# Lesson 1

## K-1st Grade

### Equipment:
- 24 cones
- 1 Super soft softball for every 2 students
- 5 sets of bases (adjust with class size)

### Lesson Outcomes:
- Demonstrate the skills necessary to effectively throw a softball.
- Execute a two-handed catch.

### Before Class Set Up:
- Set up 1 grid for every 5 students.
- Gather necessary equipment.
- Set up a 25 x 25 yard square.

### Activity

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| **Health-Related Physical Activity:** 1-on-1 Duck, Duck, Goose (10 Minutes) | • Students find partners and face each other.  
  • Partners take turns tapping each other on shoulder, saying, "duck" until 1 partner says "goose."  
  • Partner who says "goose" runs/walks/crab walks (students can designate before activity).  
  • Partner who is "goose" performs a jumping jack or push-up (from crab position), then tags partner.  
  • Once partner is tagged, repeat activity.  
  • Variation: Change form of locomotion that is used by goose and duck while chasing each other (skip, crab walk, shuffle, etc.). | 🔄 Set up a 25 x 25 yard activity area marked with 4 cones.  
  • Assist students with partnering.  
  🔄 Set up grids for the HRPA.  
  🔄 Distribute equipment. |
| **Activity #1:** Overhand Throw and 2-Handed Catch | • Have students seated for demonstration.  
  • Demonstrate overhand throw emphasizing key components.  
  • Overhand Throw: Step toward target with opposite foot and point to target with opposite hand, Draw throwing hand back past ear, Extend throwing arm, Lead with elbow and follow through.  
  • Have students all stand and shadow practice overhand throw without a ball.  
  • Demonstrate 2-handed catch.  
  • 2-Handed Catch: Catch ball below waist with hands open with thumbs out, Catch ball above waist with hands open with thumbs in or together, Absorb shock with a slight inward movement of hands ("soft hands").  
  • Students shadow proper 2-handed catches for above and below waist. | 🔄 Assist with instruction.  
  • Help with demonstration. |
<table>
<thead>
<tr>
<th><strong>ACTIVITY #2</strong></th>
<th><strong>LESSON 1</strong></th>
<th><strong>K-1st GRADE</strong></th>
</tr>
</thead>
</table>
| **Partner Throw** | - Students are divided into partners (divide groups from above), 1 Super soft softball per pair.  
- Partners should line up facing each other, standing about 8 feet apart.  
- Each student should throw to his or her partner using overhand throw.  
- Partners should offer positive reinforcement and constructive criticism to each other regarding proper throwing and catching form.  
- Challenge: How many catches can each pair make in 20 seconds? Can that score be improved?  
- Every 2 catches, 1 partner takes a step back. If ball is dropped, partners take a step forward. How far apart can each pair go?  
- How many consecutive catches can each pair make?  | - Review proper throwing form for both the underhand and overhand throwing techniques as needed. |

<table>
<thead>
<tr>
<th><strong>COOL DOWN/CLOSURE</strong></th>
<th><strong>LESSON 1</strong></th>
<th><strong>K-1st GRADE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Review Skill/Activity</td>
<td>- Reinforce key concepts taught during the lesson.</td>
</tr>
</tbody>
</table>

**L1 TEKS Introduction**
1,2,3  K.1  A,B,C,D  K.2  A,B  K.3  B  K.5  A,B  K.6  A,B  K.7  A,B,C  
1,2  A,B,C,D,H  1.1  A,B,C,D,H  1.2  A  1.3  B  1.5  A  1.6  A,B  1.7  A,B,C  

**NAPSE NATL STD PE**
1,2,3,4,5,6
# Softball

## Lesson 2

### K-1st Grade

### Equipment:
- 24 cones
- 1 Super soft softball for every 2 students
- 5 sets of bases (adjust with class size)

### Lesson Outcomes:
- Demonstrate the skills necessary to effectively throw a softball.
- Execute a two-handed catch.

### Before Class Set Up:
- Set up 1 grid for every 5 students.
- Gather necessary equipment.
- Set up a 25 x 25 yard square.

