objects.
- Students should be familiar with space and student awareness activities such as all-in tag and look out for others.
- Emphasise safety when students cross over each other's paths.
- After depositing a bean bag, students should check for other students before running back.



BASE-TO-BASE RELAY

SUMMARY

Students compete in a relay race around the bases.

Skill focus

- Running

Details

Skill development
15 minutes

Equipment

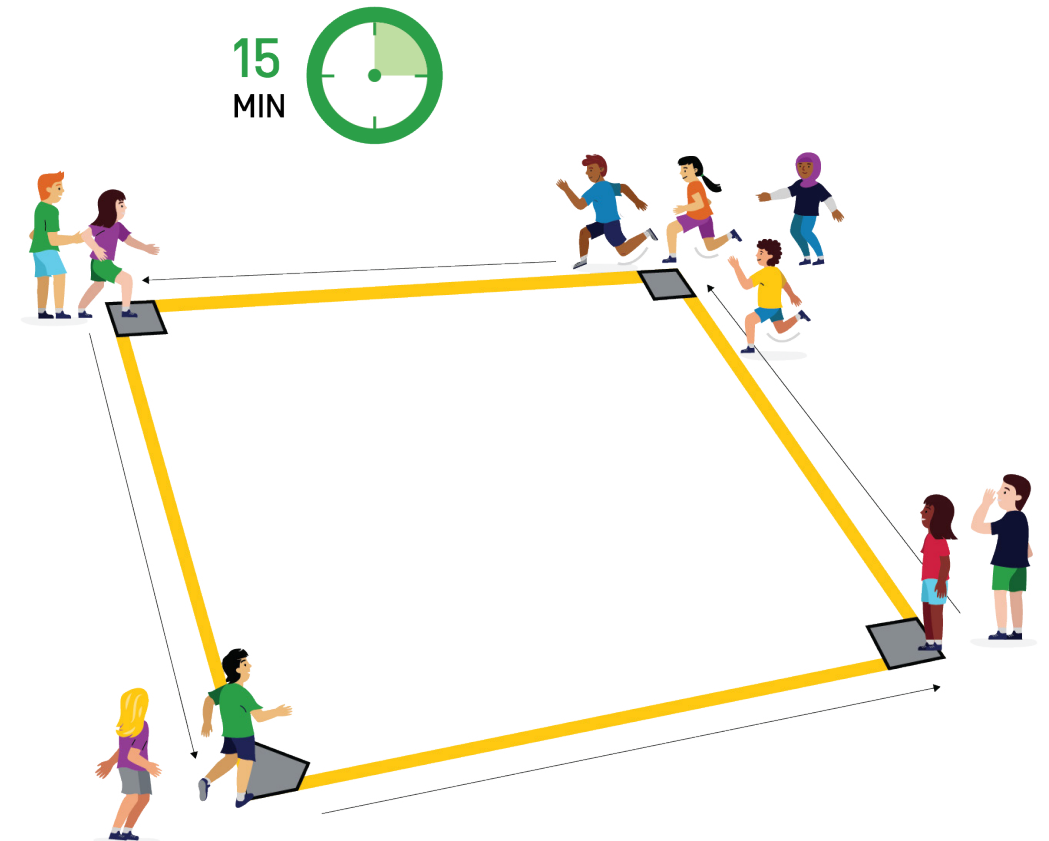
- Base plates

CHANGE IT

- Depending on numbers, the relay can be continuous. Set a time limit for students to see how many bases they can cross before time is up.
- Runners start from home and second base at the same time.
- Runners start anti-clockwise.
- For large groups of students increase the number of bases to accommodate for extra base runners.
- For students of varying abilities reduce the distance and or number of bases to accommodate.

What to do

- Set up a baseball diamond.
- Divide students into 2 teams.
- Place an equal number on each base.
- A runner from home runs to first base who tags their fellow team member who then repeats the process until the final team member reaches home plate.



RUNNERS V PASSERS

SUMMARY

A batter hits a ball and the entire team runs around the markers. Fielders collect the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out 'STOP!'. Play with teams of 4 or more.

Skill focus

- Batting
- Fielding
- Throwing
- Catching
- Running

Details

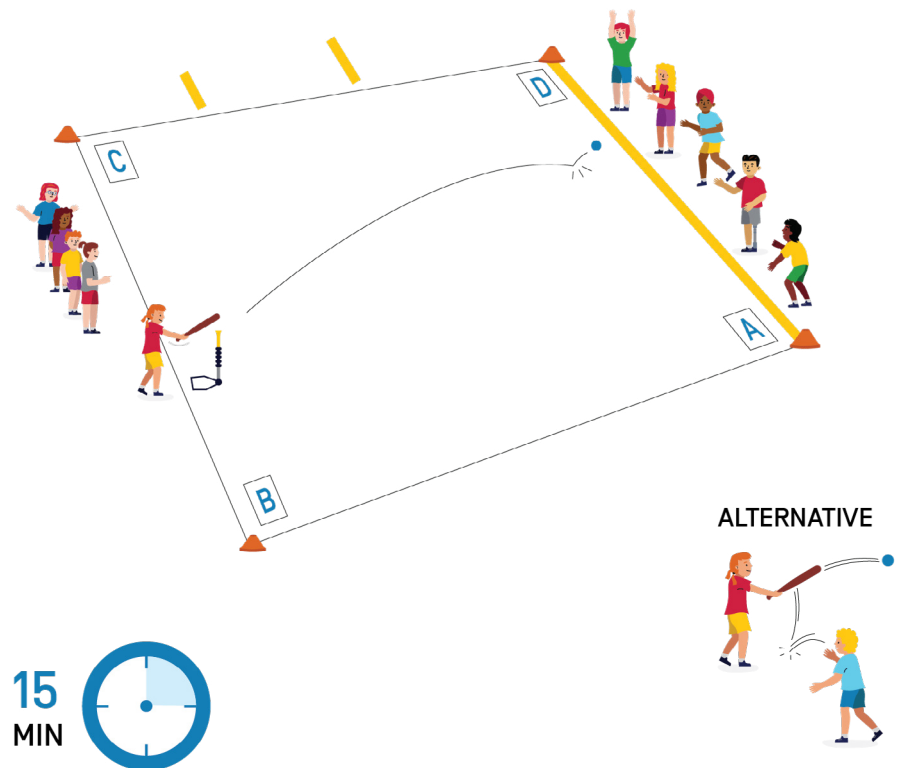
Skill development
15 minutes

Equipment

- Marker cones
- One bat or racquet
- Tennis balls or similar
- Batting tee

What to do

- A batter hits the ball off the tee between points B and C.
- All batters attempt to run as a group to the finish position.
- If the ball lands between points A and B, or between points C and D, the ball is hit again.
- Fielders collect the ball and pass it to everyone in their team.
- Fielders must be at least 2m apart.
- The last fielder to receive a pass calls out 'STOP!'.
- The ball is passed to the next batter.



