

Elizabeth Grusemeyer
K-12 Physical Education Curriculum and Instruction
Dr. Cone
3-31-05

Softball: Base-running

Background Information:

Number and Duration of classes: 1 class meeting everyday for 40 minutes

Number of Students: 25 students

Grade Level: 9th-12th grade

Rationale:

This is an important lesson because it will teach the students skills for base-running when playing softball.

Resources, Equipment, and Materials:

1. Softball Field (if possible)
2. Outdoor Bases (if on softball field) – 1st, 2nd, & 3rd
3. 2 Sets of Indoor Bases (if needed)
4. Polly Spots (if needed)

References:

<http://www.dwareham.freeseve.co.uk/softball/bcoach.htm>

<http://www.pecentral.org>

<http://users.rowan.edu/~rattigan>

Schmottlach, N. & McManama, J. (2002). Physical Education Activity Handbook. (10th Edition). San Francisco: Benjamin Cummings.

Anticipated Difficulties:

The students will be doing a lot of running in this lesson. It is very important that the students are warmed up and muscles are stretched to prevent injuries. It is common to trip over your feet, roll your ankle, or pull a muscle when performing the activities of this lesson. These concerns will be addressed as follows:

- The students will do a warm-up activity before performing the activities of this lesson. It is important to warm up your body so the muscles are stretched and injuries are less likely to occur.
- The students must pay attention to what they are doing while running. It is very easy to roll your ankle while running and this can be prevented by taking the activities seriously, not fooling around.

Objectives:

Cognitive Objectives:

Students will understand the basic rules when base-running. (2.5 12C1)

Affective Objectives:

Students will be disciplined, have positive attitudes, and show cooperation during drills and activities. (2.5 12D1)

Psychomotor Objectives:

Students will demonstrate the proper technique when base-running. (2.5 12A1)

Introduction:

Introduce the skill and activities for the day.

Opening Activity: 5 minutes

Jogging & Sprinting Around the Bases: Set up 1st, 2nd, 3rd, and home bases in the gymnasium (if inside). Have students jog to 1st base, sprint to 2nd base, jog to 3rd base, and sprint to home base. Have students do this drill 2 times.

Warm Up Activities: 8 minutes

Run 2 laps around the gymnasium-if indoors, run 2 laps around the perimeter of the softball field including the outfield-if outdoors.

Arm stretches: Hold right arm across body for 10 seconds then switch; small and large arm circles for 10 seconds

Leg stretches: Right and left lunges holding for 10 seconds; bend down and touch toes with feet together and hold for 10 seconds

Trunk twists: Rotate upper body from right to left for 10 seconds

Jumping Jacks: Start with feet together and hands at your sides, jump up and land with feet apart and arms up in the air – do 2 sets of 10.

Shuffles/ back peddles/ grapevines: Slide right foot to the right then slide left foot to the right foot and repeat; run backwards looking up; cross left foot over right foot then step to the right with right foot then step back and to the right with left foot then step to the right with right foot and repeat – do these activities the whole length of the gymnasium.

Content: 8 minutes

- Points to know when base-running:
 1. Follow the base line – 1st and 3rd base line is seen, 2nd & 3rd is imaginary
 2. Pull out about 3 feet from the base line just before reaching the base
 3. Touch the inside corner of the base with your left foot
 4. Always look and listen for the third base coach for a signal of what to do

- Description of progressions will be given
- Demonstration of progressions will be made
- Description of activity will be given
- Demonstration of activity will be given

Procedures: 15 minutes

Progression 1: The students will line up at home plate. Each student will take a turn sprinting through first base. Sprinting through the base means to run to the base, touch it with your foot, continue running, and then slow down. At this time the students will turn to their right and run back to first base, while staying in foul ball territory.

Progression 2: The students will line up at home plate. Each student will take a turn sprinting to first base and round the base moving towards second base. At this point in the progression the runner will want to pull out about three feet from the base line just before reaching first base to be able to round the base. The runner should step on the inside corner of the base with their left foot and push off towards second base. The runner will stop and go back to first base.

Progression 3: The students will line up at home plate. Each student will take a turn sprinting to first base, rounding the base, continuing to second base, rounding second base, stop running, and go back to second base. Remember to pull out about three feet from the imaginary base line before reaching second base to be able to round the base. Also remember to step on the inside corner of the base with the left foot and push off towards third base.

Activity: The students will line up at home plate. Each student will take a turn sprinting to first base, rounding the base, continuing to second base, and rounding the base. Just before rounding second base the runner will look to the third base coach for a signal to either stop running and go back to second base or to keep running all the way to third and finally home. The student must look at the third base coach in order to know what to do to complete this activity.

Closure: 4 minutes

At this time the teacher will recap the three progressions and activity that were completed for base-running. The teacher will also remind the students to: follow the base lines, pull out about three feet from the base line before reaching the bases, touch the base on the inside corner with the left foot, and look at the third base coach for a signal.

Student Assessment:

The teacher will observe the students while they are performing the base-running progressions and activities. The teacher will offer feedback to correct problems but also encourage the student's performance. The students will be partnered up and have a checklist to fill out as they watch their partner run the bases.

- | | | | | |
|--|-------|-----|-------|----|
| Sprinting through first base | _____ | Yes | _____ | No |
| Pull out into foul territory | _____ | Yes | _____ | No |
| Round first base | _____ | Yes | _____ | No |
| Push off left foot on inside corner of bases | _____ | Yes | _____ | No |
| Look for third base coach | _____ | Yes | _____ | No |

Teacher Assessment:

The teacher will know if he/she presented a good lesson because the students will have completed the activities successfully.

Evaluation:

This lesson is well organized and will be effective for the students learning how to perform base-running in the sport of softball.