## Activity (Time)

### Health-Related Physical Activity:

#### Jump Frog Jump

<table>
<thead>
<tr>
<th>(10 Minutes)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● On the signal the instructor will say “jump frog jump” and 2 students will hop around to tag the other students. The first time a student is tagged, the student also becomes a tagger.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Continue to play until everyone has been tagged.</td>
<td></td>
</tr>
</tbody>
</table>
# Lesson 2

## Activity #1: Partner Throw
- Students are divided into partners (divide groups from above), 1 Super soft softball per pair.
- Partners should line up facing each other, standing about 8 feet apart.
- Each student should throw to his or her partner using overhand throw.
- Partners should offer positive reinforcement and constructive criticism to each other regarding proper throwing and catching form.
- Challenge: How many catches can each pair make in 20 seconds? Can that score be improved?
- Every 2 catches, 1 partner takes a step back. If ball is dropped, partners take a step forward. How far apart can each pair go?
- How many consecutive catches can each pair make?

## Activity #2: Around the World
- Students are divided into groups of 5 (1 batter, 1 catcher, and 3 basemen), assigned to a grid and given 1 ball.
- Each grid is set up to resemble a softball diamond (see diagram).
- 1 baseman should report to each base.
- Batter starts by throwing ball to first baseman. Batter follows throw and runs to first base.
- First baseman catches ball and throws it to second baseman; first baseman follows throw and runs to second base.
- This pattern is repeated until each player returns to his or her original position.
- Challenge: How many catches in a row can each group make?
- Challenge: How many catches can each group make in 1 minute?

### Diagram
- Set up each grid as a softball diamond complete with all bases.
- Grids can be set up side by side.

## Cool Down/Closure
- Review Skill/Activity

## Review
- Review proper throwing form for both the underhand and overhand throwing techniques as needed.
### LESSON 3

#### EQUIPMENT:
- 1 Super soft softball for every 2 students
- 15 different types of balls

#### LESSON OUTCOMES:
- Demonstrate groundball-fielding skills.
- Execute fielding a groundball and making an overhand throw.

#### BEFORE CLASS SET UP:
- Gather necessary equipment and place around play space perimeter.
- Gather 15 different types of balls (adjust with class size).

#### ACTIVITY (Time)

<table>
<thead>
<tr>
<th>HEALTH-RELATED PHYSICAL ACTIVITY: (10 Minutes)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| • Designate game boundaries with cones forming a large circle for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc.  
• On the signal, 2 students will try to tag other students.  
• The first time a student is tagged they must walk, jog or run around the circle of cones to be able to continue to play. If the student is tagged again the student also becomes a tagger.  
• Continue to play until everyone has been tagged. | • Assist with equipment set-up. |

<table>
<thead>
<tr>
<th>ACTIVITY #1 Fielding Grounders</th>
<th>ACTIVITY #2 Practice Fielding</th>
<th></th>
</tr>
</thead>
</table>
| • Have students seated for demonstration.  
• Fielding a Grounder: 2 hands open with thumbs out, Field from low to high or from ground up, Head down and watch ball into hands.  
• Students shadow practice fielding ground balls. | • Students find partners, 1 softball per pair.  
• Pairs should stand facing each other approximately 8 feet apart.  
• Partners underhand roll grounders back and forth and practice good fielding techniques. | • Circulate and review the proper techniques for fielding both grounders and fly balls.  
• Review fielding and throwing |
<table>
<thead>
<tr>
<th><strong>Grounders</strong></th>
<th><strong>ACTIVITY #3</strong> Practice Fielding and Throwing</th>
<th><strong>K-1st GRADE</strong></th>
</tr>
</thead>
</table>
| • Challenge: How many grounders can each pair make in 20 seconds? Can they improve?  
• Challenge: How many consecutive ground balls can each pair make?  
• Variation: Pairs can increase difficulty of catches by throwing ball to either side of their partners. | • Use same pairs from above.  
• Have students “stop, look, and listen” as you slightly change fielding drill.  
• Have students stand about 15-20 feet apart.  
• 1 student rolls 3 grounders to his or her partner who fields them and throws back using good overhand throwing techniques.  
• Partners switch roles.  
• Challenge: How many consecutive catches (grounders and throws) can pair make?  
• Variation: Pairs can increase difficulty by rolling grounders to either side of their partners. | • Assist with demonstration.  
• Encourage proper form of fielding and throwing. |

