



Australian Government
Australian Sports Commission



Softball lesson plans

Eight 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 Softball Australia to develop 8 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 softball over the 8-week game-based program. Students will be introduced to the fundamental movement skills of running, jumping and throwing. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of softball.

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 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 aim to make softball 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 beforehand to encourage game and play movement.
- Use a softball or tee-ball bat of suitable length and weight for students, with a non-slip grip on the handle.
- A collapsible batting tee is preferred. If these are not available, witches hats or similar may also be used.
- All students must wear a glove when fielding.

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 a safe distance from hazards, walls and other fixed objects.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- The bat should be placed, not thrown, on the ground when not in use.
- Students should not take practise swings unless instructed.
- Ensure there is a safe distance between groups of students, including between fielders.
- Encourage fielders to call ‘MINE!’ before catching a ball.
- 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.
- Fielded balls should be rolled back to the student feeding the tee.
- The feeder stands on the opposite side of the tee, facing the batter.
- Always allow sufficient space between batting stations. Ensure batters hit the ball in the same direction or away from each other.
- The batting line should sit at least 5m to the right and behind the feeder.
- Batters should run on the inside of bases, and fielders should throw to the outside of bases.



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 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 fundamental movement skills 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 1-8:

Australian curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

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.

They demonstrate fair play and inclusion through a range of roles in movement contexts.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4M03

Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences

AC9HP4M08

Apply rules and scoring systems to promote fair play when participating or designing physical activities

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.

They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

Relevant content descriptions

AC9HP6M01

Adapt and modify movement skills across a variety of situations

AC9HP6M02

Transfer familiar movement strategies to different movement situations

AC9HP6M04

Participate in physical activities to investigate the body's reaction to different levels of intensity

AC9HP6M08

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

AC9HP6M09

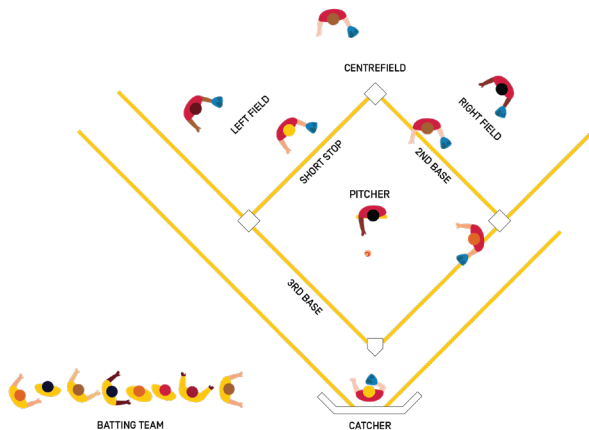
Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

INTRODUCTION TO SOFTBALL

RULES

Summary

- Softball is a fast-paced, low-scoring bat and ball sport, played between 2 teams of 9.
- It is generally played outdoors on a diamond-shaped field made up of a home plate and 3 bases.
- The aim is to score more runs than the opposing team.
- A run is scored when a batter hits a fair ball and runs around all the bases anti-clockwise to the home plate.
- The fielding team tries to get the batting team out by fielding the ball before the batters reach the home plate and score a run.
- Each turn is referred to as an inning.
- In a normal game of fast pitch softball, each game has 7 innings, with 3 'outs' in each inning.



Modified softball rules

- Tee-ball and 3-pitch softball are modified versions of softball that are suitable for primary school-aged children.

TEE-BALL

Tee-ball is played by the following rules:

- Batters hit the ball from a batting tee which is placed in front of the home plate.
- The batting tee is adjusted to a suitable height for each batter to strike.
- There is no pitcher or catcher.
- Play with teams of 5 to 7.
- The length of each game is 60 minutes.
- Innings are 10 minutes long. All students have at least one turn to bat each inning.
- Fielders rotate positions regularly.



- A strike is called if the batter swings and misses the ball on the tee, or hits a foul ball.
- After 3 strikes, a new batter takes their turn.
- Play stops after the ball is fielded and thrown to a base.
- A batter is out when:
 - their batted ball is caught on the full
 - their batted ball is fielded and thrown to first base before they arrive
 - a fielder with the ball touches a base before they arrive
 - tagged by the ball.
- Base runners must keep their foot on the base until the ball is hit.
- On a fly ball, runners must keep their foot on the base until the ball is touched by a student or touches the ground, before they run.
- The batting team scores one point for each base they pass.
- The fielding team scores one point each time they get a batter out.

3-PITCH SOFTBALL

- 3-pitch softball is recommended for children under 12 years of age and is played by the following rules:
- The ball is pitched underarm by you, the teacher.
- Play with catchers. Catchers stand a safe distance behind the batter.
- If the batter is unable to hit the ball after 3 pitches, they attempt one swing off the tee. If no contact is made, or the ball is foul, a new batter takes their turn.
- On a safe hit off the tee, the batter may continue to first base only.

BASIC TERMS

Inning

A turn at batting and fielding for each team.

Fielder

Any student on the fielding team.

Batter

The student trying to hit the pitch or hit from the batting tee.

Base runner

A batter who has reached a base safely.



Batting tee

Equipment the ball is hit from in tee-ball.



Strike zone

The area between the batter's armpits and knees when the ball crosses the home plate. If a pitched ball passes through this area, a strike is called.



Foul ball

A ball that lands in foul territory.

Fly ball

A ball hit or thrown high in the air.

Ground ball

A ball hit or thrown along the ground.

PLAYING FIELD

Infield

The area within the diamond-shaped zone formed by 3 bases and a home plate.

Outfield

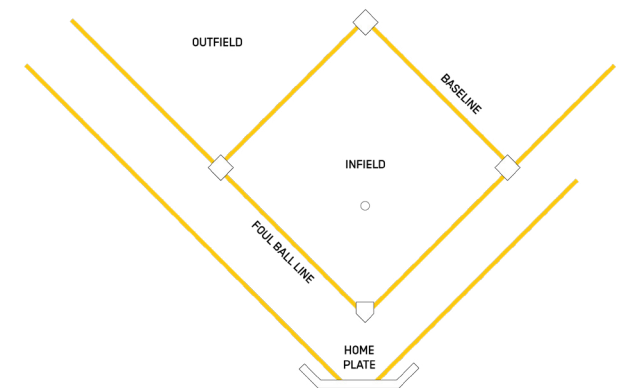
The playing area beyond the infield but inside the foul lines.

Base

One of 4 points on the infield that must be touched by a runner in order to score a run.

Baseline

The direct line between each base.



EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- batting tees
- bases
- bats
- fielding gloves
- a variety of balls and throwing objects
 - safety softballs
 - tennis balls
 - bean bags
- a variety of targets and goals
 - cricket wickets
 - buckets
 - beach balls
 - gym balls
- tape or chalk
- bibs or sashes.

BASIC SKILLS

FIELDING

Fielding in softball involves: throwing, catching, tagging and pitching.

Coach your students through the following movements:

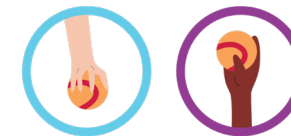
- Start in the ready position, moving feet and body in line with the ball.



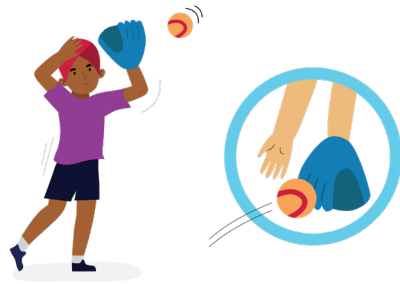
- When the ball is on the ground, bend at the knees and the waist, with the fingers of the glove pointing down and touching the ground.



- Once the ball is caught, close the glove and cover the ball with the bare hand.
- To perform an overarm throw, students:
 - hold the ball with the fingers, not in the palm, with the fingers on top of the ball
 - step forward with the opposite foot to the throwing arm, turning towards the gloved hand
 - keep the throwing arm elbow parallel or slightly higher than the shoulder
 - aim for the receiving student's throwing shoulder
 - throw the ball above the shoulder
 - release the ball in a high-5 position.



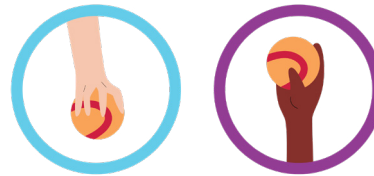
- When catching, students:
 - turn the pocket of the glove to face the ball
 - move the glove like a clock arm to catch the ball
 - catch the ball with soft hands
 - catch the ball in the pocket of the glove on the full
 - keep fingers pointing up for a catch above the waist
 - keep fingers pointing down for a catch below the waist
 - catch the ball with 2 hands.



- When tagging a base runner, students:
 - hold the ball securely in the gloved hand
 - cover the glove with the bare hand
 - use 2 hands to touch the base runner with the ball when they are off base.



- When pitching, students:
 - hold the ball with the fingers, not in the palm, with the fingers on top of the ball
 - aim for the batter's strike zone
 - deliver the ball with an underarm motion for the batter to hit.



BATTING

Batting in softball involves: running and hitting.

Coach your students through the following movements:

- When running, batters run anti-clockwise and must touch each base in order to score a run.
- When turning a corner, touch the inside corner of the base and lean into the infield.
- When batting, students:
 - wrap the hands around the handle of the bat with fingers close together
 - form a 'V' between the thumb and index finger
 - lift the bat and rest it on the shoulder
 - lift the bat off the shoulder
 - keep the front elbow tucked in, and the back elbow at a 45 degree angle
 - pivot at the hips, turning the belly button towards the ball on the tee
 - swing at the ball and follow through.

LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce and practise throwing and catching skills while using a glove.

To enable students to apply fundamental movement skills of throwing and catching at targets and to team mates from various positions on a field.

Skill focus

- Fielding

Duration

60 minutes

Area

Size appropriate for group numbers, throwing ability and mobility.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- A variety of targets
- One target ball
- 2 tennis balls per student
- 2 goals per group
- Bibs for each team

Activities

BOMBARD

PAIRS PASSING

HIT THE TARGET

END TO END

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
Years 5 and 6	AC9HP4M09
	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

BOMBARD

SUMMARY

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

Skill focus

- Fielding

Details

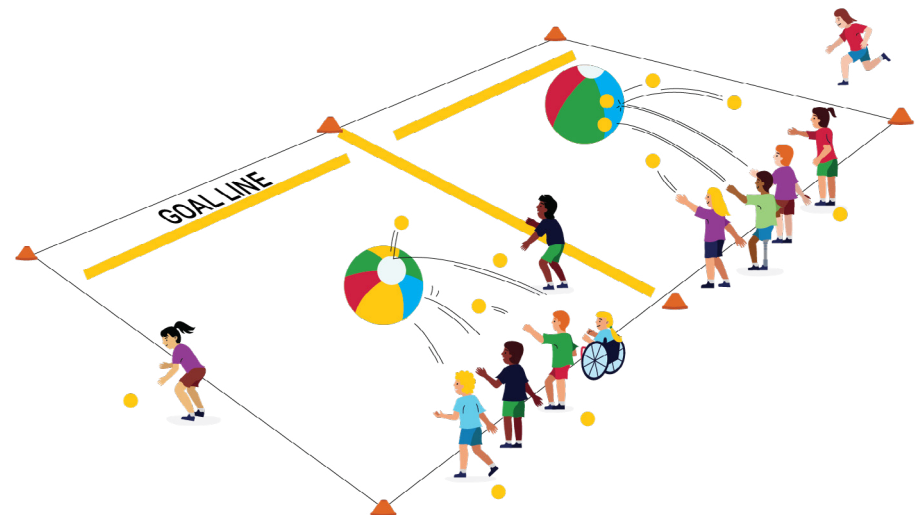
Warm-up
10 minutes

Equipment

- Marker cones
- 2 tennis balls per student
- One large target ball per team

What to do

- Define a playing field with a goal line using marker cones.
- Divide students into teams of 4 to 6.
- On your call, students roll, throw or kick the tennis balls at the target.
- When you call 'STOP!' students collect the balls.
- Restart play once all students have moved back to the starting position.



