

<b>Lesson</b> <b>9</b>	<b>Subject: SOFTBALL</b> <b>Lesson Description: GAMES</b> NCPE Location 1.3b 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d;2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f;	<b>Year: 8</b> <b>Ability:</b> <b>Duration:</b>	<b>Group:</b> <b>Period:</b> <b>w/c</b>	<b>Total No.:</b> <b>SEN:</b>	<b>M:</b> <b>F:</b>
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**Objectives:**

To know and understand the correct responses for the different situations, tactics and strategies found in a game of Softball e.g. Bases Loaded or two outs

To know and understand the importance of playing the ball along the floor

To understand the differences between right and left handed batters in softball, and the appropriate field changes.

Activity	Description	Objectives	Teaching Points	Evaluation / Performance	Differentiation and Creativity
<b>Student led warm up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Listen and observe warm ups and answers	① Ask students how they could make warm up easy / harder / intense
<b>GAME</b>	- Whole game – 9 V 9  - 3 innings - Equal teams - Discuss teaching points used to beat / outwit opponents - Discuss the skills used to beat / outwit / gain ascendancy over an opponents - Discuss the skills used to gain ascendancy - Discuss how performers can use varying skills to outwit opponents - Discuss the benefits of out thinking opponents using these skills	To accurately replicate and perform the correct methods of hitting, turning body, throwing, backing up, communication, base running, bowling, batting and retrieving the ball To know and understand the importance of playing the ball along the floor To understand the differences between right and left handed batters in softball, and the appropriate field changes. To know and understand the correct responses for the different situations, tactics and strategies found in a game of Softball e.g. Bases Loaded or two outs To use their knowledge / understanding of the skills and game to play to the laws and to the best of their ability.	- Use correct bowling, fielding, base work, and batting techniques - Up to 3 balls and strikes. - If the ball is hit the batter has to run - Fielders no closer than the edge of the diamond. - If 3 strikes are bowled then they have to run - Try and turn body to hit ball around different areas of the out field - Hit ball down by rolling wrist	Video performances and enable the students to analyse their strengths and weaknesses in developing skills, techniques and components; making and applying decisions; and the ability to change to demands within performances  Listen to pupils knowledge and understanding of the techniques used  Pupils evaluate their own performances when batting, base running, stealing and working as a team.  Ask the students to highlight numbers, terms, commands and strategies in Softball games and activities <b>Q &amp; A</b> : Are they performing the skill and techniques at speed  <b>Q &amp; A</b> : Are they making the correct decisions when fielding and batting	* Play games with different situations, tactics and strategies  * BASES ARE LOADED  ⬆ STOPPING PLAYERS GETTING TO 4 <sup>TH</sup> BASE  <i>M/C</i> - Analyse strength and weaknesses in performances <i>C</i> - Pupils develop, adapt and refine skills, strategies and tactics used in this section <i>C</i> - Pupils devise strategies and skills to improve performance and gain ascendancy <i>C</i> - Pupils discuss how to gain an advantage over competitors

<b>Student led Cool Down</b>	The 2 students chosen to lead the cool down do so.	To understand the importance of cooling down at the end of a session. To be able to lead a cool down	- listen to and follow instructions of those leading the cool down - complete exercises	<b>Q &amp; A</b> on the teaching points and objectives of the skill, activity and lesson	observes students ability to lead the cool down
<b>Informed Choices and Lifestyle</b>	State and highlight all the Softball clubs locally in the area that have junior and open age development teams and practices Highlight the pathway to be an elite performer in Softball Discuss the numerous jobs available in Softball e.g. Referee, Coach, Manager, Physiotherapist, Masseur, Development officer, Liaison officer, Sport Rehabilitation, Sports Doctor, Sports Psychologist, Dietician, Sports Journalist, Sports Analyst, Sports Designer				
<b>Equipment</b>	Tennis Balls, Cones, Bats, spoon bats, Softball Sheets, Wind balls, Softballs, Gloves, Pen, Whiteboard, Video Player, Digital Camera, TV, Video, Tees, Score sheets, peer evaluation handouts				

ICT	(A) Assessment	(C) Citizenship	(E) Peer Evaluation	(L) Literacy	(N) Numeracy	(PP) Pupil planning
Comments:						

### HEALTH AND SAFETY THROUGHOUT THIS LESSON

<ul style="list-style-type: none"> <li>- Use tennis balls or soft balls</li> <li>- Pupils must all throw the same way</li> <li>- Pupils must never try to stop the ball with their feet, shins or body.</li> <li>- Space out the games / practices so that there is minimal risk</li> <li>- Never allow pupils to accurately replicate and perform the actions if injured or ill</li> <li>- Stretch out major muscles</li> <li>- Pupils must remain within in and out boxes</li> <li>- The wicket keeper must NEVER get too close</li> <li>- Players must drop their bat after hitting the ball, but must not throw it back</li> <li>- Pupils must not be any closer than the diamond line or 10 metres behind</li> <li>- KEEP EYE ON BALL</li> <li>- Pupils must not obstruct opponents</li> </ul>
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### ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT

<b>Competence</b>	<b>Performance</b>	<b>Creativity</b>	<b>Health and Active Lifestyle</b>
<b>Developing Skills</b>	<b>Making and Applying</b>	<b>Physical and Mental Capacity</b>	<b>Evaluating and Improving</b>