<table>
<thead>
<tr>
<th><strong>COOL DOWN/ CLOSURE</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review Skill/Activity</td>
<td></td>
<td>Clean up and store equipment.</td>
</tr>
</tbody>
</table>

---

L3 TEKS Introduction 1,2,3 K.1 A,B,D,F K.2 A,B K.3 B K.5 A,B K.6 A,B K.7 A,B,C  
L3 TEKS Introduction 1,2 1.1 A,B,C,D,H 1.2 A 1.3 B,D 1.5 A 1.6 A,B 1.7 A,B,C  
NAPSE NATL STD PE 1,2,3,4,5,6
**SOFTBALL**

**LESSON 4**

**K-1st GRADE**

**EQUIPMENT:**
- 1 Super soft softball per 2 students
- 24 cones
- 6 sets of bases (adjust with class size)

**LESSON OUTCOMES:**
- Demonstrate catching a fly ball.
- Execute regular overhand throws.
- Demonstrate base running.

**BEFORE CLASS SET UP:**
- Set up 1 grid for every 5 students.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Side-Slides, Underhand Tosses, Overhand Tosses (10 Minutes) | - Students may get new partners. (3 seconds)
- Pairs stand on 1 gym sideline with partners facing each other 5-10 feet apart.
- Pairs begin to side-slide across gym, tossing/catching ball to each other.
- Pairs maintain 5-10 feet between each other while tossing/catching. They should use underhand throws.
- When pairs arrive at other side, they repeat activity back to starting place.
- Pairs will continue back and forth across gym, settling into their own pace.
- After sliding with tosses and catches several times, pairs switch to easy overhand tosses and catches.
- Challenge: How many consecutive underhand catches can each pair make?
- Challenge: How many consecutive overhand catches can each pair make? | - Assist with line up.
- If a pair loses a ball, they may get their own or any ball that might be near them.
- Initiate challenges. |

| ACTIVITY #1 | Partner Fly Ball Throws and Catches | Monitor students. |
|-------------|-------------------------------------| Keep enough space between partners. |
| | - Partners from HRPA face each other 35-40 feet apart. Students should be in parallel lines.
- Partners throw fly balls to each other.
- Students should keep their eyes on ball at all times and move to get under it in order to catch it.
- Challenge: After 2 throws/catches in a row, partners each take 2 steps backwards. Repeat. | |
### ACTIVITY #2
**Practice Fly Balls and Regular Throw Backs**
- Maintain same partners from above.
- Have students stop, look, and listen as you slightly change fielding drill.
- Partners now stand about 15-20 feet apart.
- 1 student throws his or her partner 3 fly balls which are fielded and thrown back using regular overhand throwing technique.
- Partners switch roles.
- Challenge: How many consecutive catches both of fly balls and throws backs can each pair make?
  - Variation: Throw fly balls to either side of partner to increase difficulty.

### ACTIVITY #3:
**Around the World**
- Students are divided into groups of 5 (1 batter, 1 catcher, and 3 basemen), assigned to a grid and given 1 ball.
- Each grid is set up to resemble a softball diamond (see diagram).
- 1 baseman should report to each base.
- Batter starts by throwing ball to first baseman. Batter follows throw and runs to first base.
- First baseman catches ball and throws it to second baseman; first baseman follows throw and runs to second base.
- This pattern is repeated until each player returns to his or her original position.
- Challenge: How many catches in a row can each group make?
- Challenge: How many catches can each group make in 1 minute?

![Diagram of softball diamond](Image)

### COOL DOWN/CLOSURE
- Review Skill/Activity

### K-1st GRADE
- Assist with demonstration.
- Encourage proper form of fielding and throwing.

△ Set up each grid as a softball diamond complete with all bases.
△ Grids can be set up side by side.

△ Clean up and store equipment.
**LESSON OUTCOMES:**
Demonstrate proper overhand throws. 
Apply various softball skills in a game situation.