CHANGE IT

- Change the type of throw used from underarm to overarm.
- Change the size of the target ball.
- Have students on opposite sides trying to push one ball over their opponent's line.

PAIRS PASSING

SUMMARY

In pairs, students throw to each other for 30 seconds.

Skill focus

- Fielding

Details

Warm-up
10 minutes

Equipment

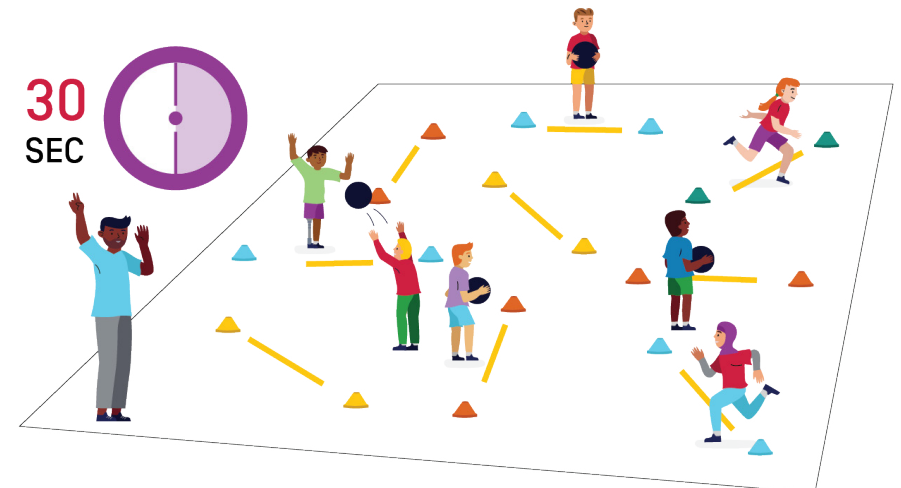
- Marker cones
- One stopwatch
- One tennis ball per pair
- One glove per student [optional]

CHANGE IT

- Have students wear a glove when catching.
- Instead of throwing, students roll the ball along the ground or throw it in the air. Their partner fields it and throws it back.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- When you call 'GO!' pairs pass to each other at their own rate for 30 seconds.
- After 30 seconds, the student with the ball moves to find another student with a ball.
- Play restarts.



HIT THE TARGET

SUMMARY

Targets are set up away from a throwing line. Students score points by throwing a ball at the targets. Play with teams of 3 to 4 or as individuals.

Skill focus

- Fielding

Details

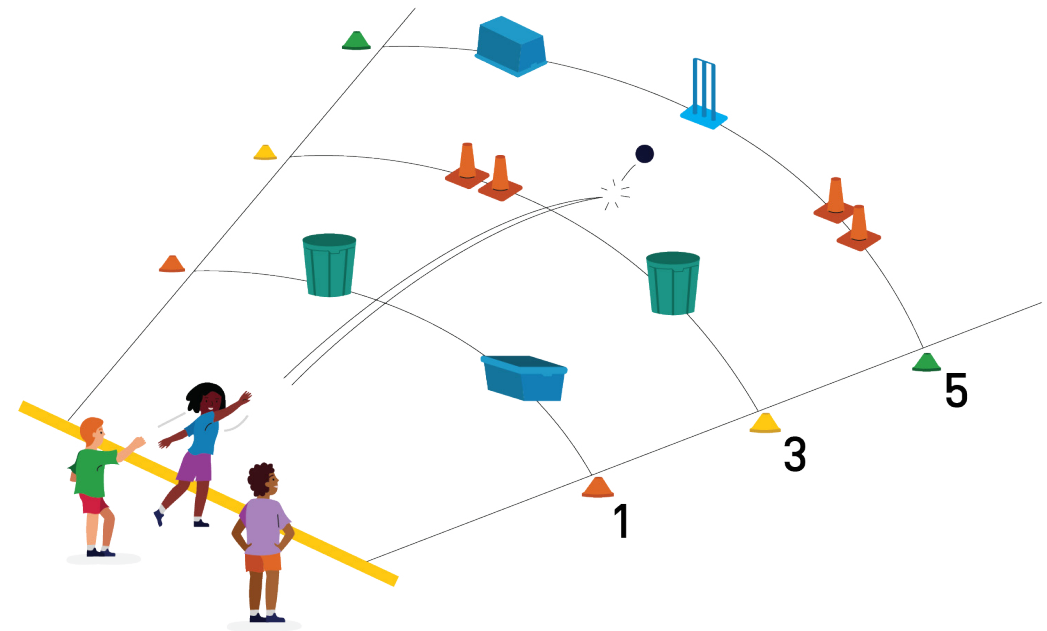
Skill development
15 minutes

Equipment

- Marker cones
- 2 tennis balls (or similar) per student
- A variety of targets

What to do

- Define the playing field using marker cones with different targets.
- Divide students into teams of 3 or 4.
- Students throw, roll or kick a ball to hit or land in targets.
- Each student has a set number of throws.
- Play is stopped to reposition targets that have been knocked over.



CHANGE IT

- Students roll or kick the ball.
- Change the throwing object.
- Change the size of the target.
- Change the distance to the target.
- Play in cooperative pairs. Students take turns throwing and fielding the ball, aiming to score as many points as possible in 60 seconds.

END-TO-END

SUMMARY

In teams, students score points by passing the ball to team mates in different zones before shooting for a goal in the end zone. Play with teams of 6.

Skill focus

- Fielding

Details

Skill development
20 minutes

Equipment

- Marker cones
- One tennis ball (or similar) per team
- 2 targets per game
- Bibs or sashes

CHANGE IT

- Students can run with the ball until tagged. Once tagged, they must pass within 5 seconds.
- Change the game rules, for example:
 - introduce an interceptor-free zone
 - change the number of defenders
 - have defenders stay at least 1m from the student with the ball
- students can take up to 3 steps with the ball
- the ball can only be thrown forwards in the direction of the goal
- the ball must be passed within 3 seconds.
- Instead of throwing the ball at the target, students score when the ball reaches a student in their goal zone.

What to do

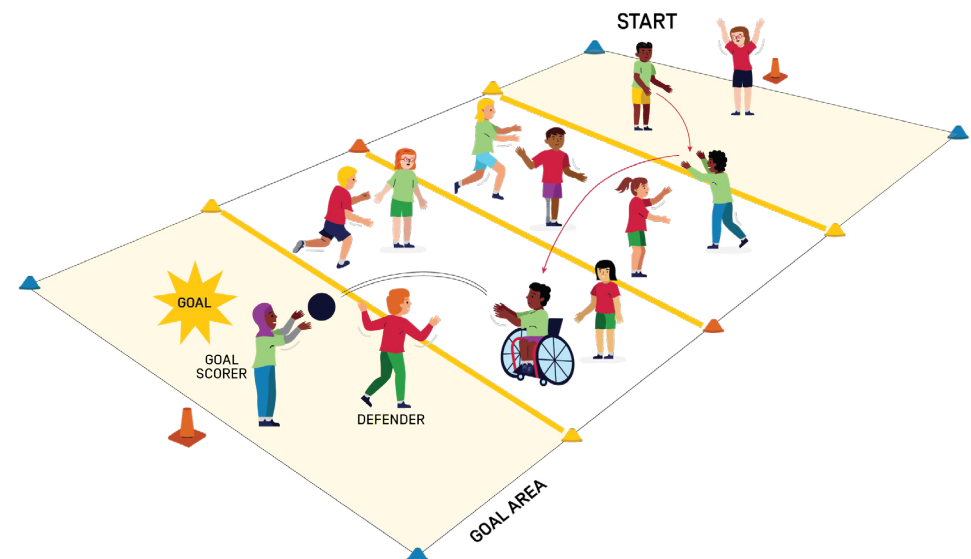
- Define the playing field using marker cones.
- The field is divided into thirds, with a goal circle in each end zone.
- Divide students into 2 teams of 6: attackers and defenders.
- Students pair up with a member of the opposing team.
- One pair stands in each of the end zones, with remaining pairs spreading out in the middle zone.
- The ball must be passed to a team member in each zone.
- Students score by throwing the ball at their target.
- The goal scorer of the attacking team is the only student who can shoot for a goal.
- Rotate this position after each goal is scored.
- No running with the ball!

Defenders

- Defenders try to intercept the ball.
- Defenders become attackers if they gain possession of the ball.

Attackers

- The goal defender on the attacking team starts with the ball.



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 the accuracy of your throw at a target or to a team mate?
- How could you improve your catching skills? What other sports or games do you catch a ball in?
- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 2

LESSON 2

LEARNING INTENTIONS

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

To read and anticipate the ball when fielding.

To show respect by working collaboratively with others while playing games.

Skill focus

- Fielding

Duration

60 minutes

Area

Size appropriate for group numbers, throwing ability and mobility.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- One soft-core ball per pair

Activities

[ALL-IN TAG](#)

[L-O-N-G THROW](#)

[UNDERARM RETURN RELAY](#)

[INTERCEPTOR](#)

[KEENTAN](#)

[GREAT WORK](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

ALL-IN TAG

SUMMARY

Students run around and tag whoever is nearest. Students who are tagged continue to tag others from a crouched position. Play with groups of 8 to 30.

Skill focus

- Fielding

Details

Warm-up
5 minutes

Equipment

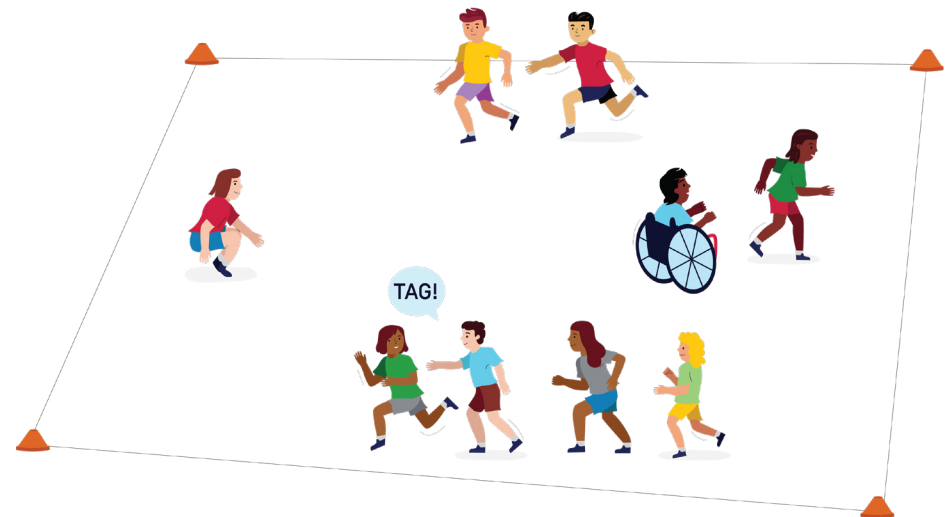
- Marker cones
- One glove per student
- One soft-core ball [optional]

CHANGE IT

- Change the size of the playing area.
- Add a ball. The tagging team must pass the ball to one another and tag other students with the ball in the glove.