CHANGE IT

- Change or restrict the type of pass.
- Add novelty passes or set a challenge in between passes, such as:
 - passing under the leg
 - bouncing the ball
 - throwing the ball overhead.
- Use rolling to pass among fielders.
- Change the position of and distance between students.
- Restrict the batting direction by setting one or more allowable sides. For example:
 - D to C
 - B to C
 - A to B
- Provide bonus points to a runner if 'STOP!' is called too soon.

BEAT THE BALL

SUMMARY

A batting team, a fielding team and 4 bases. A bowled ball is hit into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Many variations are possible. Play with teams of 5.

Skill focus

- Batting
- Fielding
- Running

Details

Skill development
15 minutes

Equipment

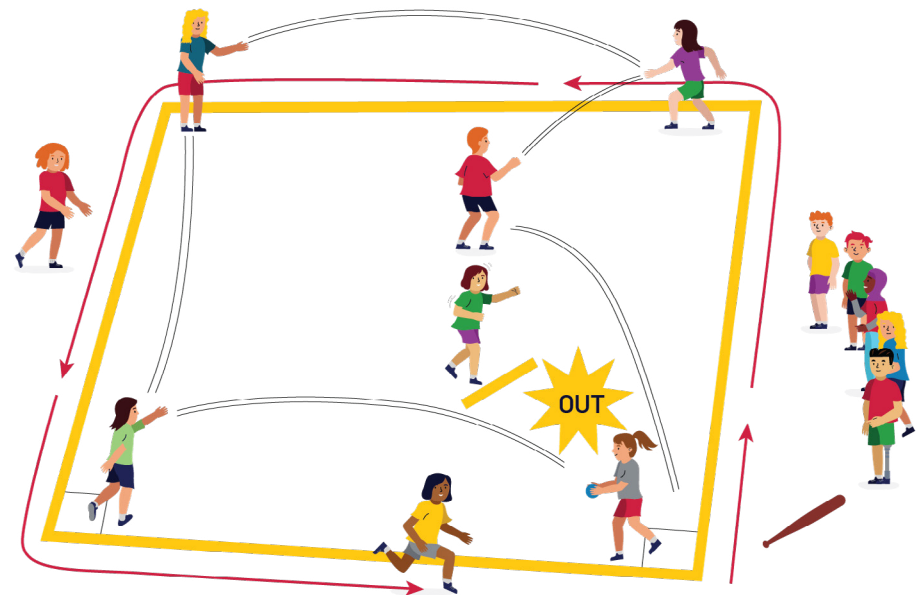
- Marker cones or bases
- Batting tee
- Bat
- Baseball

CHANGE IT

- Instead of batting, students throw or kick a ball into the field of play.
- Students hit the ball from a batting tee instead of from the pitcher.
- Allow fielders to use any pass or restrict the pass used.
- Use rolling or kicking to pass between fielders.
- Change the distance between fielders.
- Batter is out if ball is caught on the full.
- Use different bats and/or balls.
- Change the distance between the bases.

What to do

- Define the playing field with marker cones and bases.
- Fielders start spread across the outfield, standing at least 1m away from any base.
- The batter hits a bowled ball into the playing field.
- All batters attempt to run around the bases as a group to the finish position.
- If the ball lands outside the boundary area, the throw is not counted and the batter tries again.
- A fielder retrieves the ball. This is the signal for the other fielders to run to a base.
- The batter is not out if the ball is caught on the full.
- The ball is passed around the bases in the opposite direction to the batters.
- The last fielder to receive a pass calls out 'STOP!'.
- The ball is then passed to the next batter for their throw.
- If the ball beats the batter home, the fielders get one point.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- When throwing a baseball to a team mate, what movements help you do this accurately? Does this change when you are moving while throwing?
- What did you enjoy about today's lesson?
- What challenged you in today's lesson?



LESSON 5

LESSON 5

LEARNING INTENTIONS

To refine and apply the fielding technique and throwing a baseball over varying distances.

To practise and improve the skill of hitting the baseball when other runners are on bases.

To have students peer assess their batting skills [see the printable student peer assessment on page 55-56].

Skill focus

- Batting

Duration

60 minutes

Area

Playing area appropriate for student numbers and safe batting space.

Equipment

- Marker cones
- Bases
- Batting tees
- Bibs or sashes
- Foam covered safety bats
- Tennis racquets or similar
- Foam balls

Activities

WARRIORS AND DRAGONS

CONTINUOUS TENNIS

LONG BALL

OVER THE LINE

FOUR CORNERS

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

[NSW curriculum](#)

[VIC curriculum](#)

WARRIORS AND DRAGONS

SUMMARY

A team of warriors pass the ball to each other team and try to tag students on the opposing team of dragons. If dragons are tagged, they become warriors. When the dragons are caught the teams swap over.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

