

Softball Unit Plan  
Middle School/Junior High  
Sarah Purdy



## I. Standards and Performance Objectives

### *Cognitive Standard*

IN Standard 2: The student will apply movement concepts and principles to the learning and development of motor skills.

The student will be able to identify all the positions in softball and be able to play the position as well. (8.2.1)

### *Affective Standard*

IN Standard 5: The student will demonstrate responsible personal and social behavior in physical activity settings.

IN Standard 6: The student will demonstrate understanding and respect for differences among people in physical activity settings.

IN Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

The student will demonstrate respect for other students by encouragement and praising his/her partners at least three times during the class. (8.6.1, 8.6.2, 8.7.3, 8.5.4)

### *Psychomotor Standards*

IN Standard 1: The student will demonstrate competency in many and proficiency in a few movement forms.

IN Standard 3: The student will exhibit a physically active lifestyle.

IN Standard 4: The student will achieve and maintain a health enhancing level of physical fitness.

Gripping - - The student will successfully demonstrate where to place the fingers on the softball with the correct gripping form. (8.1.1, 8.3.1)

Throwing - - The student will demonstrate overhand throwing by successfully completing 8 out of 10 throws to his/her partner. (8.1.1, 8.3.1)

Catching - - The student will demonstrate how to catch a softball correctly by catching 8 out of 10 passes successfully. (8.1.1, 8.3.1)

Batting - - The student will demonstrate the correct form of hitting a softball by hitting 7 out of 10 balls pitched to him/her. (8.1.1, 8.3.1)

Base Running - - The student will demonstrate base running by controllably running through first base and touching the inside of second and third base. (8.1.1, 8.4.1)

## II. Motor Skills

List of skills being taught in three week unit

### *Catching*

- soft hands
- feet shoulder width apart
- place glove where you want ball to go
- above the waist - fingers up
- below the waist - fingers down
- elbow bent

### *Throwing*

- turn perpendicular to target
- feet shoulder width apart
- step toward target
- bring arm from behind the body
- flick wrist

### *Batting*

- feet shoulder width apart
- front elbow bend and back elbow at 45 degree angle
- place dominant hand on top of non dominant
- stand perpendicular to pitcher
- bring bat to side of body farthest from pitcher
- pivot back foot as you swing

### *Base Running*

- run as hard as you can
- touch corners of bases
- can only run past first base
- have to stay on bases two or three or you can get tagged out

### *Bunting*

- don't reach for ball
- let ball come to you
- square with the ball
- keep eye on ball
- knees bent
- fingers away from front of bat

## III. Drills and Lead Up Activities

### A. Warmup/Fitness Activities

1. *Regular Warm-Up*

Each student will pair with a partner and stay with that partner for all the warmup and fitness activities for this unit. The students will do the following with their partner:

- \* Run two laps around the gym for three minutes
- \* Stretch (Arms, Legs, Torso, and Back)
  - Twenty-five sit ups for one minute
  - Twenty-five push ups for one minute

## 2. *Quick Feet and Hands*

Students start with the ball in their glove, and their glove is touching the ground as if they just fielded the ball. On the whistle the fielder takes the ball out of glove quickly and jumps into throwing position. The student can either jump to throwing position or throw ball to a partner who is fifteen to twenty feet away. (*Garman 31*)

## 3. *Running Lap Tosses*

Students get partners and stand facing each other six feet apart. They play catch while running side by side using underhand tosses. They run down the field and come back three times. (*Garman 35*)

## 4. *Self Toss*

The students get with partners. One partner throws the ball into the air to themselves, catches it, and throws it to their partner that is standing fifteen feet away. Then that partner does the same thing. (*Garman 33*)

## 5. *Get Up and Catch*

The students get with a partner. One partner starts by lying on their stomach and mit on. The other partner stands twenty feet away with a softball. The partner who is standing will throw the ball into the air and the student who is lying down will get up as quick as possible, catch the ball, and throw it back to their partner. The students will rotate every five throws. (*Pangranzi 288*)