What to do

- Define the playing field using marker cones.
- Choose one student to be the tagger.
- The tagger wears a glove to tag other students.
- As students are tagged, they take a glove and join the tagging team.
- The tagging team works together until all students become taggers.



L-O-N-G THROW

SUMMARY

In pairs, students practise throwing and catching the ball on the full.

Skill focus

- Fielding

Details

Warm-up
10 minutes

Equipment

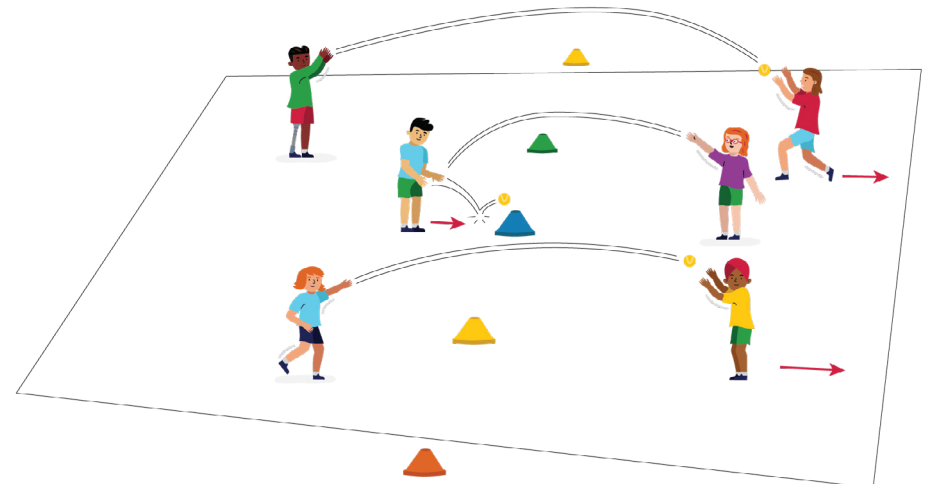
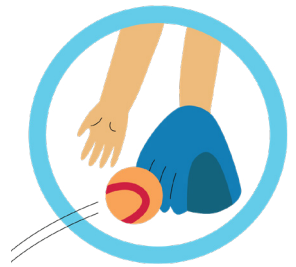
- Marker cones
- One glove per student
- One soft-core ball per pair

CHANGE IT

- Change the type of throw.
- Change the throwing object.
- Cooperative circle challenge:
 - play with 4 catchers standing in a circle with a thrower in the middle
 - if the ball is caught on the full, catchers take a step back
 - if the ball is dropped, catchers stay on or step towards the circle
 - after each round, the thrower changes position.

What to do

- Define the playing field using marker cones with a gate for each pair.
- Divide students into pairs.
- Students stand at equal distances from the gate, as shown
- Students throw the ball through the gate to one another.
- If the ball is caught on the full, both students take a step back.
- If the ball is dropped, both step forward.
- The pair with the greatest distance between them at the end of the game wins.



UNDERARM RETURN RELAY

SUMMARY

Students take turns running to the turning point. On the way back, they pick up a ball from the midway line and throw it overarm to the team mate next in line. Play with 4 or more.

Skill focus

- Fielding

Details

Skill development
10 minutes

Equipment

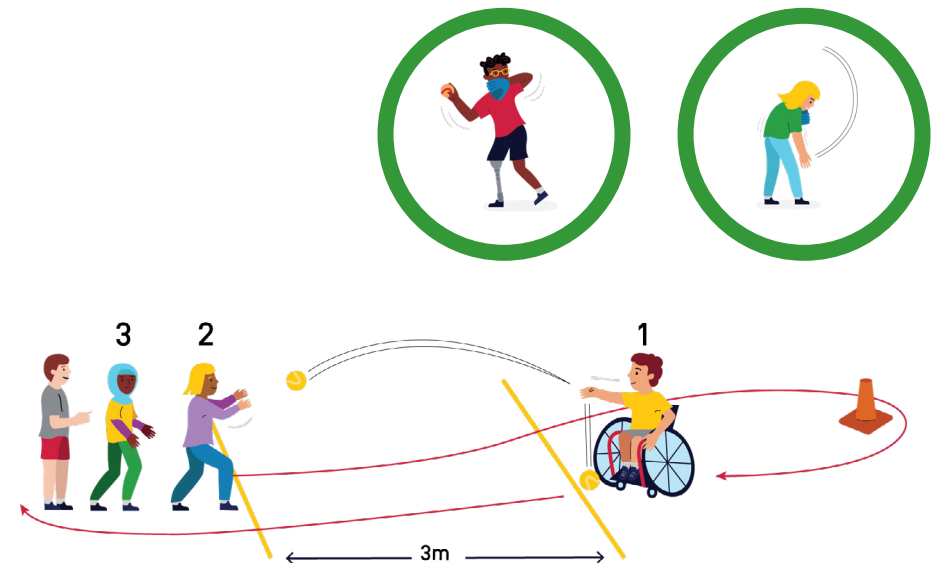
- Marker cones
- One glove per student
- One soft-core ball per team

CHANGE IT

- Change the type of throw.
- Students throw on the run.

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.
- On your call, the first student in each team runs around the turning point and back, picking up the ball on the midway line.
- Students throw the ball underarm to the next student at the starting line and joins the end of the team.
- The next student runs to the turning point, placing the ball down at the midway line.
- On the way back, they pick up the ball and throw it underarm to the next team mate in line.
- Play repeats until the first student is back at the head of the line.



INTERCEPTOR

SUMMARY

In small groups, students throw a ball to one another while one student tries to intercept.

Skill focus

- Fielding

Details

Skill development
10 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per team

CHANGE IT

- Change the size of the playing area.
- Change the size of the groups.
- Introduce a no-go zone that only the defender can enter.
- Students throw on the run.
- Interceptors score a point every time they touch or catch the ball.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 3, with 2 passers and one interceptor.
- The passers try to keep the ball.
- The interceptor tries to touch or catch the ball.
- Rotate roles after a set number of games.
- On your call, students can only throw:
 - underarm
 - overarm
 - fly balls
 - ground balls.



KEENTAN

SUMMARY

Students play in teams, trying to jump and pass the ball to one another while the receiver is in the air.

Skill focus

- Fielding

Details

Skill development
15 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per team

CHANGE IT

- Change the type of ball used.
- Play without gloves.

What to do

- Define the playing area using marker cones.
- Divide students into 2 teams of equal size: attackers and defenders.
- Neither team is allowed to kick the ball.

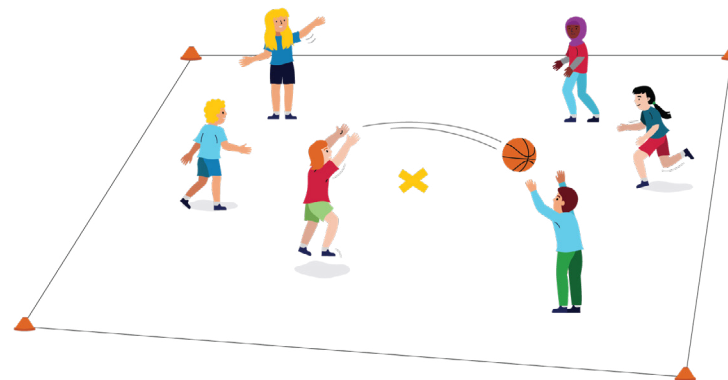
Attackers

- Start play from the centre of the court.
- Students throw the ball overarm or underarm.
- Students jump and pass the ball to a team mate while they are in the air.
- Students must be a minimum of 2m apart when passing.

- Students can take up to 4 steps after receiving the ball.
- Students can hold the ball for up to 3 seconds while standing still.

Defenders

- Defenders gain possession if the ball is dropped or intercepted, or if an opponent steps out of the playing area with the ball.
- No physical contact!
- Guarding must be from 1m away.
- All students are free to move around without obstruction.



GREAT WORK

SUMMARY

Give students feedback and encouragement.

Details

Finishing up

5 minutes

What to do

Ask the class:

- Share examples of when students performed well as a group.
- Give individual feedback when appropriate. Emphasise skill development rather than best all-round performance.
- Ask students to give themselves some positive feedback



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?
- How did you show respect to others in today's lesson?



LESSON 3

LESSON 3

LEARNING INTENTIONS

To field the ball using a glove when fielding ground balls and when thrown to a student.

To transition into a throwing motion after fielding a ground or thrown ball.

To have students self assess their fielding skills [see the printable student self assessment on page 38 and 39].

Skill focus

- Fielding

Duration

60 minutes

Area

Size appropriate for group numbers, throwing ability and mobility.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- 3 bean bags per student
- One hoop per group of 8
- 20 soft-core balls per group of 8

Activities

[GET THE BEAN BAG](#)

[KEEP THE BALL UP](#)

[HOW MANY BEAN BAGS?](#)

[ROLL A BALL](#)

[FREEZE FRAME](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
Years 5 and 6	AC9HP4M09
	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

GET THE BEAN BAG

SUMMARY

Divide students into groups of equal size on opposite sides of the playing field. Students run to the other side to steal one bean bag at a time. Play with 6 or more, or as individuals.

Skill focus

- Fielding

Details

Warm-up
10 minutes

Equipment

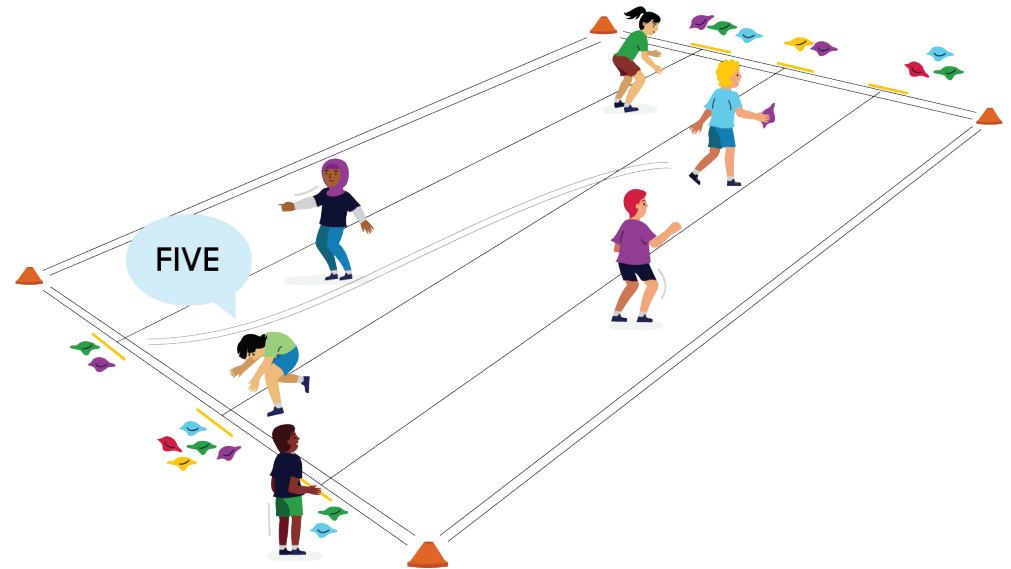
- Marker cones
- 3 bean bags per student

CHANGE IT

- Set a time limit.
- Change the size of the playing area.
- Students cannot steal their opponents' bean bags if their opponent is guarding them.