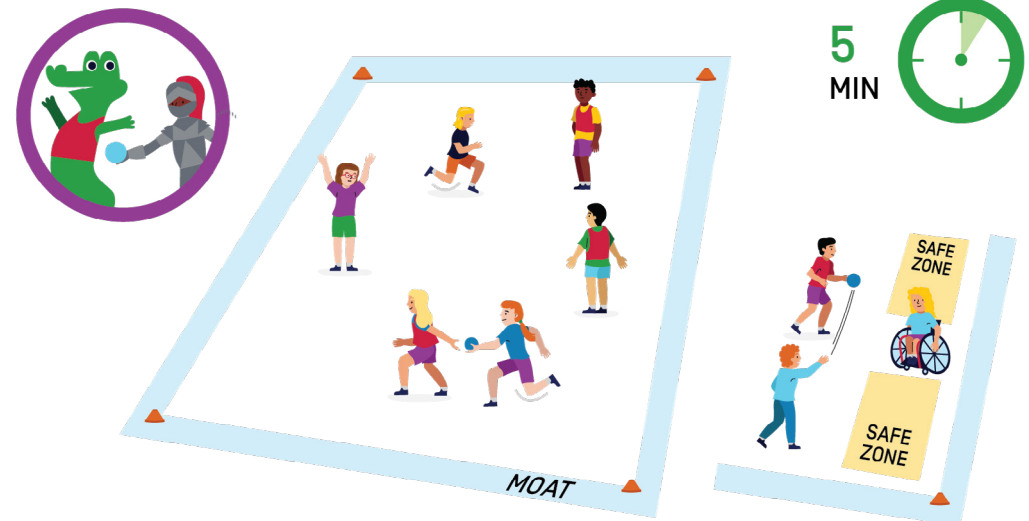
- Marker cones
- One medium sized ball
- Bibs or sashes

CHANGE IT

- Try uneven team sizes. More warriors speeds up the game and makes it harder for dragons.
- Change the type and size of ball.
- Change the type of pass used.
- Change the size of playing area.
- Introduce safe zones.
- Restrict the type of movement that students can use.
- Introduce the hot potato rule. Students make a pass as soon as they catch the ball.
- If a warrior or dragon has limited mobility all students must hop or jump.
- Dragons cannot be tagged in safe zones but are not allowed to stay in a safe zone for more than a specified time.

What to do

- Establish a playing area with a moat surrounding the playing area.
- Divide students into 2 teams.
- Dragons can run but not into the moat – dragons can't swim!
- Warriors are not allowed to step with the ball or throw it at a dragon.
- Warriors are not allowed to hold the ball for any longer than 3 seconds.



CONTINUOUS TENNIS

SUMMARY

This rallying activity requires students to practise batting accurate shots to the team on the other side of the court.

Skill focus

- Batting

Details

Skill development
15 minutes

Equipment

- Marker cones
- Playing area with net or alternative, such as marked 'no-go' area or bench
- One bat or racquet per student
- One tennis ball or similar per group

CHANGE IT

- Allow 2 bounces for less experienced students.
- Change the size of the bat or racquet.
- Use a slower ball.
- Change the size of the playing area.

What to do

- Define the playing area with marker cones.
- Students form small teams, lining up to face their opposing team.
- The student at the front of each line hits a ball over an obstacle and runs to the back of the line, making way for the next student to receive a ball and hit it.
- Start with underarm hits.
- After the first ball is hit, the batter moves to the right and then to the back of the line.
- For a team challenge with more skilled students, total points scored after 2 rounds.
- For an individual challenge with less skilled students, the first student to 4 points calls 'FOUR!', only count successful returns.



LONG BALL

See the printable student peer assessment on page 55-56.

SUMMARY

Students aim to hit a ball as far as possible.

Skill focus

- Batting

Details

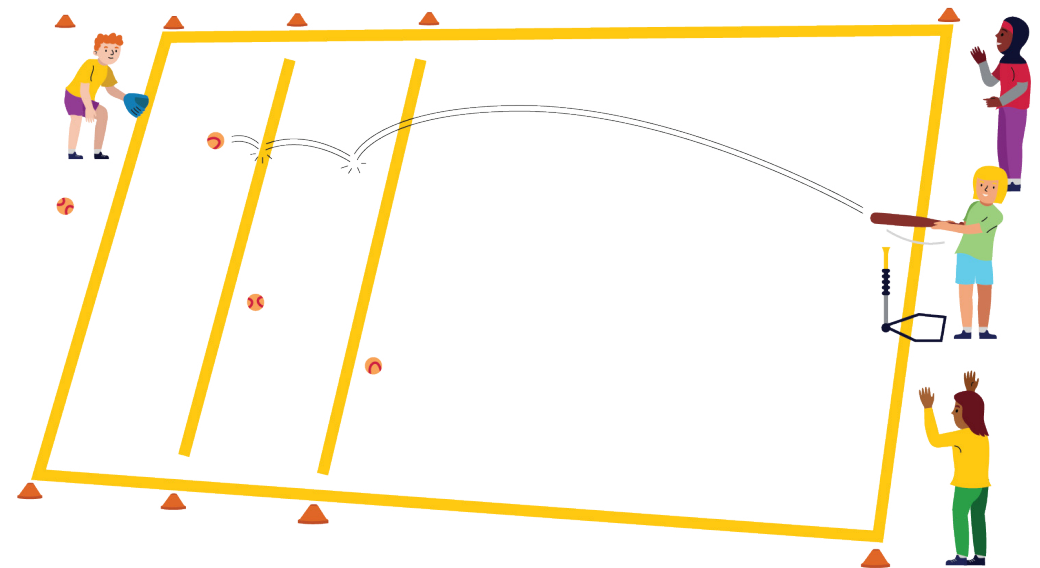
Skill development
15 minutes

Equipment

- Marker cones
- Batting tees
- One bat per group
- Balls

What to do

- Define the batting line, designated batting area and goal lines with marker cones.
- Start batting!



OVER THE LINE

SUMMARY

A competitive batting game where a team attempts to hit a ball between 2 markers, at the same time the defending team tries to prevent the batting team from scoring. Play with teams of 3 to 6 students.