## 6. *Long Tee Hitting*

Set up a tee at least 30 feet from the net so the hitter can see where the ball goes. The tee can also be set up on home plate and have the students try and hit a target on the opposite side of the field. The purpose of this drill is for student to be able to see the outcome of their hits. (*Carman 169*)

### I. *Home Run Trot*

The students will pretend like they hit a home run and run around the bases correctly. They need to be running at least at a seventy-five percent level and each student will get to run around the bases twice. (*Pangranzi 289*)

### 8. *Home To First*

This drill needs a batter, five defensive players who are scattered around, and a feeder. The other students form a line to get ready to bat. The batter will hit the ball and run to first. While running to first the student will recognize if they should turn to run to second or should just run through first depending on what the defense is doing. This drill develops quickness out of the batters box, and helps with the skill of running to first. (*Carman 208*)

### 9. *BackHandWiffle*

The tosser stands at a 45-degree angle in front of the hitter. The tosser throws the ball at the mid-section of the batter. The batter does not have a bat, but they pivot to catch the ball with the back hand on the opposite side of the belly button. This helps the students work on pivoting while batting, and keeping their hands and back elbow close to the body. (*Carman 171*)

### 10. *Slap and Run Around Cone*

There is a cone two steps in front of the batters box. The student bunts the ball correctly, and has to run around the cone before heading to first base. This drill is used to stop players from leaving for first place during the bunt. (*Carman 191*)

### 11. *Foul Line Lead offs*

The pitcher throws the ball from second base to a catcher that is placed on the pitchers mound. The rest of the students are in the outfield on the foul line. The students lead off at the pitchers motion, then take two or three steps as the pitcher releases the ball. The students keep a well

balanced position, and wait for the teacher to yell "Back" or "Go." If "Go" is yelled the students run three or four more steps. If "Back" is yelled the students run back to the foul line. (*Garman 209*)

## B. Practice Activities for Skills

### 1. Throwing

#### *Bent Knee*

Partners get fifteen feet away from each other. The students kneel on the leg of the throwing arm side, and bend the other leg with foot flat on the ground. With proper form, the students will throw to their partner. (*Garman 32*)

#### *Square Throw*

Students will be put into groups of four and create a square by standing approximately fifteen to twenty feet apart. The students throw the ball around the square ten times in one direction and then ten times in the other direction. This helps the students with turning their feet in the direction they throw it. (*Garman 34*)

### 2. Catching

#### *Soft Hands*

Students get with a partner and stand six feet apart. Their partner rolls the softball back and forth making the other partner slide the feet to

reach the ball. The field the ball using their bare hands to create soft hands and for them to absorb the ball when catching. (*Garman 15*)

#### *Three Fly Drill*

Students form a line in the outfield. The teacher tosses the ball into the air for the student to catch. The student is tossed three fly balls and then goes to the back of the room. This activity helps improving their catching fly balls skills. (*Pangranzi 288*)

### 3. Batting

#### *Soccer Ball*

The students will hit a soccer ball off a tee. The students will have to use a lot of force to drive through the ball since a soccer ball is bigger than a softball. This practice drill helps the students learn they must drive through the ball to perform a good hit. (*Garman 169*)

#### *No Stride*

The students start in the position they would be in after they hit a ball. The students will then swing and concentrate on the hip movement, pivot, and movement of the upper body. The students will practice this drill three times each. (*Carman 169*)

### 4. Base Running

#### *Volleyball Knee Drill*

The batter holds a deflated volleyball between his/her leg while swing the bat. This helps the students realize they need to keep his/her weight on the inside of the legs and to take short strides. (*Carman 170*)

#### *Watch and Take Advantage*

The students will line up behind first base. There will be a pitcher and a catcher. When the pitcher throws the ball to the catcher the student at first base will get a good lead off and a balanced position. Every once in awhile the catcher will overthrow or the pitcher will drop the ball. The first base runner needs to react and run to second base. (*Garman 209*)

### 5. Bunting

#### *Partner Front Soft Toss*

There is one batter, and the rest of the students form a straight line fifteen feet from the batter. Each player has a ball (any type of ball), besides the batter. The batter starts in bunting form because they will not have enough time to turn. Each student with a ball throws right after the person next to them throws. This activity helps bunters with quickness. (*Garman 190*)