What to do

- Define the playing field using marker cones.
- Students start on one end of the playing field with 3 bean bags each.
- On your call, students run to the opposite side of the playing field to steal one bean bag at a time, bringing it back to their home base.
- The first student to collect 5 bean bags wins.



KEEP THE BALL UP

SUMMARY

Students keep a ball off the ground by throwing it to one another. Play with groups of 3 or more.

Skill focus

- Fielding

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per team

CHANGE IT

- Change the type of pass.
- Students must pass immediately.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 3 or more.
- Students throw fly balls to one another and catch them using gloves.



HOW MANY BEAN BAGS?

SUMMARY

Students work in pairs to collect the most balls.
Play with 8 students per game.

Skill focus

- Fielding

Details

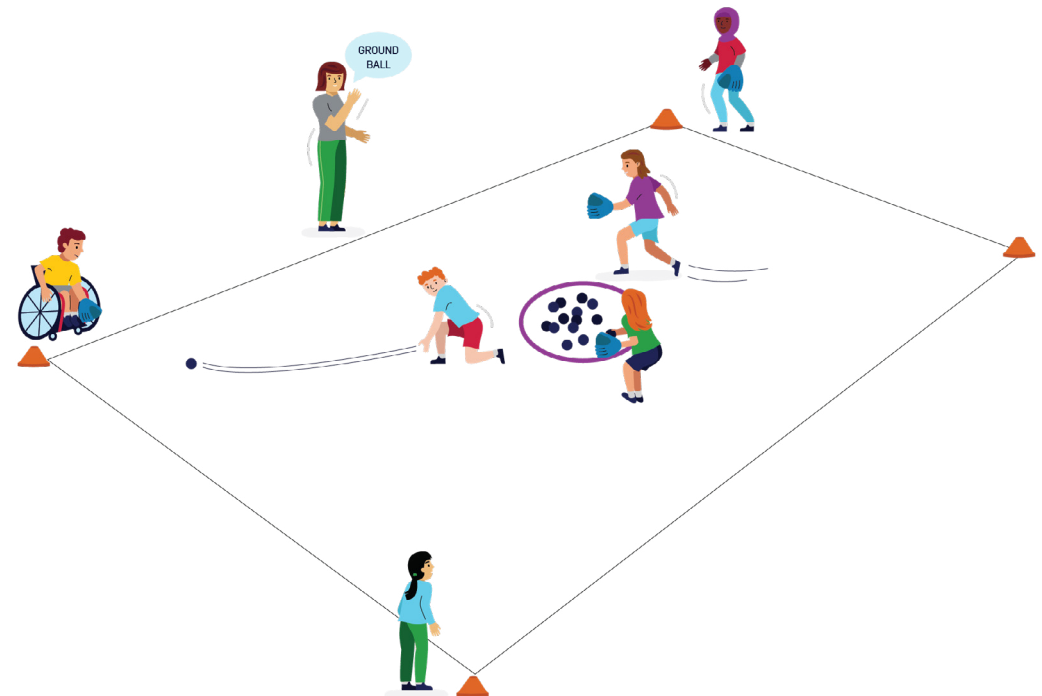
Skill development
20 minutes

Equipment

- Marker cones
- One glove per student
- 20 soft-core balls per group of 8
- Tape, chalk or one hoop per game

What to do

- Define the playing field using marker cones.
- Divide students into 4 teams of 2.
- In the middle of the playing field, create a circle with chalk, removable tape or a hoop and place the balls in the centre.
- One student from each pair runs to the centre to pick up a ball.
- They throw the ball to their team mate who must catch it before they can run for a new ball.
- Set a time limit. Teams collect as many balls as possible before time is up.
- When all the balls have been removed from the centre, call 'STOP!' and count the balls collected by each pair.
- The pair with the most balls wins.



CHANGE IT

- Students can only throw:
 - underarm
 - overarm
 - fly balls
 - ground balls.
- Change the type of ball.
- Play without gloves.
- Change the size of the playing field.

ROLL A BALL

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

- Fielding

Details

Skill development
15 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per team

CHANGE IT

- Defenders must stay at least 1m from attackers.

What to do

- Use marker cones to define a playing field with 2 halves and a goal zone at each end.
- Divide students into teams of 6 to 8.
- One student from each team is a goalkeeper and stands in front of the opposing team's goal line.
- The attacking team and defending team must stay in their own halves.
- Play starts by rolling the ball only for 10 minutes.
- Then, for the next 10 minutes, play continues with students throwing fly balls.
- A goal is scored when the ball is passed over the goal line.



FREEZE FRAME

SUMMARY

Students freeze while performing softball skills to demonstrate their learning.

Details

Finishing up
5 minutes

What to do

- Ask students to perform:
 - overarm throws
 - underarm throws
 - catching
 - fly balls
 - ground balls.
- Students perform the action until you call 'FREEZE!'
- Observe the students and provide feedback on their technique.



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 softball?
- Which foot do you step forward with when throwing a softball to a team mate?
- What are some of the things you did to be a respectful team member?



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

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



Always



Sometimes



Rarely

Lesson 3 – Keep the ball up

Movement skills	I can start in the ready position and move my feet and body in line with the ball.			
	I can bend at the knees and the waist to field the ball.			
	I keep my fingers pointing down for a catch below my waist and fingers pointing up for a catch above the waist.			
Strategy and tactics	I can read and anticipate the ball when fielding.			
	I can decide when to throw and when to tag a runner.			
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

Lesson 3 – Keep the ball up

Movement skills	I start in the ready position, move my feet and body in line with the ball to field and catch various balls.			
	I turn the pocket of the glove to face the ball when catching a hit or throw.			
	I move the glove like a clock arm to catch the ball with soft hands and in the pocket of the glove on the full.			
Strategy and tactics	I can transition between fielding the ball and throwing it to a team mate.			
	I can combine the skills of catching and tagging a runner on base.			
Personal and social responsibility	I appreciate and provide encouraging comments to all runners in my group.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To apply the skill components of catching a ball that is thrown underarm and overarm.

To play games using underarm and overarm throwing to a team mate when stationary and moving.

To use positive self-talk during today's lesson.

Skill focus

- Fielding

Duration

60 minutes

Area

Size appropriate for group numbers, throwing ability and mobility.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- 4 ground targets
- A variety of target balls
- 2 tennis balls per student
- One soft-core ball per pair
- Tape or chalk

Activities

[GORRI](#)

[WALL TENNIS](#)

[PASS AND RUN](#)

[DEFEND THE ZONE](#)

[WHAT DID YOU LIKE?](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
Years 5 and 6	AC9HP4M09
	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

GORRI

SUMMARY

Students try to hit a large target ball with a tennis ball.

Skill focus

- Fielding

Details

Warm-up
5 minutes

Equipment

- Marker cones
- 2 tennis balls per student
- A variety of target balls

CHANGE IT

- Change the size of the target ball.
- Change the type of target ball used.
- Change the number of target balls rolled.
- Change the speed the target ball is rolled.
- Change the distance between the target ball and students.
- Change the throwing objects.

What to do

- Define the playing field using marker cones.
- A student designated as the roller calls out 'GOOL-GOOL!' (going-going) and rolls the large ball in front of the other students.
- The other students attempt to hit it with their tennis balls, using underarm and overarm throws.



WALL TENNIS

SUMMARY

In pairs, students throw a ball against a wall and take turns catching it after one bounce or on the full.

Skill focus

- Fielding

Details

Warm-up
15 minutes

Equipment

- Marker cones
- One tennis ball per pair
- One glove per student
- Tape or chalk

CHANGE IT

- Change the size of the playing area.
- The ball cannot bounce at all.

What to do

- Use marker cones to define the playing area against a wall.
- Mark a horizontal line on the wall 1m high.
- In pairs, students face the wall, each standing in one half of the playing area.
- The server throws the ball at the wall above the line to start play.
- The receiver tries to catch the ball after one bounce or on the full.
- Students take turns serving.
- If the serve does not land in the receiver's court, the receiver scores one point and the server tries again, up to a maximum of 3 unsuccessful serves.
- Play for a set time.



PASS AND RUN

SUMMARY

Two groups are formed; attackers and defenders. Attackers run in parallel down opposite sides of the field, passing the ball to one another. Defenders try to intercept the ball but can only move sideways along the line. Play with 8 or more per team.

Skill focus

- Fielding

Details

Skill development
10 minutes

Equipment

- Marker cones
- One soft-core ball per pair
- One glove per student

CHANGE IT

- Change the number of defenders.
- Defenders can tag.
- Students can only pass the ball backwards.
- Students must pass immediately or within 3 seconds.

What to do

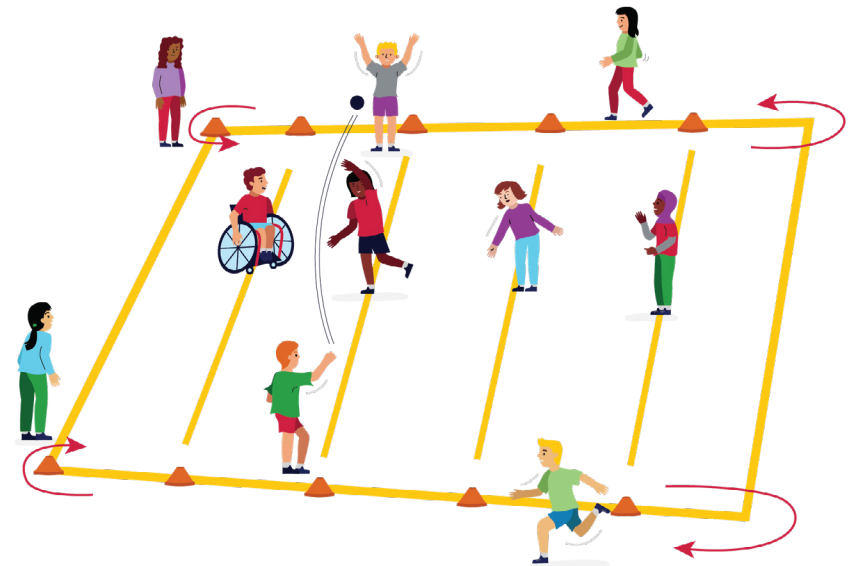
- Define the playing field using marker cones.
- Divide students into 2 teams of 8: attackers and defenders.
- Arrange students as shown.
- Play for a set time before rotating roles.

Attackers

- Attackers pass, catch and run with the ball as they move across the court.
- When they reach the other end of the court, attackers jog around the outside of the field and back to the start.
- Start the second pair of attackers as the first pair approaches the end of the court.

Defenders

- Defenders try to intercept the ball – no contact or tagging.
- Defenders can only move sideways along their line as shown.
- Defenders return the ball to the nearest attacker after intercepting.
- On your call, students can only throw:
 - overarm
 - underarm
 - fly balls
 - ground balls.



DEFEND THE ZONE

SUMMARY

Fielders start in the middle of the playing field, rolling or throwing the ball to their team mates to try and hit a target. Defenders try to intercept the ball. Play with teams of 3 or more.