**EQUIPMENT:**
- 1 Super soft softball per 5 students
- 25-31 cones for mini-fields

**BEFORE CLASS SET UP:**
- Set up 8-10 skinny-mini fields (see diagram for Activity #2).
- Set up a 25 x 25 yard coned square for HRPA.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: Fitness Tag (10 Minutes) | ▪ Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase, and dodge, such as grass etc.  
▪ On the signal, 2 students will try to tag other students. The first time a student is tagged, they must demonstrate a “fitness exercise” to be able to continue to play. If the student cannot demonstrate a “fitness exercise” then they are “it” too. Continue to play this game until everyone has been tagged | ▪ Assist with grouping.  
▪ Review pattern as needed.  
▪ Encourage good throwing and fielding form. |
| ACTIVITY #1 Throw/ Catch Relay | ▪ Students are placed into groups of 5 (or 6 depending on class size and facility) and each group is given 1 ball.  
▪ Have 1 group of students demonstrate.  
▪ Players number themselves 1-5.  
▪ Players 1, 3, and 5 should line up facing players 2 and 4 with 10 feet between groups.  
Player 1 throws ball to player 2. Player 1 follows throw and goes to end of opposite line.  
▪ Player 2 catches ball and throws to player 3. Player 2 follows throw and goes to end of opposite line.  
▪ This pattern is repeated until each player is back where he or she started. Repeat for 2 minutes  
▪ Relay is started again with players throwing grounders. Continue for 2 minutes. |
### LESSON 5

**K-1st GRADE**

- Relay is started again with players throwing short fly balls. Continue for 2 minutes.
- Challenge: How many consecutive throws can each group make?

```
      5 3 1  →  2 4
```

### ACTIVITY #2

**5-Person Throw and Run Softball**

- Students remain in same groups as Activity #1 (5 or 6 in a group depending on class size and facility).
- Have 1 group demonstrate game.
- Students decide who will be the pitcher, batter, catcher, and 2 outfielders.
- Assign groups to grids. Use area about 15 feet wide for each group.
- Batter throws ball to outfield and runs to a cone by the pitcher, circles it, and returns home.
- Batter must throw ball between 2 cones on his or her field.
- Outfielders field ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.
- Rotate group clockwise. Repeat until each player gets to bat. Continue to rotate until time ends.
- Individuals keep track of how many runs he or she scored for each at bat.

* X = Cones

<table>
<thead>
<tr>
<th>Group 1</th>
<th>X</th>
<th>Thrower</th>
<th>Pitcher</th>
<th>Catcher</th>
<th>Outfielder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2</th>
<th>X</th>
<th>Outfielder</th>
</tr>
</thead>
</table>

Help set up fields. (See diagram)
- Monitor groups.
- Give help to groups with questions.
- Monitor rotations.
- Give specific corrective feedback.
<table>
<thead>
<tr>
<th>LESSON 5</th>
<th>K-1st GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>K.1</th>
<th>K.2</th>
<th>K.3</th>
<th>K.5</th>
<th>K.6</th>
<th>K.7</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thrower</td>
<td>A</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Pitcher</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catcher</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outfielder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE:**

- Review Skill/Activity
- Clean up and store equipment.

L5 TEKS Introduction 1,2,3 K.1 A,B,C,D,F K.2 A,B K.3 B K.5 A,B K.6 A,B K.7 A,B,C
L5 TEKS Introduction 1,2 1.1 A,B,C 1.2 A 1.3 B 1.5 A 1.6 A,B 1.7 A,B,C

NAPSE NATL STD PE 1,2,3,4,5,6
### EQUIPMENT:
- 1 Super soft softball per 5 students
- 8-10 batting tees/cones
- 25-31 cones for mini-fields
- 4 cones for HRPA
- 5 foam noodles
- 10 or more foam bats

### LESSON OUTCOMES:
- Demonstrate correct hitting technique.
- Apply softball skills to a game situation.

### BEFORE CLASS SET UP:
- Set up 8-10 skinny-mini fields (see diagram for Activity #2).
- Set up a 25 x 25 yard coned square for HRPA.

### ACTIVITY (Time)

<table>
<thead>
<tr>
<th>HEALTH-RELATED PHYSICAL ACTIVITY: Mosquito Tag (10 Minutes)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Object of game: mosquitoes with noodles try to freeze entire class.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>If tagged a student must kneel down.</td>
<td>• Encourage participation.</td>
</tr>
<tr>
<td></td>
<td>To be freed, 2 students have to Hi-10 kneeling student above his/her head and yell “OFF!” or any other type of bug repellant. Students can be tagged if they are freeing someone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and at the same time clap their hands in unison as if they crushed a mosquito in their hands.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If they clap in unison all mosquitoes are dead and are replaced by new mosquitoes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If they don’t clap in unison, mosquitoes live and can tag students in line before they can clap again.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #1