Skill focus

- Batting
- Fielding
- Catching

Details

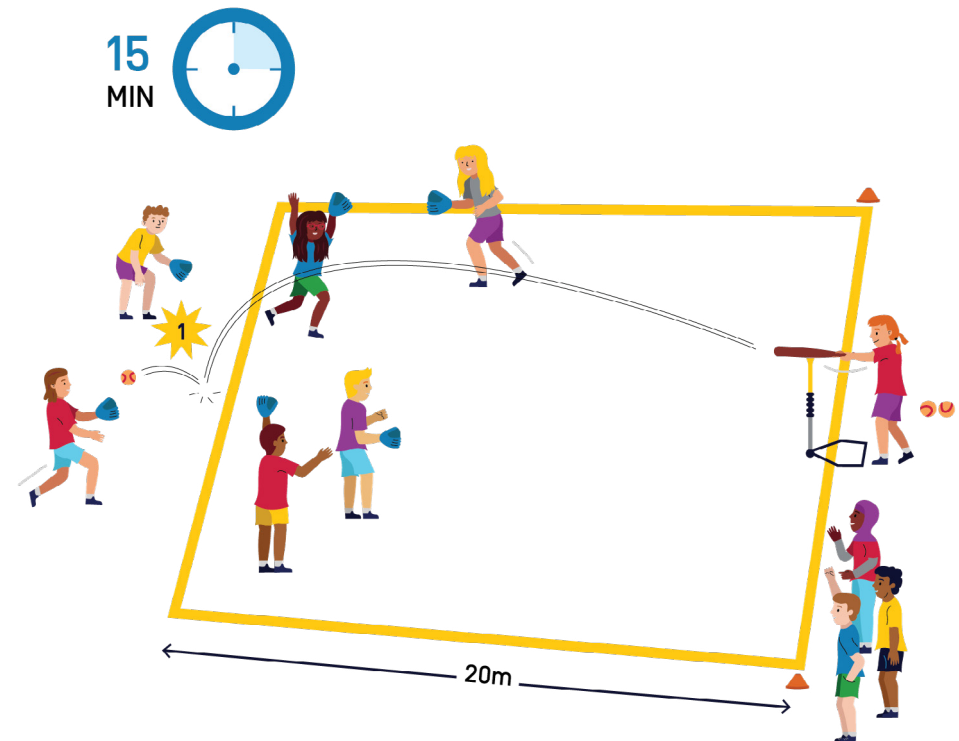
Skill development
15 minutes

Equipment

- Marker cones
- Batting tees
- One bat per group
- Balls

What to do

- Place a batting tee on the ground and then place 2 markers 10m to 25m away from the tee.
- Split students into 2 teams, a batting and fielding team.
- The batter attempts to hit a ball from the tee between 2 markers.
- The ball must touch the ground on far side of markers to score a point.
- The defending team position themselves to prevent batted groundballs from passing between markers, and to prevent fly balls from landing over the line between the markers.
- The batter continues to hit until they fail to score.
- All students on the batting team take their turn before the teams swap roles.



FOUR CORNERS

SUMMARY

Students choose a corner to stand in and as the game continues based on the call, must move in the middle.

Skill focus

- Running

Details

Finishing up
5 minutes

Equipment

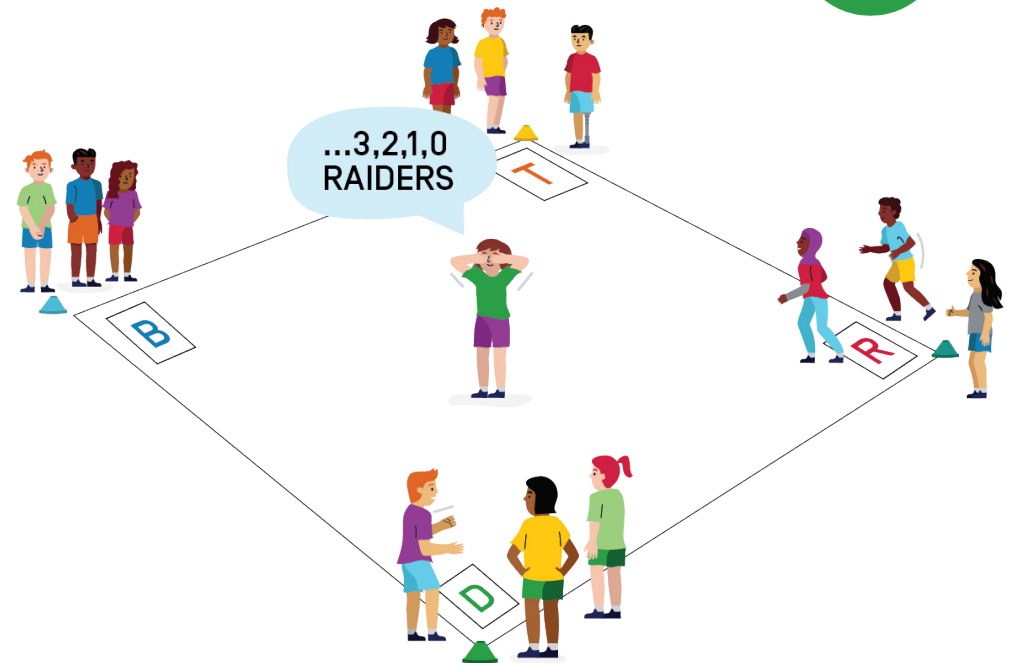
- Marker cones

CHANGE IT

- Change how students move to corners/middle.

What to do

- Give names to each corner: home, first, second and third base.
- Choose a student to stand in the middle of the square with their eyes shut, counting down from 10.
- While the student is still counting, all the other students stand in their chosen corner.
- When the counter gets to zero, they name one of the corners.
- All students in that corner come into the middle and count.
- Continue until all students are in the middle.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- What feedback from your partner was most useful when they assessed your batting today?
- Was there anything that challenged you in today's lesson?
- Did you enjoy today's lesson?



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Baseball – Hitting the ball from a tee –
Lesson five – Long ball

Any areas for improvement?

Movement skills

Watch another student undertake multiple opportunities to hit the ball off the tee and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Can hit the ball from the tee consistently.			
Can hit the ball into space at times.			
Can run from base to base to score runs.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Can stand side on to the direction of the hit with wrists bent back and body slightly bent at the waist and the knees.			
Steps forward towards the oncoming ball and turns the body to face the front as the swing of the bat commences.			
Swings the bat around and straight through.			
Hits the ball in front of the leading foot.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Baseball – Hitting the ball from a tee –
Lesson five – Long ball

Any areas for improvement?

Movement skills

Watch another student perform multiple overarm throws with a partner for 2 minutes and record how they go with each skill below:

Skill	Keep trying	Almost there	Got it!
Can hit the ball, thrown or off a tee.			
Can hit ground and fly balls into space away from fielders.			
Can hit the ball varying distances.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Stands side on to the direction of the hit using a 'V' grip between the thumb and the index finger when holding the bat. Wrists bent back and body slightly bent at the waist and the knees.			
Steps forward towards the oncoming ball and turns the body to face the front as the swing of the bat commences.			
Pivots at the hips, turning towards the ball and swinging the bat around and straight through.			
Hits the ball in front of the leading foot using a smooth flowing swing and follow through after hitting the ball.			