Skill focus

- Fielding

Details

Skill development
20 minutes

Equipment

- Marker cones
- One large ground target
- One soft-core ball per team
- One glove per student

CHANGE IT

- Change the size of the target.
- Defenders must stay 1m or more from runners.
- Change the number of steps allowed by the runner.
- Play with uneven teams.

What to do

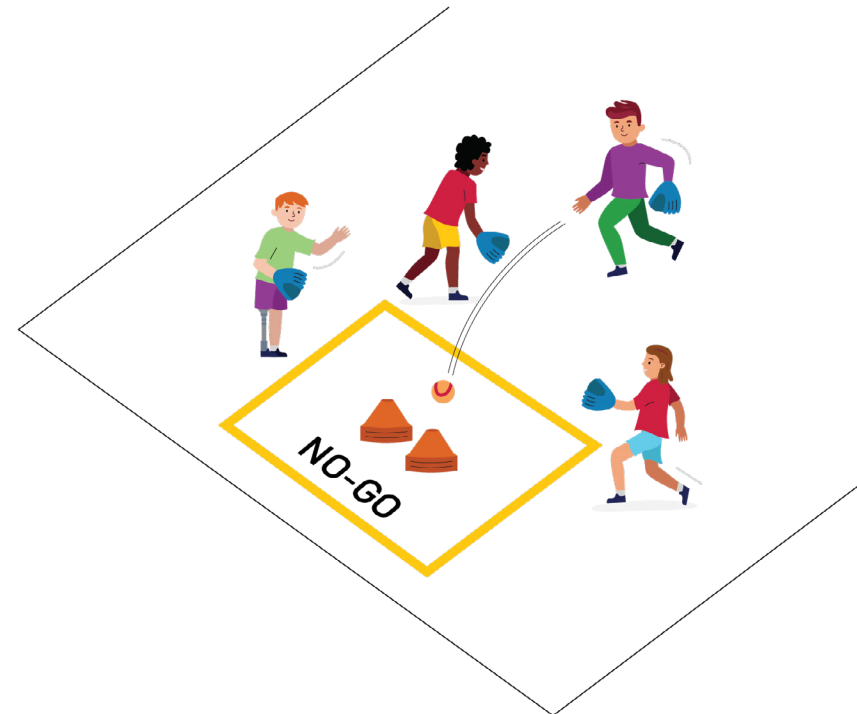
- Define the playing field using marker cones.
- Mark a no-go zone with a target inside.
- Divide students into 2 teams of 3: attackers and defenders.
- No running with the ball!
- Attackers are not permitted to enter the no-go zone.
- When tagged, attackers must pass.

Defenders

- Defenders try to stop the ball from hitting the target.
- If defenders gain possession of the ball, they become attackers.

Attackers

- The game starts in the middle of the court with attackers rolling or throwing the ball to try and knock over the target.



WHAT DID YOU LIKE?

SUMMARY

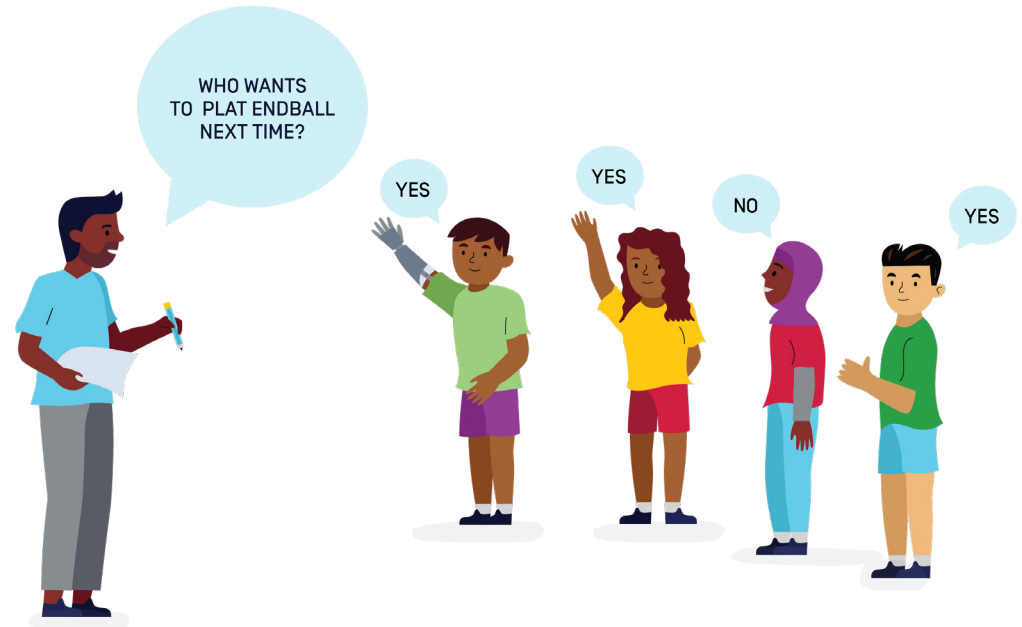
Ask students for feedback.

Details

Finishing up
5 minutes

What to do

- Gather students together.
- Ask students the following questions:
 - What were your favourite activities?
 - What didn't you like?
 - What would you like to do again?
 - How could you play this activity at home or in a park?
- Remember to ask students to explain their answers.



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 you looking for when deciding where and which team mate to throw the softball to? Does this change when you are moving while throwing?
- What did you enjoy about today's lesson?
- What challenged you today? How did you talk to yourself when you were challenged?



LESSON 5

LESSON 5

LEARNING INTENTIONS

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

To introduce and practise the skill of hitting the softball.

Skill focus

- Fielding
- Batting

Duration

60 minutes

Area

Size appropriate for group numbers, throwing ability and mobility.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- One soft-core ball per student
- One batting tee per group of 5
- One bat per group of 5

Activities

[PARTNER TAG](#)

[PEPPER](#)

[HIT THE TARGET](#)

[BEAT THE BALL](#)

[IN THE ZONE](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
Years 5 and 6	AC9HP4M09
	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

PARTNER TAG

SUMMARY

Students play in pairs. One student is the tagger and the other tries to avoid being tagged.

Skill focus

- Fielding

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per student (optional)

What to do

- Define the playing area with marker cones.
- The tagger counts to 5 to give their partner time to get away.
- When a person is tagged they swap roles with their partner and play continues.



CHANGE IT

- Students can only move by:
 - skipping
 - hopping
 - jumping.
- The student being chased must run to each boundary line before being tagged.
- Students carry a ball and must tag their partner with the ball in their glove. The ball must not be dropped.

PEPPER

SUMMARY

Play in groups of 5 with one batter and 4 fielders. The batter aims to hit targets set up between the fielders.

Skill focus

- Fielding
- Batting

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One glove per student
- One batting tee per group
- One bat per group
- Different ground targets
- 3 to 4 soft-core balls per group

What to do

- Use marker cones to define the playing field with targets set up at waist-height.
- Mark a fielder-free area in front of the batting tee.
- Divide students into groups of 5 with one batter and 4 fielders.
- The batter bats balls off the tee and tries to hit the targets.
- The batter scores points for each target they hit.
- Rotate positions after 5 hits.



CHANGE IT

- Change the bat used.
- Change the ball used.

HIT THE TARGET

SUMMARY

Students score points by hitting balls at targets.
Play with group of 3 to 4.

Skill focus

- Batting

Details

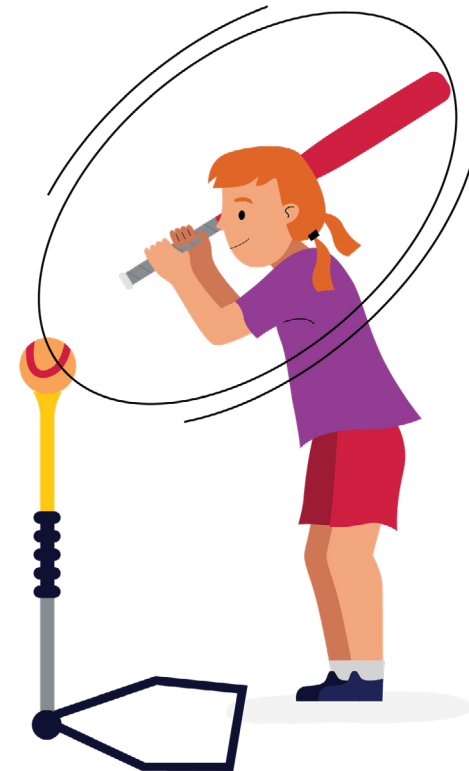
Skill development
10 minutes

Equipment

- Marker cones
- A variety of targets
- One batting tee per team
- One bat per team

What to do

- Use marker cones to define a playing field with targets set up away from a batting line.
- Divide students into teams of 3 to 4.
- Students bat the ball off a tee at the targets.
- Each student has a set number of hits.
- Stop play to reposition targets that have been knocked over.



CHANGE IT

- Change the distance of the targets from the throwing line.
- Set a no-go boundary. If the ball goes beyond the boundary, no points are scored. Allow for some roll on!

BEAT THE BALL

SUMMARY

Form a batting team and a fielding team. A ball is hit into the field from a batting tee. The batter runs around 4 bases while the fielders pass the ball around the bases in the opposite direction. Play with teams of 4.

Skill focus

- Fielding
- Batting

Details

Skill development
15 minutes

Equipment

- Marker cones
- One soft-core ball per game
- One glove per student
- One batting tee per group

CHANGE IT

- Add a bonus gate. The batter scores a bonus point if the ball passes through the gate.
- Change the scoring rules. For example:
 - Students score one point for each base they pass before 'STOP!' is called.
 - A batter can run around the bases more than once.
 - If the ball beats the batter home, the fielders get one point.
 - The batter is out if the ball is caught on the full.

What to do

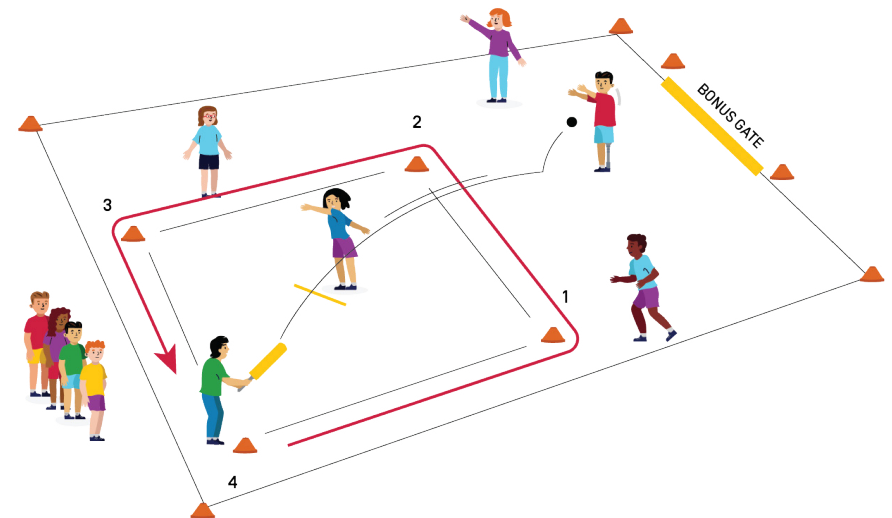
- Define the playing field using marker cones and 4 bases.
- Divide students into 2 teams of 4: batters and fielders.