<table>
<thead>
<tr>
<th>Bat Swing Shadowing</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students follow along during instruction and demonstration. They practice swing without a bat for safety reasons.</td>
<td>Monitor students.</td>
<td></td>
</tr>
<tr>
<td>Batting Stance and Swing (For right-handers; left-handers do opposite): Hold bat with right hand closed and on top of closed left hand, Bring hands back behind right ear, Raise right elbow, Feet are shoulder width apart with knees slightly bent,</td>
<td>• Give specific corrective feedback.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Circulate room looking for errors.</td>
</tr>
</tbody>
</table>
**LESSON 6**

<table>
<thead>
<tr>
<th>K-1st GRADE</th>
</tr>
</thead>
</table>

Left side of body is facing front, Step forward with left foot and swing hands forward and across body, Bat level with ground while watching ball, Follow through with swing.
- Students following along during instructions.
- Students shadow swing at own pace. Move and assist students where needed.

### ACTIVITY #2

#### 5-Person Batting Practice (10 minutes)

- Students form groups of 5.
- Students decide who will be the pitcher, batter, catcher, and 2 outfielders.
- Students set up as in 5-Person Throw and Run.
- Each batter hits ball off cone or batting tee.
- After 3 hits, students rotate clockwise.
- Batter must hit ball between 2 cones that form field boundaries.

\[ X = \text{Cones} \]

**Group 1**

- Hitter
- Pitcher
- Catcher
- Outfielder

**Group 2**

- Hitter
- Pitcher
- Catcher
- Outfielder

### ACTIVITY #3

#### 5-Person Hit and Run Softball

- Use same groupings and set-up as above.
- Batter hits ball to outfield and runs around pitcher cone and returns home.
- Outfielders get ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Rotate group clockwise. Repeat until each player gets to bat. Start again if time.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.

### K-1st GRADE

- Assist with grouping.
- Help groups that don’t understand instructions.
- Give specific corrective feedback.

- Monitor groups.
- Give help to groups with questions.
- Monitor rotations.
- Give specific corrective feedback.
<table>
<thead>
<tr>
<th>COOL DOWN/ CLOSURE:</th>
<th>LESSON 6</th>
<th>K-1st GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review Skill/Activity</td>
<td></td>
<td>Clean up and store equipment.</td>
</tr>
</tbody>
</table>

L6 TEKS Introduction 1,2 1.1 A,B,C,E,H 1.2 A 1.3 B 1.5 A 1.6 A,B 1.7 A,B,C

NAPSE NATL STD PE 1,2,3,4,5,6
### EQUIPMENT:
- 1 Super soft softball for every 5 students
- 10 foam bats
- 8-10 batting tees/cones
- 24 cones
- 1 foam softball for every 2 students
- 3-4 pinnies

### LESSON OUTCOMES:
Demonstrate prior softball skills in a modified game situation.

### BEFORE CLASS SET UP:
- Set up 8-10 skinny-mini fields.
- HRPA: Set up 30 x 30 yard square if outside
- Designate “Cave” area with several cones in one corner.

### ACTIVITY

<table>
<thead>
<tr>
<th>HEALTH-RELATED PHYSICAL ACTIVITY:</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release Tag (10 Minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 corner of gym is a “Cave.” If outside, use cones to designate cave area.</td>
<td>• Assist students with questions.</td>
</tr>
<tr>
<td></td>
<td>3 “Its” try to tag other classmates.</td>
<td>• Make certain “captives” are tagged when they are freed.</td>
</tr>
<tr>
<td></td>
<td>When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.</td>
<td>• As captives are released they may be tagged immediately again.</td>
</tr>
<tr>
<td></td>
<td>Any player can be brave and try to release 1, 2, or all “Captives” by running into cave and tagging those students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If “freer” is tagged while trying to free captives, he or she becomes a captive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After 3 minutes, change taggers and start game over.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #1

| 500 | Students are placed into groups of 5:1 batter and 4 fielders. | • Review directions and point system as needed. |
|     | To start game, batter hits ball off cone or batting tee into field or they can throw the ball up and hit it themselves. | • Assist in setting up fields. Fields are set up as skinny-mini-fields used in 5-Person Hit and Run softball. |
|     | Fielders attempt to become batter by reaching 500 points. | |
|     | Fielders earn points by fielding ball. | |
|     | Points are listed below: | |
|     | - Fly ball = 200 points | |
|     | - First bounce = 100 points | |
|     | - Ground ball = 50 points | |
### LESSON 7

**K-1st GRADE**

- If a ball is dropped fielder doesn’t earn any points.
- When a fielder reaches 500 points, he or she trades places with batter.