LESSON 6

LESSON 6

LEARNING INTENTIONS

To apply basic fielding and throwing skills to more challenging games and drills.

To practise and apply hitting the baseball into space in the field and decide when to run around bases to score.

To give your best effort when learning and improving skills and strategies.

Equipment

- Marker cones
- Bases
- Bibs or sashes
- Foam covered safety bats
- Tennis racquets or similar
- Foam balls
- Large target balls

Activities

SHARKS AND SARDINES

BOMBARD

ROLL-A-GOAL

BEAT THE BALL

STONE, BRIDGE AND TREE

Skill focus

- Fielding
- Throwing

Duration

60 minutes

Area

Playing area appropriate for student numbers and safe batting space.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

[NSW curriculum](#)

[VIC curriculum](#)

SHARKS AND SARDINES

SUMMARY

Students aim to get from one side of the field to the other without being tagged.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

- Marker cones

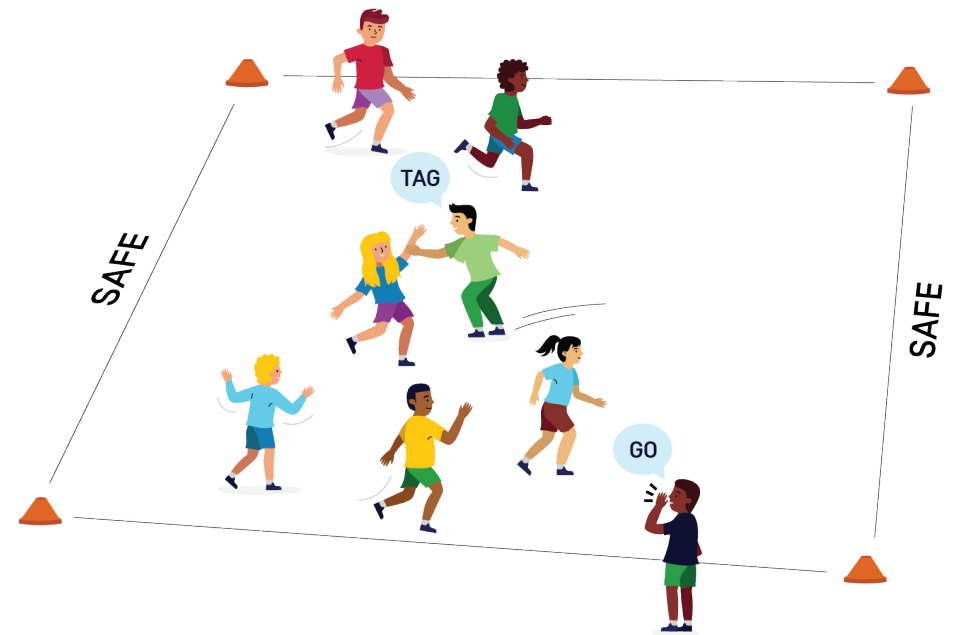
CHANGE IT

- Have the tagger use a ball to tag students.
- Start with multiple sharks tagging.
- Change the size of the playing area.

What to do

- Set up a field with a safe line on either side of the playing surface.
- Choose a student to be the shark.
- Remaining students are sardines and stand at one side of the play area, behind a safe line.
- On your call, sardines attempt to cross from one side to the other without being tagged by a shark.
- If a sardine is touched, they become sharks and help catch other sardines until everyone has been caught.

5
MIN



BOMBARD

SUMMARY

Teams throw tennis balls at a large target ball and try to move the target ball over a goal line. Play with 4 or more students.

Skill focus

- Throwing

Details

Warm-up
10 minutes

Equipment

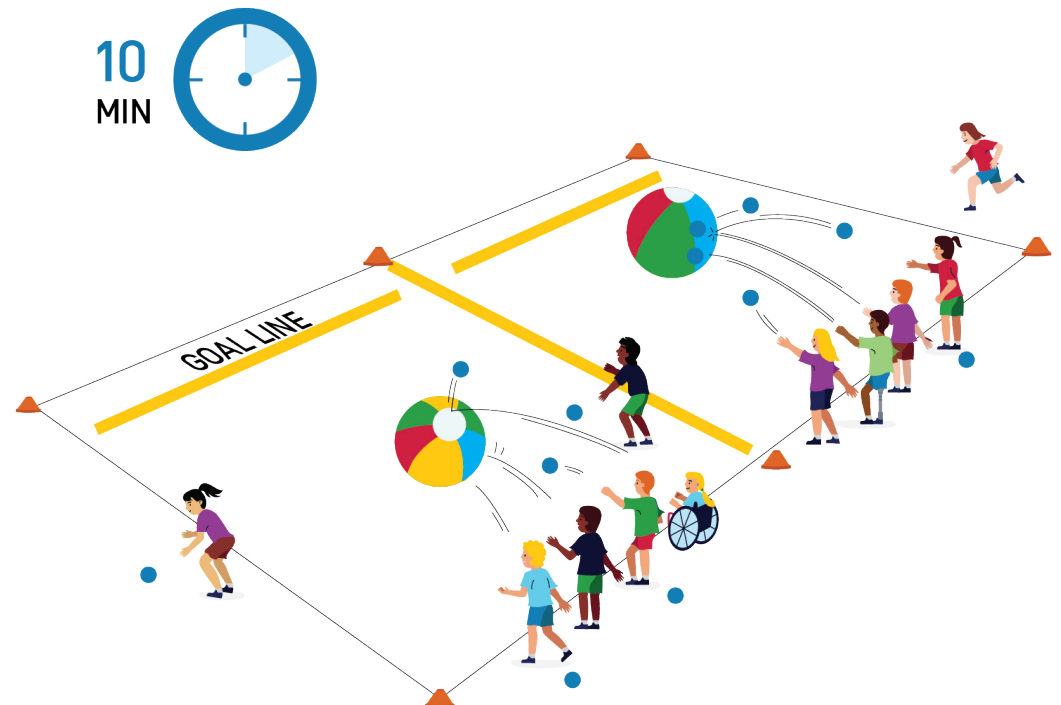
- Marker cones
- 2 large target balls
- 2 balls per student

CHANGE IT

- Change the size of the target ball.
- Change the type of ball thrown.