Batters

- The batter hits a ball from a tee.
- All batters attempt to run around the bases counterclockwise as a group.
- The ball must be hit within the boundary area.
- The batter is not out if the ball is caught on the full.

Fielders

- Fielders stand at least 1m away from the bases.
- A fielder collects the hit ball.
- The other fielders run to a base.
- The ball is passed around the bases in a clockwise direction.
- The last fielder to catch the ball calls 'STOP!'.
- The batting team scores a point if 'STOP!' is called too early.
- The bat is passed to the next batter.



IN THE ZONE

SUMMARY

In groups of 6, batters hit a ball from a batting tee to score points.

Skill focus

- Fielding
- Batting

Details

Skill development
15 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per team
- One batting tee per team

CHANGE IT

- Pitch the ball underarm to the batter.
- Students score bonus points after each hit by running around a marker as shown.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 6 with one batter, one pitcher and 4 fielders.
- The batter hits the ball from a tee.
- Fielders return the ball to the pitcher each time.
- After 5 hits, students rotate 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:

- What are some of the key things to remember to do when batting?
- What other sports does a student hit the ball in?
- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 6

LESSON 6

LEARNING INTENTIONS

To introduce the concept of tagging a runner to get them out.

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

To have students peer assess hitting a softball from a tee [see the printable student peer assessment on page 64 and 65].

Skill focus

- Fielding
- Batting

Duration

60 minutes

Area

Size appropriate for group numbers, throwing ability and mobility.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- One soft-core ball per student
- One batting tee per group of 5
- One bat per group of 5
- One ground target
- 4 bases per group
- Bibs or sashes

Activities

[WARRIORS AND DRAGONS](#)

[BASE RUN](#)

[TARGET THROW AND RUN](#)

[BEAT THE BUCKET](#)

[WHAT DID YOU LIKE?](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
Years 5 and 6	AC9HP4M09
	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

WARRIORS AND DRAGONS

SUMMARY

A team of warriors pass the ball to each other 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

- Fielding

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per group
- 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.

What to do

- Use marker cones to define a playing area surrounded by a moat.
- Divide students into 2 teams: warriors and dragons.
- Warriors wear gloves and dragons wear bibs.
- 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.
- Warriors must tag dragons with the ball inside their glove.
- When a dragon is tagged, they collect a glove and join the warriors team.



BASE RUN

SUMMARY

In small groups, defenders start with the ball and try to stop the attacker from reaching a base at either end of the playing area.

Skill focus

- Fielding

Details

Warm-up
10 minutes

Equipment

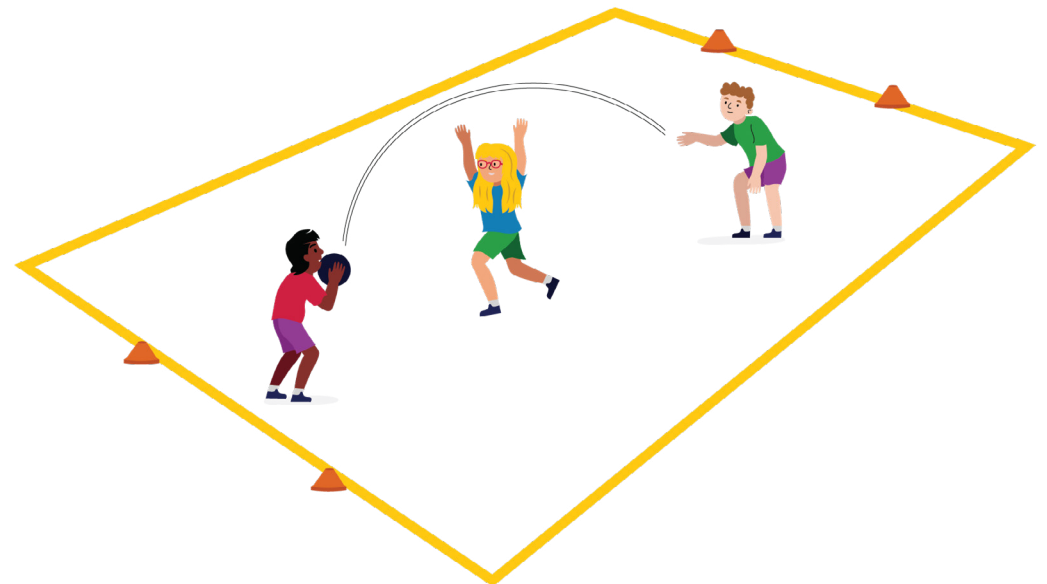
- Marker cones
- One glove per student
- One soft-core ball per group

CHANGE IT

- The ball can only be held for 3 seconds.
- The ball must be passed a set number of times before tagging the attacker.
- Change the size of the playing area.
- Change the number of defenders and attackers.
- Change the type of ball used.
- Change the type of pass.
- Change the size and shape of the bases.

What to do

- Use marker cones to define a playing field with a base at each end.
- Divide students into groups of 3.
- The game starts with 2 defenders at opposite ends with possession of the ball.
- The attacker starts in the middle and tries to reach either base.
- Defenders pass the ball to one another and try to tag the attacker.
- Defenders can change positions but cannot run with the ball.
- If the attacker reaches one of the 2 bases without getting tagged, one of the defenders becomes the new attacker.
- Rotate positions so each student has a chance to be the attacker.



TARGET THROW AND RUN

SUMMARY

After hitting a ball at a target, students run to a base and back before fielders return the ball to the batting tee. Play with 5 or more.

Skill focus

- Fielding
- Batting

Details

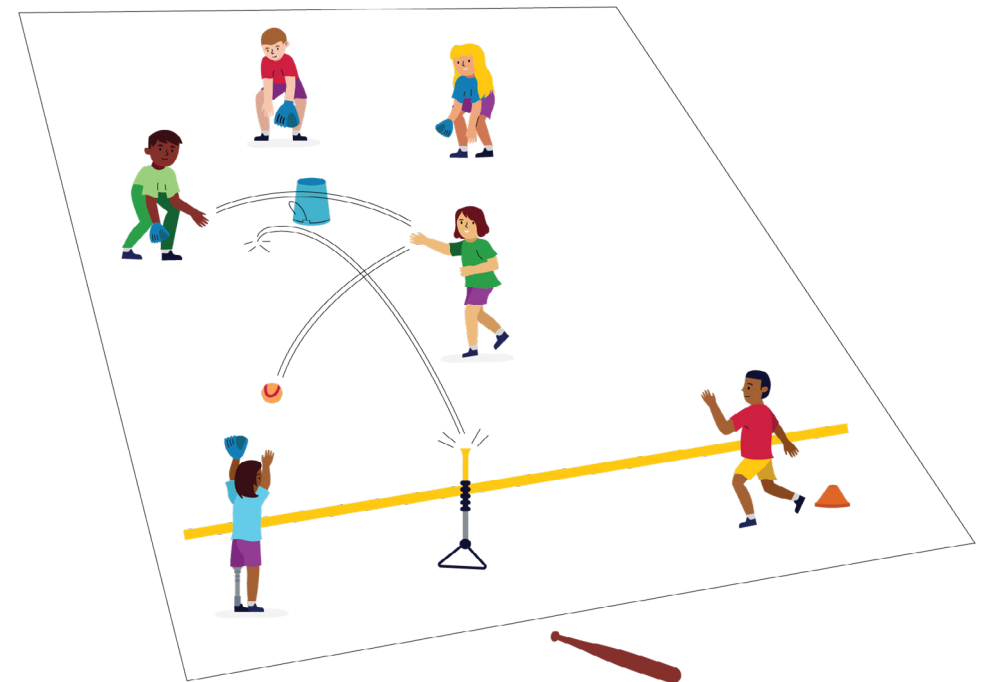
Skill development
15 minutes

Equipment

- Marker cones
- One glove per student
- One soft-core ball per team
- One batting tee per team
- One bat per team
- One ground target per team
- One base per team

What to do

- Define the playing field using marker cones.
- Divide students into teams of 5 or more.
- Students hit the ball off a batting tee at a target.
- Fielders collect and throw the ball to team mates and try to return it to the tee before the batter returns.
- If fielders beat the batter, the batter becomes a fielder and the fielder the new batter.
- Ensure all fielders have a turn.



CHANGE IT

- Students throw balls at the target.
- Change the distance to the target or base.
- Change the number or size of targets.
- Change the fielding positions.

BEAT THE BUCKET

SUMMARY

A base runner hits 3 balls into the field and then tries to run around 4 markers before fielders place all 3 balls in a bucket and call 'STOP!'. Play with teams of 6 to 7.

Skill focus

- Fielding
- Batting

Details

Skill development
15 minutes

Equipment

- Marker cones
- One glove per student
- 3 soft-core balls per game
- One batting tee per game
- One bat per game
- One bucket per game

CHANGE IT

- Each batted ball must bounce once.
- Change the distance between bases.
- Set bonus gates for the batter to hit the ball through – fielders only have to collect the balls that pass through the markers.

What to do

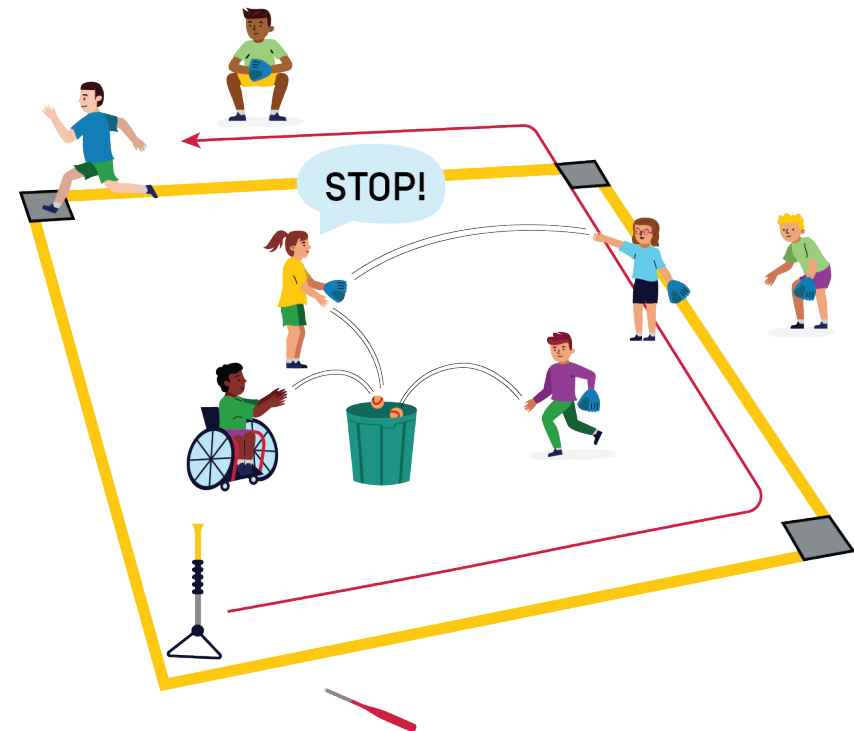
- Use marker cones to define a playing field with 4 bases to run around and a bucket in the middle.
- Divide students into groups of 6 or 7 with one as the base runner and the others as fielders.
- The base runner changes places with a fielder when 'STOP!' is called.
- The new base runner starts at home base.

Base runner

- The base runner hits 3 balls into the field.
- This student then runs to first base as soon as the third ball is hit and continues to the next base until a fielder calls 'STOP!'