#### *Bunting and Base Running*

Students form a bunting line behind home plate, while three students form a line behind first base, and three more form a line a few feet in front of third base. The bunter bunts the ball and runs to first. As the ball is bunted the first base runner runs to second, and the third base person fields the ball. The bunter moves to the first base runner, the

first base runner moves to fielding at third, and the field moves to the bunting line.  
 (Garman 190)

	Monday	Tuesday	Wednesday	Thursday	Friday
IT	Quick Feet and Hands Garman 31	Running Lap Tosses Garman 35	Self Toss Garman 35	Get up and Catch Pangranzi 288	Long Tee Hitting Garman 16
KL	Introduce Throwing & Catching	Review Catching & Throwing	Review Throwing & Introduce Batting	Review Catching & Batting	Review Batting & Introduce Base Running
CT	Soft Hands Garman 15	Square Throw Garman 34	Soccer Ball Garman 169	No Stride Garman 169	Volleyball Knee Drill Garman 170
IT	Home Run Trot Pangranzi 289	Home To First Garman 208	Back Hand Wiffle Toss Garman 171	Slap & Run Around Cone Garman 191	Foul Line Leadoffs Garman 209
KL	Review Base Running & Throwing	Review Base Running & Introduce	Review Batting & Base Running	Review Bunting & Catching	Review Base Running & Bunting
CT	Bent Knee Garman 32	Partner Front Soft Toss Garman 190	Watch & Take Advantage Garman 209	Three Fly Drill Pangranzi 288	Bunting & Base Running Garman 190
IT	Regular Warm Up	Regular Warm Up	Regular Warm Up	Regular Warm Up	Regular Warm Up
KL	Review all skills	Review all skills	Review all skills	Review all skills	Review all skills
CT	Skills Test	Written Test	Tournament	Tournament	Tournament

### III. References

- Alfonso, J Alfonso Ball. Retrieved September 6, 2007, from Hotchalks Web site:  
<http://www.lessonplanspage.com/PEAlfonsoBallIndoorBaseballRunningHealthActivity712.htm>
- Darst, P., & Pangranzi, R. (2002). *Dynamic physical education for secondary school students (4<sup>th</sup> ed)*. San Francisco, CA: Pearson.
- Lichtman, B. (1993). *Innovation Games*. Champaign, IL: Human Kinetics.
- Nichols, B. (1994). *Lesson plans manual to accompany moving and learning (3<sup>rd</sup> ed.)*. St. Louis, MO: Mosby-Year Book.
- Garman, J. (2001). *Softball Skills & Drills*. Champaign, IL: Human Kinetics.

chugakko - junior high school. daigaku - university. daikyu. Unlike junior and senior high schools, there are no set textbooks for younger elementary students, and the emphasis of foreign language education is placed on the listening and speaking of simple terms that students know from their daily lives as opposed to written forms. English should be taught in a fun and natural way, using activities such as songs and games. Tennis You must use a racket. You can play this sport softball style or hardball style. You must play it on a court. Judo You usually wear a white wear. Softball Unit Plan Middle School/Junior High. Sarah Purdy. I. Standards and Performance Objectives. Cognitive Standard IN Standard 2: The student will apply movement concepts and principles to the learning and development of motor skills. The student will be able to identify all the positions in softball and be able to play the position as well. (8.2.1). Gripping - - The student will successfully demonstrate where to place the fingers on the softball with the correct gripping form. (8.1.1, 8.3.1). Throwing - - The student will demonstrate overhand throwing by successfully completing 8 out of 10 throws to his/her partner. (8.1.1,8.3.1). Catching - - The student will demonstrate how to catch a softball correctly by catching 8 out of 10 passes successfully. (8.1.1, 8.3.1). A middle school (also known as intermediate school, junior high school, or lower secondary school) is an educational stage which exists in some countries, providing education between primary school and secondary school. The concept, regulation and classification of middle schools, as well as the ages covered, vary between, and sometimes within, countries. In Afghanistan, middle school consists of the primary school grades 5, 6, and 7 and the secondary school grade 9.