### ACTIVITY #2

**5-Person Hit and Run Softball**

- Use same groupings as above.
- Students decide who will be pitcher, batter, catcher, and 2 outfielders.
- Batter hits ball to outfield and runs around pitcher cone and returns home.
- Outfielders get ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Rotate group clockwise. Repeat until each player gets to bat. Start again if time.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.

### COOL DOWN/CLOSURE:

- Review Skill/Activity

- Give help to groups with questions.
- Monitor rotations.
- Give specific corrective feedback.

- Clean up and store equipment.

---

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L7 TEKS Introduction</td>
<td>1,2 1.1 A,B,C,H 1.2 A 1.3 B 1.5 A 1.6 A,B 1.7 A,B,C</td>
</tr>
</tbody>
</table>

NAPSE NATL STD PE 1,2,3,4,5,6
<table>
<thead>
<tr>
<th>EQUIPMENT:</th>
<th>LESSON OUTCOMES:</th>
<th>BEFORE CLASS SET UP:</th>
</tr>
</thead>
</table>
| • 1 Super soft softball for every 3 students  
• 1 bucket  
• 4 softball bases  
• 1 tennis ball for every 3 students.  
• 12 dyna-bands  
• 6 jump ropes  
• 24 small cones  
• 6 physio-balls | Demonstrate throwing and catching softball skills to a modified game. | 🔄 Field setup for Bucketball activity  
△ Gather 12-20 tennis balls in a bucket.  
≈ Set up stations for HRPA fitness circuit. |

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH-RELATED PHYSICAL ACTIVITY:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep Away (10 Minutes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Students form groups of 3, 1 softball per group.  
• 3 partners find open space and arrange themselves such that there is 1 player between other 2 players.  
• 2 players on ends toss the ball to each other using both underhand and overhand techniques.  
• Player in the middle will try to deflect or intercept ball.  
• Players should rotate such that each student has an opportunity to be in middle position. | • Assist students with grouping.  
△ Distribute equipment.  
≈ Assist teacher as needed. |
| ACTIVITY # 1 Bucketball | • Object of game: Score as many runs as possible before all thrown balls are collected in a bucket by defense.  
• Divide class into 3 equal teams.  
• Team 1 will bat first with teams 2 and 3 in the field. Players in the field must spread out to cover a large area.  
• Each player “batting” has 1 tennis ball.  
• If batting team has 9 players then it is announced that defense must collect 9 | ≈ Review directions and point system as needed. |
tennis balls.
- Batting team lines up on first base line with last player touching home plate.
- On your cue, "throw!" each player on batting team has 2 seconds to throw their tennis ball.
- After they throw, they all run the bases.
- A team scores a run every time their last player crosses a base.
- They keep running until defense yells they have collected all thrown balls (in this case 9 tennis balls).
- A bucket to collect thrown balls is kept about 10 feet behind third base on left field line. Defense needs a reliable student to count tennis balls and yell when they are all in.
- After balls are collected and runs counted, team 1 goes to field and team 2 comes to bat. Continue through teams until period ends. Team with most runs wins.
- Rules:
  - For each ball miscounted, add 2 runs (they say time before all balls are in)
  - Balls that roll into baseline must be stepped over. Intentional kicking of tennis balls will result in 2 run penalty (sometimes they are accidentally kicked so you have to watch)
  - Balls must be thrown by offense in 2-3 seconds or that ball won’t count and defense can collect one less ball.

COOL DOWN/ CLOSURE:
- Review Skill/Activity

Clean up and store equipment.
## EQUIPMENT:
- 1 Super soft softball for every 2 students
- Several bats
- 4 cones
- 4 bases per field

## LESSON OUTCOMES:
Will be able to demonstrate teamwork during “Modified Softball” game.

## BEFORE CLASS SET UP:
- Set up all equipment off to the side near teacher.
- Gather a box of enough super soft softballs, 1 ball for every 2 players.
- Prepare softball fields for 6-8 players on a team.