Fielders

- Fielders collect the balls and throw them to team mates on the bases.
- The ball is then run to the bucket in the centre of the diamond.
- When all 3 balls have been returned to the bucket, the fielders call 'STOP!'.



WHAT DID YOU LIKE

SUMMARY

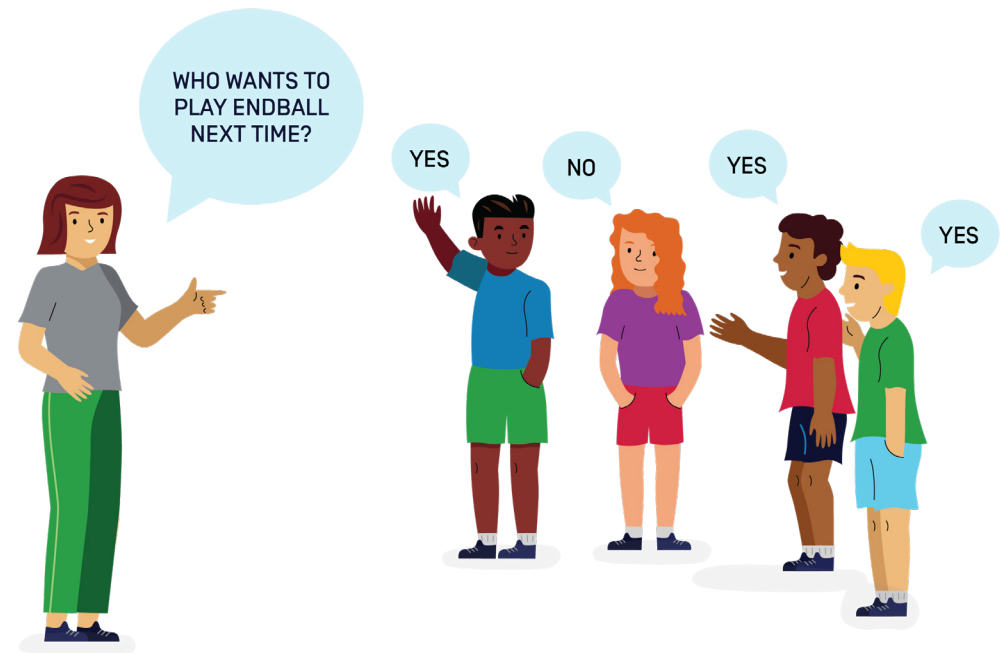
Ask students for feedback.

Details

Finishing up
5 minutes

What to do

- Gather students together.
- Ask students the following questions:
 - What were your favourite activities?
 - What didn't you like?
 - What would you like to do again?
 - How could you play this activity at home or in a park?
- Ask the students to explain their answer.



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 you hitting a softball from a tee?
- Was there anything that challenged you today?
- How did you feel before you came to PE? And how do you feel now?



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Softball – Hitting the softball from a tee
Lesson 6 – Target throw and run

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 points.			

Feedback on Movement Skill

Skill	Keep trying	Almost there	Got it!
Can form a 'V' between the thumb and the index finger when holding the bat.			
Can keep the front elbow tucked in and the back elbow tucked in.			
Pivots at the hips, turning the belly button towards the ball on the tee.			
Has a smooth-flowing swing and follow through when hitting the ball.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Softball – Hitting the softball from a tee
Lesson 6 – Beat the bucket

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 confidently with a smooth rhythm.			
Can hit the ball into space away from fielders.			
Can hit the ball varying distances.			

Feedback on Movement Skill

Skill	Keep trying	Almost there	Got it!
Can form a 'V' between the thumb and the index finger when holding the bat.			
Can keep the front elbow tucked in and the back elbow at a 45 degree angle.			
Pivots at the hips, turning the belly button towards the ball on the tee.			
Has a smooth flowing swing and follow through when hitting the ball.			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To practise hitting the ball into space and running around the bases.

To decide where and when to throw or tag a student.

To continue to apply rules and scoring systems to promote fair play when participating in modified games.

Skill focus

- Fielding
- Batting

Duration

60 minutes

Area

Approximately 15m x 20m per group of 3 students.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- 20 soft-core balls per game
- One batting tee per game
- One bat per game
- 4 bases per game
- Bibs or sashes

Activities

[STORK TAG](#)

[HOW MANY BEAN BAGS?](#)

[RUNNERS V PASSERS](#)

[CONTINUOUS CRICKET](#)

[PUPPETEER](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
	AC9HP4M09
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

STORK TAG

SUMMARY

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

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One glove per student
- 3 soft-core balls per group
- Bibs or sashes

CHANGE IT

- Play with a no drop rule or one bounce only rule.
- Change the type of ball used.
- Change the number of balls.
- Play without gloves.
- Students can free storks by touching them on the shoulder.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 8 or more.
- Two students from each group are the taggers and each wear a bib and a glove.
- The remaining students are runners.
- Taggers chase runners and try to tag them with their gloved hand.
- Half the runners have balls.
- If runners are tagged, they stand on the spot in a stork position.
- Tagged runners can be freed by catching a ball from an underarm throw from a team mate.
- Either a stork or a free runner can throw the ball.
- The game stops after a set time or when all the runners have been tagged.



HOW MANY BEAN BAGS?

SUMMARY

Students work in pairs to collect the most balls.
Play with 8 students per game.

Skill focus

- Fielding
- Batting

Details

Skill development
10 minutes

Equipment

- Marker cones
- One glove per student
- 20 soft-core balls per group of 8
- Tape, chalk or a hoop

CHANGE IT

- Students can only throw:
 - underarm
 - overarm
 - fly balls
 - ground balls.
- Change the type of ball.
- Play without gloves.
- Change the distance between the circle and the students.

What to do

- Define the playing field using marker cones.
- Divide students into 4 teams of 2.
- In the middle of the playing field, create a circle with chalk, removable tape or a hoop and place the balls in the centre.
- One student from each pair runs to the centre to pick up a ball.
- They throw the ball overarm to their team mate who must catch it before they can run for a new ball.
- Set a time limit. Teams collect as many balls as possible before time is up.
- When all the balls have been removed from the centre, call 'STOP!' and count the balls collected by each pair.
- The pair with the most balls wins.



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

- Fielding
- Batting

Details

Skill development
15 minutes

Equipment

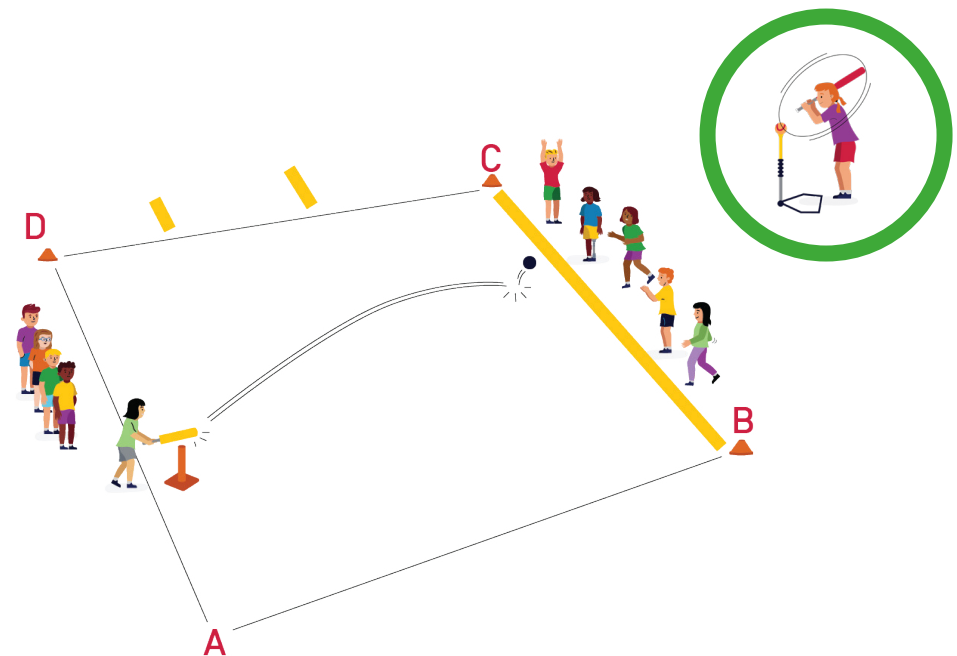
- Marker cones
- One glove per student
- One soft-core ball per group
- One batting tee per group
- One bat per group

CHANGE IT

- Change the type of pass.
- Change the distance between fielders.
- Change the hitting direction.
- Give bonus points to a runner if 'STOP!' is called too soon.
- Fielders must throw the ball around all 4 bases before calling 'STOP!'.

What to do

- Define the playing field using marker cones.
- A batter hits the ball off the tee between points A and D.
- 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.



CONTINUOUS CRICKET

SUMMARY

A ball is hit off a batting tee into the field and the batter runs between 2 wickets. The fielding team returns the ball to the batting tee. Play with teams of 6 or more.

Skill focus

- Fielding
- Batting

Details

Skill development
20 minutes

Equipment

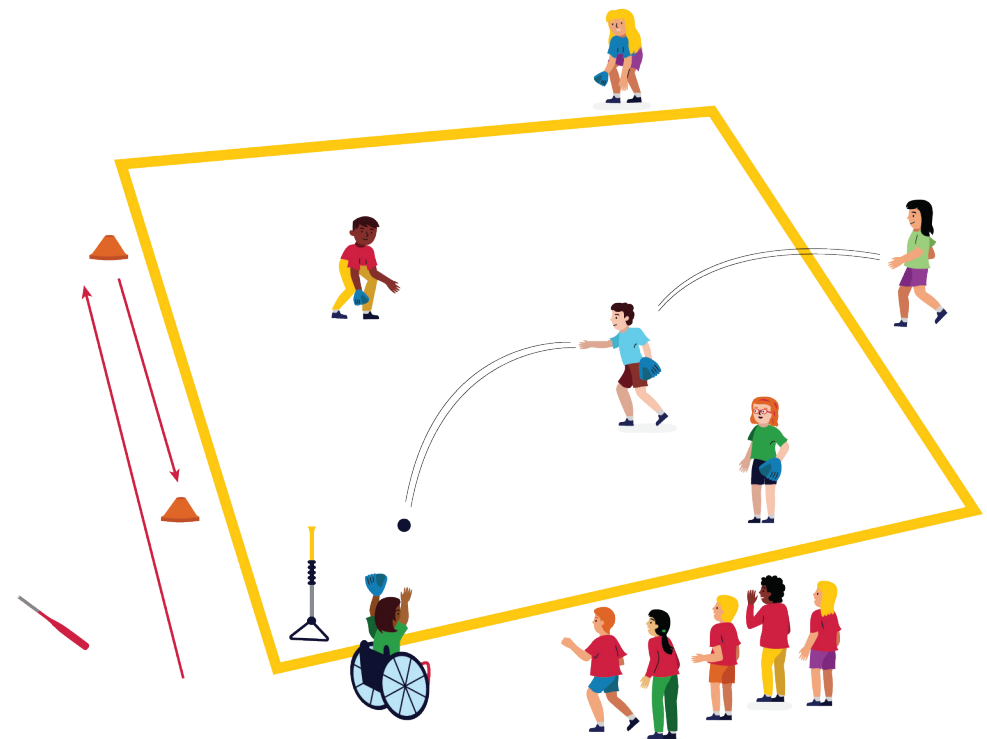
- Marker cones
- One glove per student
- One soft-core ball per team
- One batting tee per team
- One bat per team

CHANGE IT

- The batter hits from a pitched ball.