What to do

- Define the playing area, throwing line and goal line with marker cones.
- Divide students into teams.
- Each student is given 2 balls.
- When you call 'PLAY BALL!' students throw balls at the large target ball.
- Restart play once all students have moved back out of the playing area.
- First target ball to cross the goal line scores a point.



ROLL-A-GOAL

SUMMARY

One team tries to roll a ball over a target line while the opposing team is defending it.

Skill focus

- Throwing
- Fielding

Details

Skill development
15 minutes

Equipment

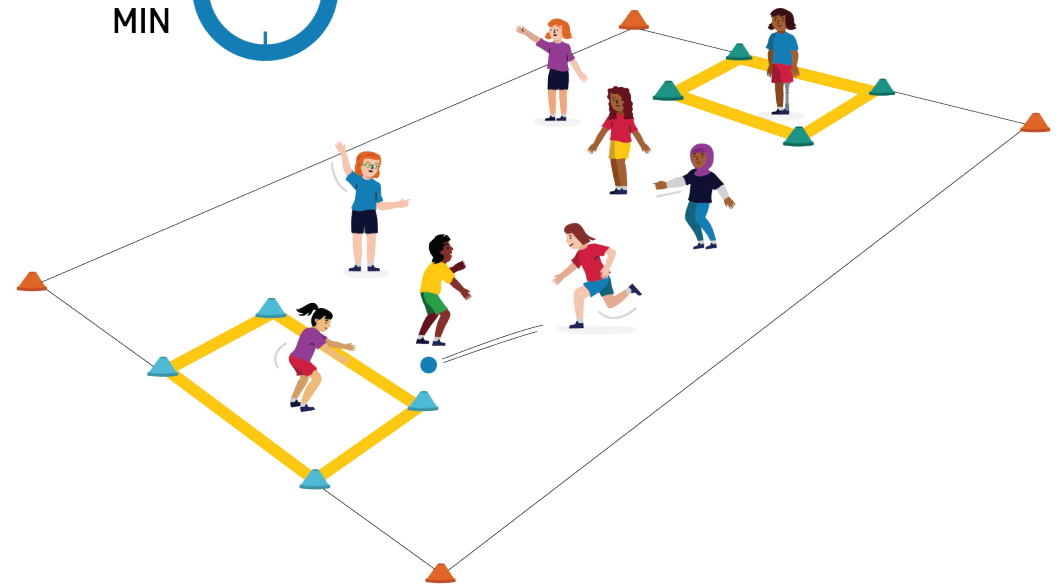
- Marker cones
- One ball per game

CHANGE IT

- Create a marked line for students to roll the ball from.
- Change the type of ball used.

What to do

- Define the playing area with marker cones. Set up a field approximately half the size of a volleyball court with 2 goal lines at either end.
- Divide students into 2 teams of 6.
- A team scores a point when a ball is rolled over the other team's goal line.
- The ball must bounce at least twice before it crosses the goal line.
- The defending team returns the ball after a point is scored or defended.
- The attacking team must throw the ball from where it is fielded.
- If the ball is caught on the full the student may take one step forward before throwing the ball.



BEAT THE BALL

SUMMARY

A batting team, a fielding team and 4 bases. A bowled ball is hit into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Many variations are possible. Play with teams of 5.

Skill focus

- Batting
- Fielding
- Running

Details

Skill development
15 minutes

Equipment

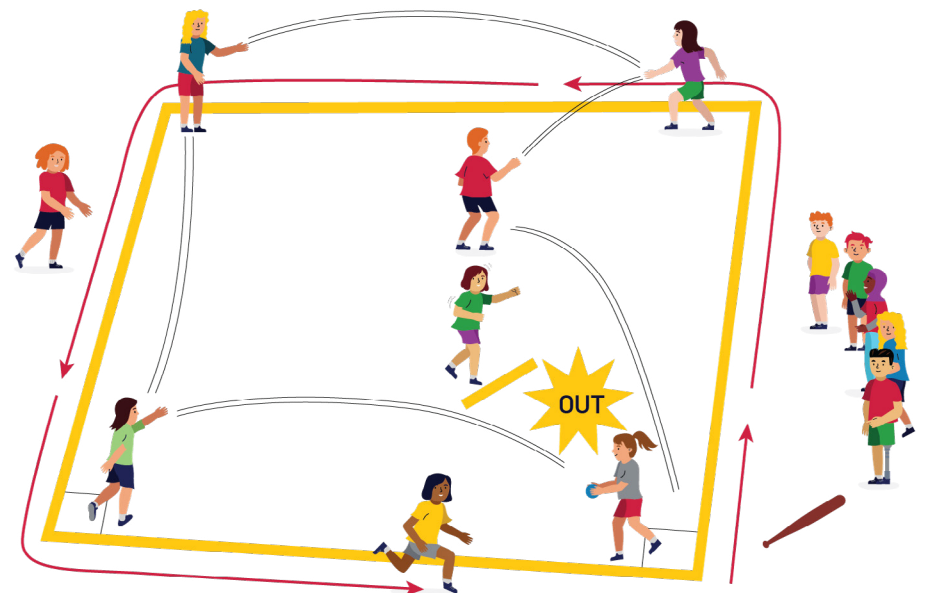
- Marker cones or bases
- Batting tee
- Bat
- Baseball

CHANGE IT

- Instead of batting, students throw or kick a ball into the field of play.
- Students hit the ball from a batting tee instead of from the pitcher.
- Allow fielders to use any pass or restrict the pass used.
- Use rolling or kicking to pass between fielders.
- Change the distance between fielders.
- Batter is out if ball is caught on the full.
- Use different bats and/or balls.
- Change the distance between the bases.

What to do

- Define the playing field with marker cones and bases.
- Fielders start spread across the outfield, standing at least 1m away from any base.
- The batter hits a bowled ball into the playing field.
- All batters attempt to run around the bases as a group to the finish position.
- If the ball lands outside the boundary area, the throw is not counted and the batter tries again.
- A fielder retrieves the ball. This is the signal for the other fielders to run to a base.
- The batter is not out if the ball is caught on the full.
- The ball is passed around the bases in the opposite direction to the batters.
- The last fielder to receive a pass calls out 'STOP!'.
- The ball is then passed to the next batter for their throw.
- If the ball beats the batter home, the fielders get one point.



