Enjoy the game – modified T Ball - Stage 2

Unit overview

This unit aims to assist teachers to reinforce the explicit teaching of the fundamental movement skills. It provides opportunity for students to practise these skills in fun and challenging situations combined with developing a tactical understanding of striking/ fielding games.

This unit provides students with a sequence of developmentally appropriate activities and equipment, instruction and feedback. Videos are provided to demonstrate the skills as part of the unit. Teachers should choose a combination of activities which suit the space available and the student needs in your class. Some sessions may be used more than once to revise and build on previous skill development.

Syllabus outcomes

ALS2.6 Discusses the relationship between regular and varied physical activity and health

GSS2.8 Participates and uses equipment in a variety of games and modified sports

V5 Willingly participates in regular physical activity

INS2.3 Makes positive contributions in group activities

MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations

Physical literacy continuum markers (Cluster 3)

Movement competencies

- Performs object control skills with control and precision in a variety of ways depending on the context, e.g. using different levels of force to place an object where intended
- Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)

Tactical movement

- Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move
- Implements a tactic based on individual strengths within a physical activity

Motivation and behavioural skills

- Works independently on new skills and physical activities
- Reflects on how their efforts affect skills and achievements in physical activity
- Recognises that participation in different types of physical activity can have different effects on health and wellbeing
- Participates in physical activity with confidence

Personal and social attributes

- Modifies actions to ensure safety in physical activity without prompting
- Demonstrates respect for self, others, rules and equipment and the environment during physical activity
- Offers positive suggestions to facilitate physical activity to be inclusive of others
- Cooperates when working in a group

Lesson overview

Week and focus	Learning experiences	Planned assessment and teaching notes
Week 1 **Equipment**: witches hats, mitts, T-Ball bases, tennis balls or softballs, softball bats or newspaper bats, Oval/large space **Focus**: running, side gallop • Locomotor skills - running/sprinting, dodging – side stepping • Playing the game - competition	**Getting started – Huff and Puff activities** **Around relay**. Divide the class into groups of 3–5. On a signal, the first person in each group runs around a marker, and returns to collect the second person. This continues until all members of the group are running around the marker in single file. Other locomotor movement can be added, e.g. skips, jumps, leaps. **The Blob.** Mark out a grass area and select one student who is 'The Blob'. On the whistle The Blob chases the other students trying to tag them. Students who are tagged hold onto The Blob and try to tag others. If The Blob breaks apart, no tagging can happen until it is joined together again. As The Blob grows only players on the end with free hands can tag. Free players cannot break through The Blob by running through the arms. When The Blob has more than eight students it splits into smaller Blobs. **Corners**. Allocate a square area with a different coloured marker on each corner. All students start by jogging on the spot in the middle of the area. When the colour of a marker is called all students sprint to that corner. The length of the game is determined by the teacher. **Run on the spot.** Students spread out and stand in a designated area. The emphasis of the game is on short bursts of vigorous activity. Choose a student to be the caller. All students jog on the spot until the caller changes the activity. These activities should only last about 15 seconds. The variations could include fast jogging, high knee lift, heel flick, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing. **Skill development – sprint run** Revise the technique for running. Students demonstrate running on the spot. • lift your knees high • bring your heel close to your bottom • look ahead, don't let your heels touch the ground • bend your elbows and swing your arms	Refer to Get skilled: Get active for further information about the fundamental movement skills and their components. Use the Get Skilled Get Active FMS videos to show the skill components. **Skill components – Sprint run** 1. Land on the ball of the foot. 2. Non-support knee bends at least 90 degrees during the recovery phase. **3. High knee lift (thigh almost parallel to the ground).** **4. Head and trunk stable, eyes focused forward.** 5. Elbows bent at 90 degrees. 6. Arms drive forward and back in opposition to the legs. (Introductory components in bold) **Skill components – Side gallop** 1. Smooth rhythmical movement. 2. Brief period where both feet are off the ground. **3. Weight on the balls of the feet.** **4. Hips and shoulders point to the front.**

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	• bring your heels up to your bottom **Base bull rush.** Set up an area 20m by 20m. Spread a number of t-ball bases out in the marked area, use eight bases or more. Separate students into two teams, one 'fielders' and one 'runners'. The 'fielders' spread out in the marked area (field) and attempt to tag the 'runners' as they run through the marked area. To start the game, line the 'runners' up at one end of the marked area, this is called the 'starting line'. Instruct the 'runners' that their aim is to make it to the other side of the marked area without being tagged. Call the other side of the marked area 'home'. If students make it 'home' without being tagged they score one point for each 'runner'. If a student gets tagged they are out and must go back to the starting line. Once a runner gets to home they walk around the outside of the area back to the starting line and wait for the whistle, the team of 'runners' have 5 chances (whistles) to get to home. Any student running through the area can stand on a base and be 'safe'. The 'fielder' cannot tag anyone who is standing on a base. A fielder is not allowed to stand and wait for a runner to get off a base. The student can remain on a base if they think it is not safe to run but must move off it once the next whistle is blown. Questions to familiarise students with the concepts or language used in T-Ball. In base bull rush: - How did you score a point? E.g. run to 'home'. - What were you said to be if you were standing on a base? 'Safe'. - What was the tagging team called? 'Fielders'. - What were the running team called? 'Runners' - In a game of T-Ball, what might be another name for the runners? 'Batters'. **Putting the skills in action** **Collect a friend.** Set up a T-ball diamond with four bases. Ask students if they can name the bases e.g. first, second, third, home. Line students up in teams of four, starting at home plate. On the whistle, the first student in each line runs to 1st base and back to their team. The first runner collects the second team member and they both run to first base then to 2nd base, then back to 1st base and back to their team. They collect the third team member and run to first, second, third base and back again, to collect the fourth team member. The whole team then runs to first, second, third base and then home to finish. The first team finished wins. Instruct students to watch out for other students while running.	**5. Head stable, eyes focused forward or in the direction of travel.** (Introductory components in bold) **Assessment strategy** The teacher observes student: • performing the sprint run and side gallop • practising skills as part of a group • adjusting their movement technique and skill performance in response to feedback • working cooperatively and safely with others **Assessment criteria** The student: • demonstrates the introductory components of the sprint run and side gallop proficiently • helps others to achieve set tasks • receives feedback and makes adjustments to their skill performance • reflect on how their efforts affect skills and achievements in physical activity • demonstrates respect for self, others, rules and equipment and the environment during physical activity • offers positive suggestions to