What to do

- Use marker cones to define a playing field with 2 wickets.
- Divide students into 2 teams of 6 or more: fielders and batters.
- A fielder stands next to the batting tee to feed the ball.
- The batter hits the ball and scores one point for each run.
- The batter is out if:
 - the ball is caught on the full
 - they hit a foul ball
 - the ball is returned to the fielder before the batter has finished the run.



PUPPETEER

SUMMARY

Students become your puppets to demonstrate their learning.

Details

Finishing up
5 minutes

What to do

- Students lie down on the ground. You pretend to be the puppeteer.
- Give clear directions for the puppets to follow. For example:
 - When you pull the string to students' right arm, students raise their right arm.
 - When you lower the string to students' right arm, students lower their right arm.
- Gradually slow down the activity.



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?
- What other games or sports do you hit the ball into space?
- What did you do today to try your best?



LESSON 8

LESSON 8

LEARNING INTENTIONS

To provide an opportunity for students to apply their new softball skills in modified games.

To provide an opportunity for teachers to observe and record student attainment [see the printable teacher assessment rubric on page 82-83].

Skill focus

- Fielding
- Batting

Duration

60 minutes

Area

Approximately 15m x 20m per group of 3 students.

Equipment

- Marker cones
- One stopwatch
- One glove per student
- One soft-core ball per group of 3
- One batting tee per group of 8
- One bat per group
- 4 bases per group
- Bibs or sashes

Activities

[SHUTTLE BALL](#)

[FORM A GROUP](#)

[BEAT THE BALL](#)

[MINI TEE-BALL](#)

[GREAT WORK](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M03
	AC9HP4M08
Years 5 and 6	AC9HP4M09
	AC9HP6M01
	AC9HP6M02
	AC9HP6M04
	AC9HP6M08
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

SHUTTLE BALL

SUMMARY

A ball is thrown across the playing area to a catcher. The thrower runs to take the place of the catcher and the catcher runs to join the thrower's line. Play with teams of 3 or more.

Skill focus

- Fielding

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One glove per student
- 3 soft-core balls per group
- Bibs or sashes

CHANGE IT

- Students can only move by:
 - hopping
 - skipping
 - jumping.
- Change the distance between line A and line B.
- Change the type of ball used.

What to do

- Use marker cones to define a playing field with 2 lines as shown.
- Divide students into groups of 3 or more.
- Half the group stands behind line A, and the other behind line B.
- Student 1 throws the ball to student 2 and then runs to line B.
- Student 2 throws the ball to student 3 and then runs to line A.
- Play repeats until you call 'STOP!'.
- On your call, students can only throw:
 - underarm
 - overarm
 - fly balls
 - ground balls.
- The catcher returns the ball with an overarm throw.



FORM A GROUP

SUMMARY

Students run around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size.

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Students form groups with different students each round.
- Students run to the nearest boundary and touch it with their feet before forming a group.
- When you call 'FREEZE!', students stop on the spot.
- Students run across 2 large zones. When you call 'STOP!', students must form a group with students in the same zone.
- Play with music. While the music plays, students move around. When the music stops, students form a group.

What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you, such as:
 - running
 - hopping
 - skipping
 - walking.
- Each round, call out a number. Students form groups of that size.
- In the final round, have students form groups of 4.

GROUPS OF 3



BEAT THE BALL

SUMMARY

Form a batting team and a fielding team. A ball is hit into the field from a batting tee. The batter runs around 4 bases while the fielders pass the ball around the bases in the opposite direction. Play with teams of 4.

Skill focus

- Fielding
- Batting

Details

Skill development
15 minutes

Equipment

- Marker cones
- One soft-core ball per game
- One glove per student
- One batting tee per group

CHANGE IT

- Add a bonus gate. The batter scores a bonus point if the ball passes through the gate.
- Change the scoring rules. For example:
 - Students score one point for each base they pass before 'STOP!' is called.
 - A batter can run around the bases more than once.
 - If the ball beats the batter home, the fielders get one point.
 - The batter is out if the ball is caught on the full.

What to do

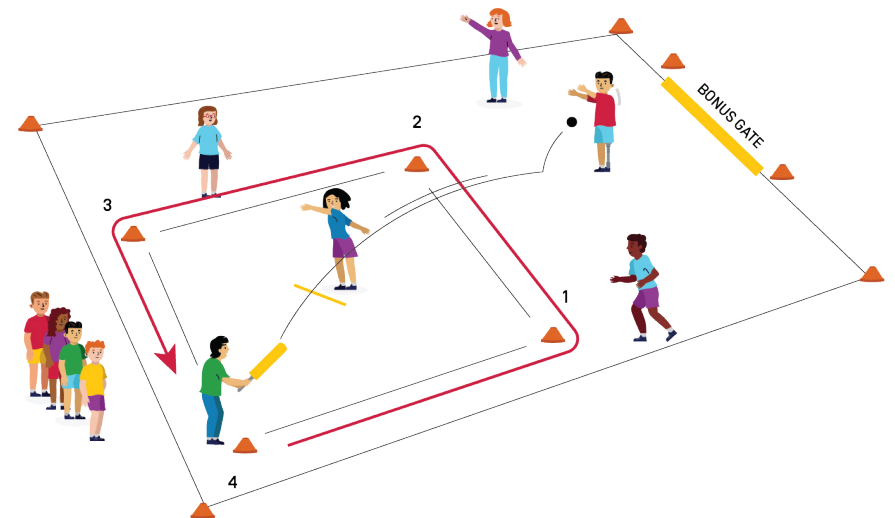
- Define the playing field using marker cones and 4 bases.
- Divide students into 2 teams of 4: batters and fielders.

Batters

- The batter hits a ball from a tee.
- All batters attempt to run around the bases counterclockwise as a group.
- The ball must be hit within the boundary area.
- The batter is not out if the ball is caught on the full.

Fielders

- Fielders stand at least 1m away from the bases.
- A fielder collects the hit ball.
- The other fielders run to a base.
- The ball is passed around the bases in a clockwise direction.
- The last fielder to catch the ball calls 'STOP!'.
- The batting team scores a point if 'STOP!' is called too early.
- The bat is passed to the next batter.



MINI TEE-BALL

SUMMARY

Batters hit the ball off a tee and into the field before running around the bases while the fielders collect the ball. Play with teams of 4.

Skill focus

- Fielding
- Batting

Details

Skill development
25 minutes

Equipment

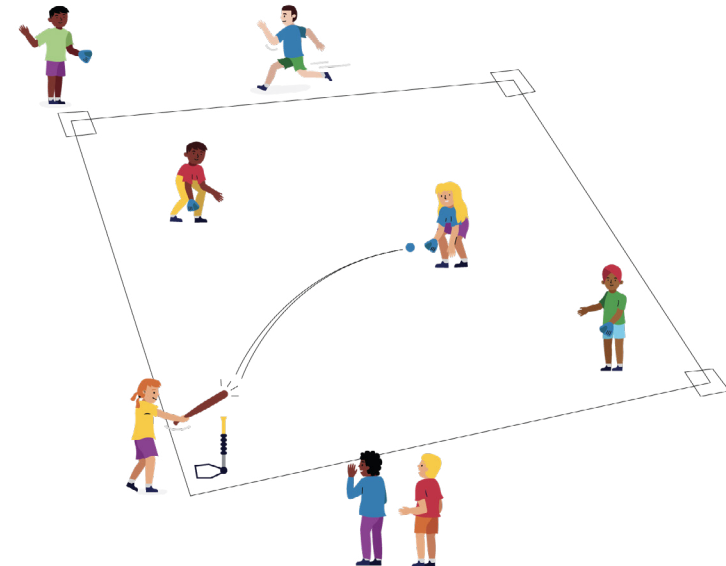
- Marker cones
- One glove per student
- One bat per group
- One soft-core ball per group
- 4 bases

CHANGE IT

- Introduce modified tee-ball rules.

What to do

- Define the playing field with 4 bases using marker cones.
- Divide students into 2 teams of 4 or more: batters and fielders.
- Batters take turns hitting a ball off the tee and into the playing area.
- Each batter has 3 attempts at hitting the ball off the tee.
- The ball must be hit into the fair area.
- After hitting the ball, the batter runs around all 3 bases and back to the home plate to score a run.
- A batter is out when:
 - a fielder catches a batted ball on the full
 - a batted ball is fielded and thrown to the first base student, who touches the base before the batter arrives
 - a fielder with the ball touches a base before a runner reaches the base
 - a fielder tags a runner with the ball.
- Fielders rotate positions for each new batter.
- Play stops after the ball is fielded and thrown to a base.
- Each team bats for a period of 5 minutes before teams swap over.



GREAT WORK

SUMMARY

Give students feedback and encouragement.

Details

Finishing up
5 minutes

What to do

- Share examples of when students performed well as a group.
- Give individual feedback when appropriate. Emphasise skill development rather than best all-round performance.
- Ask students to give themselves some positive feedback.



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?
- What did you enjoy most about softball?



SOFTBALL 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>AC9HP4M08</u> Apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student does not apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student applies rules and scoring systems to promote fair play when participating or designing physical activities.	The student always applies rules and scoring systems to promote fair play when participating in challenging situations or designing physical activities.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can practise fielding and batting skills but is yet to apply these in games and activities.	The student can practise fielding and batting skills applying these skills in different games and activities.	The student can practise fielding and batting skills and transfer these skills in a wide variety of games and physical activities.
Strategy and tactical development	<u>AC9HP4M03</u> Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences.	The student can demonstrate how some movement concepts related to effort, space, time, objects and people but is yet to apply these when performing movement sequences.	The student displays a range of ways to demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences.	The student can analyse, apply and modify movement concepts related to how effort, space, time, objects and people can be applied when performing movement sequences.

SOFTBALL 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 cannot devise and test 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 has the ability to devise and test 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 can adapt and modify one of the fundamental movement skills of throwing, catching or batting but is yet to apply them in softball activities.	The student can adapt and modify the fundamental movement skills of throwing, catching and batting in softball activities and modified games.	The student regularly adapts and modifies the fundamental movement skills of throwing, catching and batting in all softball activities and modified games to improve their performance.
Strategy and tactical development	<u>AC9HP6M04</u> Participate in physical activities to investigate the body's reaction to different levels of intensity.	The student rarely participates in physical activities to investigate the body's reaction to different levels of intensity when fielding and batting in softball.	The student can participate in physical activities to investigate the body's reaction to different levels of intensity when fielding and batting in softball.	The student always participates in physical activities to investigate the body's reaction to different levels of intensity to refine and improve their fielding and batting in softball.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about softball?

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

Visit www.softball.org.au/club-finder/

Coach softball

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

Visit softball.org.au/programs/coaching/



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

PD3-9

Applies and adapts self-management skills to respond to personal and group situations

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

VCHPEM104

Apply basic rules and scoring systems, and demonstrate fair play when participating

VCHPEM102

Adopt inclusive practises when participating in physical activities

YEARS 5 AND 6

Content descriptions

VCHPEM116

Design and perform a variety of movement sequences

VCHPEM120

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

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>

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<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>