### ACTIVITY (Time)

### HEALTH-RELATED PHYSICAL ACTIVITY:
(10 minutes)

- Divide the class into groups of three to four.
- Give each team one beach ball.
- When the whistle is blown, start the stopwatch, have one student on each team begin juggling the beach ball up in the air with their foot, thigh, or head (soccer skill) and have the other student/ students on each team count the number of times the beach ball was touched to remain off the ground. If a team member drops the beach ball on the ground, the team sits down.
- When the one-minute mark occurs, blow the whistle and have each team give the number of times the beach ball was touched to remain off the ground.
- Begin the game again using a new team member and repeat the same process.
- Continue to play the game until everyone has had an opportunity to juggle the beach ball.

### ACTIVITY #1
- Students form groups of 6-8 (depending on facility space).
- Each team pitches to its own players.
- No more than 2 pitches to each batter.

### ROLE OF ASSISTANT
- Monitor players.
- Keep players on task.
- Call outs/safe.
<table>
<thead>
<tr>
<th>Modified Softball</th>
<th>LESSON 9</th>
<th>K-1st GRADE</th>
</tr>
</thead>
</table>
| • Team coming to bat can bat only when whole team is behind “dugout” cone and seated.  
• If a team pitches before everyone is in dug out, that results in an out.  
• Team at bat must remain seated in dugout. Any player that stands up or is outside the dugout results in an out for batting team.  
• For safety, catcher should have a mask over his or her face. An extra out can be added for every pitch thrown when catcher does not have mask on. |        |             |

<table>
<thead>
<tr>
<th>COOL DOWN/ CLOSURE:</th>
<th></th>
<th>❗️ Clean up and store equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review Skill/Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

L9 TEKS  Introduction 1,2  1.1  A,B,C,H  1.2  A  1.3  B  1.5  A  1.6  A,B  1.7  A,B,C  

NAPSE NATL STD PE 1,2,3,4,5,6
**EQUIPMENT:**
- 1 Super soft softball for every 2 students
- Several foam bats
- 4 cones
- 4 bases per field

**LESSON OUTCOMES:**
Will be able to demonstrate teamwork during “Modified Softball” game.

**BEFORE CLASS SET UP:**
- Set up all equipment off to the side near teacher.
- Gather a box of enough super soft softballs, 1 ball for every 2 players.
- Prepare softball fields for 6-8 players on a team.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HEALTH-RELATED PHYSICAL ACTIVITY:</strong></td>
<td>• Object of game: mosquitoes with noodles try to freeze entire class. &lt;br&gt;• If tagged a student must kneel down. &lt;br&gt;• To be freed, 2 students have to Hi-10 kneeling student above his/her head and yell “OFF!” or any other type of bug repellant. Students can be tagged if they are freeing someone. &lt;br&gt;• Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and at the same time clap their hands in unison as if they crushed a mosquito in their hands. &lt;br&gt;• If they clap in unison all mosquitoes are dead and are replaced by new mosquitoes. &lt;br&gt;• If they don't clap in unison, mosquitoes live and can tag students in line before they can clap again.</td>
<td>• Assist with the equipment. &lt;br&gt;• Encourage participation.</td>
</tr>
<tr>
<td>Mosquito Tag (10 Minutes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity #1: Modified Softball

- Students form groups of 6-8 (depending on facility space).
- Each team pitches to its own players.
- No more than 2 pitches to each batter.
- Team coming to bat can bat only when whole team is behind “dugout” cone and seated.
- If a team pitches before everyone is in dugout that results in an out.
- Team at bat must remain seated in dugout. Any player that stands up or is outside the dugout results in an out for batting team.
- For safety, catcher should have a mask over his or her face. An extra out can be added for every pitch thrown when catcher does not have mask on.

### Cool Down/Closure:

- Review Skill/Activity

### K-1st Grade

- Monitor players.
- Keep players on task.
- Call outs/safe.

L10 TEKS Introduction 1,2 1.1 A,B,C,E,H 1.2 A 1.3 B 1.5 A 1.6 A,B 1.7 A,B,C

NAPSE NATL STD PE 1,2,3,4,5,6