STONE, BRIDGE AND TREE

SUMMARY

A relay race using different movements.
Play in teams of 6 to 8.

Skill focus

- Running

Details

Warm-up
10 minutes

Equipment

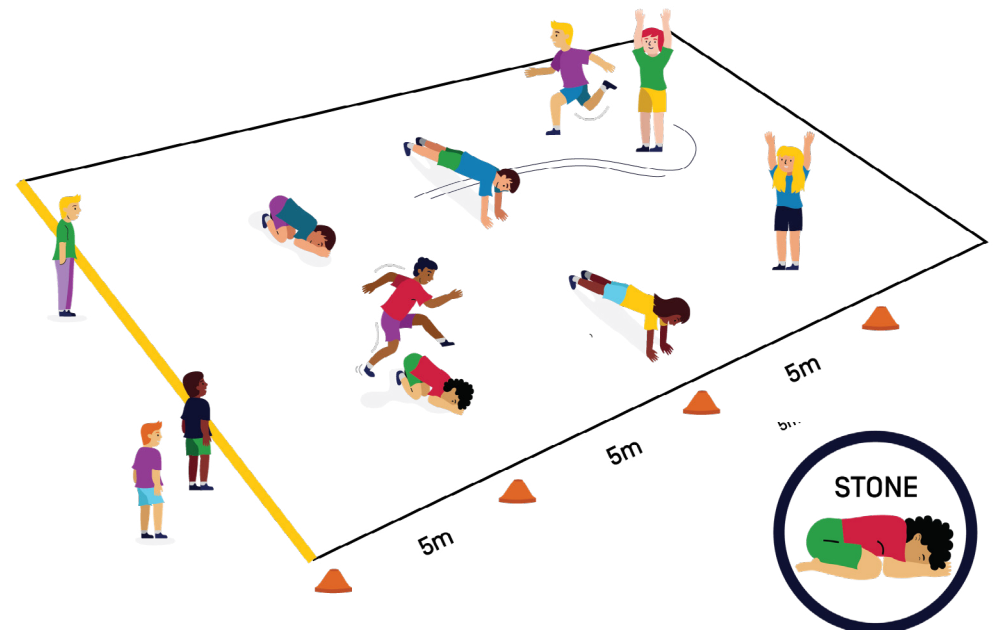
- Marker cones

CHANGE IT

- Students stand upright with their legs wide apart to form the bridge.
- Students jump over the stone's legs instead of their lower back.
- Students skip to the stone, leap to the bridge and run to the tree.

What to do

- Define the playing area with marker cones.
- For each team, create a line of 4 cones, spaced 5m apart.
- Teams of 6 to 8 students line up behind their starting cones.
- On 'GO!', the first student in each team runs out to their first cone and forms a stone, as shown.
- Make sure students in the stone position keep their head securely positioned before others jump over them.
- The second student jumps over the stone, and then runs to the second cone and holds a plank position to form a bridge.
- The third student jumps over the stone, crawls under the bridge, and runs to the third cone to form a tree with arms raised above their head.
- The fourth student jumps over the stone, crawls under the bridge, runs around the tree and back to take the place of the stone.
- The stone takes the place of the bridge.
- The bridge then takes the place of the tree, who then runs to the end of the line.
- The game finishes when all students have had a turn at each of the positions.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- How could you improve your speed running between bases?
- In what other sports do you hit the ball into space?
- What did you do today to try your best?



LESSON 7

LESSON 7

LEARNING INTENTIONS

To provide an opportunity for students to apply what they have learnt in previous lessons in Aussie T-ball.

To plays games fairly and respecting the rights of other students.

To provide an opportunity for teachers to observe and record student attainment [see the printable teacher assessment rubric on page 70-71].

Skill focus

- Batting
- Throwing
- Fielding
- Catching
- Running

Duration

60 minutes

Area

Playing area appropriate for student numbers.

Equipment

- Marker cones
- Bases
- Foam covered safety bats
- Foam balls

Activities

CAT AND MOUSE

AUSSIE T-BALL

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M08

[NSW curriculum](#)

[VIC curriculum](#)

CAT AND MOUSE

SUMMARY

Teams race each other around the bases of a baseball diamond.

Details

Warm-up
10 minutes

Equipment

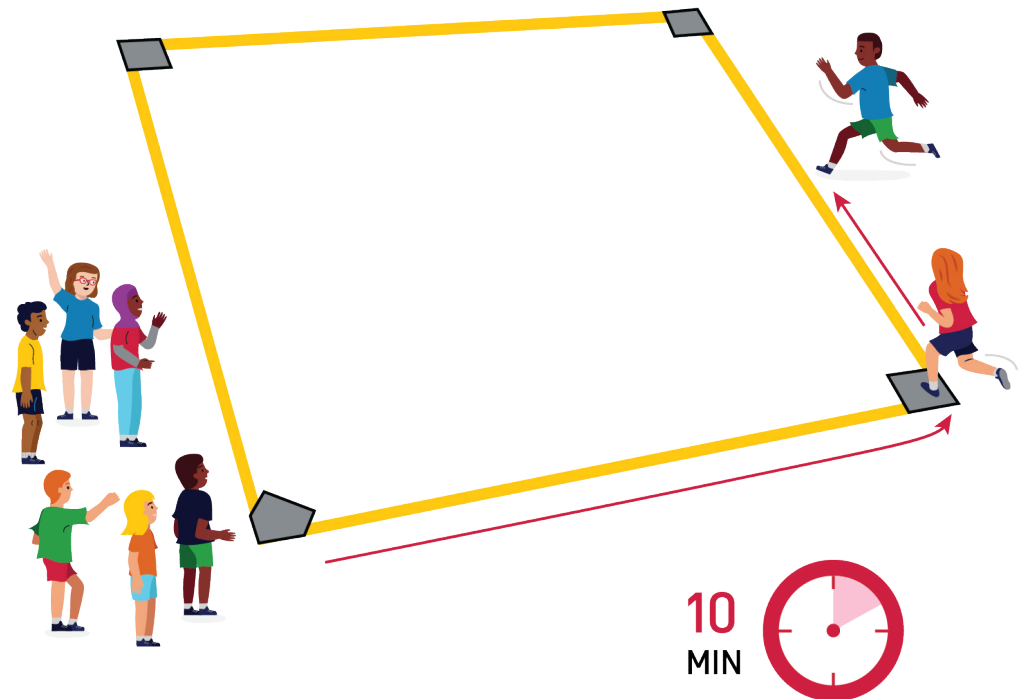
- Marker cones or bases

CHANGE IT

- Switch teams around so that mouse team becomes cat team.

What to do

- Set up a baseball diamond with bases.
- Divide students into 2 teams, cats and mice.
- Line the 2 teams up behind home plate.
- The first mouse is released to run around the bases.
- The first cat is then released and chases the mouse around the bases.
- Both cat and mouse must touch every base.
- Continue until all students have had a turn at running around the bases.



AUSSIE T-BALL

SUMMARY

Students to put skills learnt over the past 6 weeks into practise with a game of Aussie T-ball. Play with even teams of 6 to 7.

Skill focus

- Batting
- Throwing
- Fielding
- Catching
- Running

Details

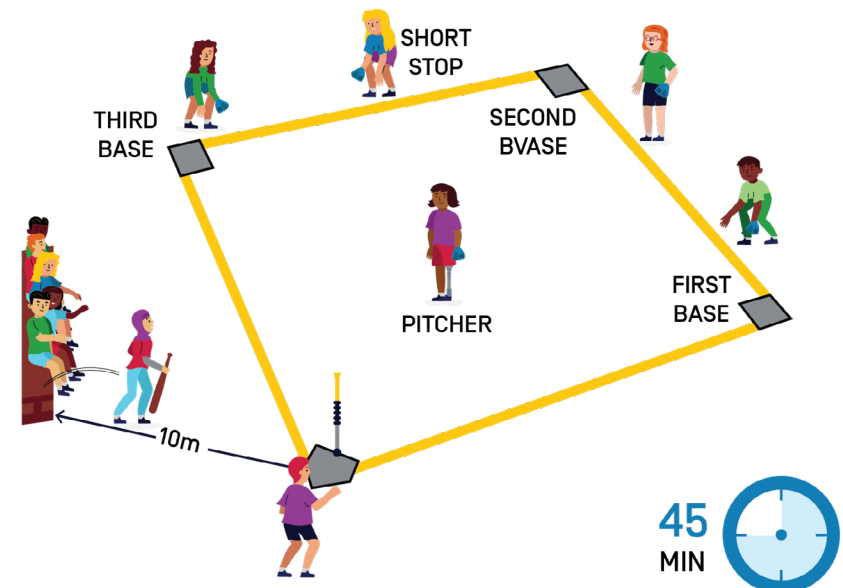
Skill development
45 minutes

Equipment

- Marker cones or bases
- Foam covered safety bats
- Foam balls

What to do

- Batters hit the ball off a tee.
- A run is scored when a batter hits a fair ball and runs anti-clockwise around all the bases to the home plate.
- A batter may have as many swings as they require in batting the ball into fair territory.
- A student is out when:
 - a batted ball is caught on the full
 - a student in possession of the ball stands on the base before the runner arrives
 - a runner between bases is tagged by a fielder with the hand holding the ball.
- An inning is completed when every student on the batting team has completed their turn.
- All fielders rotate fielding positions in each inning [refer to the fielding diagram].
- Before 'PLAY BALL!' is called and the ball can be hit:
 - the pitcher must be on the pitching plate
 - the catcher must be behind home plate
 - no fielders may be inside the base paths
 - the runner must be in contact with the base.
- The teacher stands behind the home plate, only students play on the field.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- What skill and tactic do you think you have improved most?
- What skill and tactic are you going to continue to focus on?
- Did you have fun learning new baseball skills?



BASEBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4M09</u> Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.	The student is unsuccessful when attempting a range of roles in respectful ways to achieve successful outcomes in group or team activities.	The student performs a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.	The student can transfer a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can field and bat but is yet to apply these successfully in games and activities.	The student can field and bat and apply these movement skills in games and activities during lessons.	The student can practise fielding and batting and apply these skills in a wide variety of games and physical activities.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student rarely uses movement strategies to improve their performance when batting and fielding in modified games of Baseball.	The student uses movement strategies to improve their performance when batting and fielding in Baseball.	The student uses a range of movement strategies to improve their performance when batting and fielding in Baseball.

BASEBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP6M08</u> Devise and test alternative rules and game modifications to support fair play and inclusive participation.	The student rarely devises and tests alternative rules and game modifications to support fair play and inclusive participation with other students.	The student can devise and test alternative rules and game modifications to support fair play and inclusive participation with other students.	The student uses alternative rules and game modifications to support fair play and inclusive participation and can transfer this into other situations.
Movement skill development	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations.	The student rarely adapts or modifies movement skills of fielding, throwing, catching and batting in Baseball.	The student can adapt and modify the movement skills of fielding, throwing, catching and batting in Baseball and in a range of activities and games.	The student can adapt, modify and transfer the movement skills of fielding, throwing, catching and batting in Baseball activities and modified games to improve their performance.
Strategy and tactical development	<u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations.	The student rarely transfers familiar movement strategies to different movement situations when fielding, throwing, catching and batting in modified games and activities.	The student can transfer familiar striking and fielding movement strategies to different activities when fielding, throwing, catching and batting in modified games and activities.	The student can transfer striking and fielding games movement strategies to unfamiliar games-to improve their fielding, throwing, catching and batting in Baseball.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about baseball?

Sharing information with parents is a great way to encourage students to join a community club. Baseball Australia has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club

Coach baseball

Did you enjoy teaching baseball?
Are you interested in coaching?

Visit baseball.com.au/play-baseball/coach/



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

YEARS 5 AND 6

Course content outcomes

PD3-4

Adapts movement skills in a variety of physical activity contexts

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD3-10

Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEP092

Describe factors that can positively influence relationships and personal wellbeing

YEARS 5 AND 6

Content descriptions

VCHPEM116

Design and perform a variety of movement sequences

VCHPEM120

Propose and apply movement concepts and strategies

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>