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	Before playing the collect a friend activity ask students: - What do you need to do to get to the bases quickly? E.g. run fast, work as a team. - What actions should you make with your arms when running? E.g. Arms drive forward and back in opposition to the legs. - Where should you be looking when you run around the bases? E.g. eyes focused forward, looking towards the base you are running to. After playing the collect a friend activity ask students: - How many bases are there on a T-Ball field? Four bases. - What are they called? First, second, third, home. - What shape do the bases make? Diamond. - What do you think the field inside the diamond is called? Infield. - What do you think the field outside the diamond is called? Outfield **Base relay.** Separate students into two even teams. One team stands at first base and the other at third base. Split each team in half and get one half of each team to stand at second base. Use witches hats to show the teams where to stand. The first student in each team has to move from second base to the next base to tag the next student who does the same thing and so on like a relay race. Students must travel by side stepping (side gallop). Use one student to demonstrate. First team to have all members back to their starting position wins. Ask students: - What do you do with your feet when you side step? - How is a side step different to running? - Which parts of your body do you use more or less in a side step (side gallop) compared to running? **Skill development – Side gallop** Demonstrate the side-step (side gallop) or get another student to demonstrate. Go through the teaching cues of the side-step (side gallop) • Use light springing steps • Take off and land on the front of your foot • Make your body face to the front	facilitate physical activity to be inclusive of others The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.

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	• Keep eyes straight ahead or look over your shoulder • Step, together, step, together. Ask students: - When would you use the side-step (side gallop) in a game of T-Ball? e.g. when fielding and trying to pick up a ball, when they start their run from first base to second base so they can keep an eye on the batter and where the ball goes. **Modified game play** **Coach is coming**. Teacher (coach) calls out areas and students travel to the specific area of the field. Student can run or side step to different areas of the field; teacher discretion. Areas include – infield, outfield, 1st base, 2nd base, 3rdbase, home. The teacher needs to show the areas on the field or simply have a practice run before starting. As students get more familiar with the areas the teacher can begin to call them out faster. Variation; Once students seem to be getting used to the calls, the teacher can eliminate the student who gets to the area last and the last student to not be eliminated is the winner. This is meant to be a quick game so students who do get eliminated don't get bored on the sideline, give them the job of catching anyone going to the wrong area **Finishing off** **Find the spot.** Teacher calls out areas of the T-Ball field and students move to the area by running or side stepping. Areas could include: outfield, infield, first base, second base, third base, home plate. **Follow the line.** Set up an area 20m x 20m, preferably use a netball or basketball court. Students move around the outside lines of the court. Each line represents a different movement. Start off with a sprint run, then a jog, then a march, and lastly a walk. At each corner of the court students leap and land on one or two feet. Teachers should ensure the jog and walk are on the longer lengths of the court or area. Repeat.	
Week 2 **Equipment**: witches hats, mitts, T-Ball bases, tennis balls or softballs, softball bats or newspaper bats, paper, sticky tape, oval/large space **Focus**: running, side gallop, catch • Locomotor skills -	**Getting started - Huff and puff activities** **Movement tag.** The student who is "in" chooses a method of moving which is adopted by the other students. For example, running, skipping, hopping. When the student who is "in" tags another student, a new method of moving around the play area is introduced. **Heads and hips tag**. Mark out a playing area. Half the students are 'heads' and the other half of the students are 'hips'. The heads must run with one hand on their head and the hips must run with one hand on their hips throughout the game. Both the heads and the	Refer to Get skilled: Get active for further information about the fundamental movement skills and their components. Use the Get Skilled Get Active FMS videos to show the skill components. **Skill components – Catch**

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running/sprinting, dodging – side stepping • Object control skills - fielding/catching, glove/mitt, high/low • Playing the game - competition	hips must attempt to tag each other. When a hip is tagged by a head, it becomes a head, and when a head is tagged by a hip, it becomes a hip. The game is finished when everyone is either a head or a hip, or when the time is up. **Rucks and Rovers.** Mark out a rectangular playing area with a line at each end. Students run between the boundaries and complete the actions according to the commands. • Ruck! – all run to boundary designated Rucks • Rovers! – all run to boundary designated Rovers • Raise the flag!– players stand still and pull an imaginary rope to raise the team flag • Match starts! – continuous jogging on the spot while shaking hands with a partner • Mark! – continuous jogging on the spot while shaking hands with a partner • Huddle!– students form groups of designated numbers, for example, Huddle – five, five students huddle together • Freeze! – all players stand still. No movement permitted. **Snatch the treasure**. Set out six hoops. Place one hoop in the middle of the area and five hoops ten metres away in a circle formation. Students are divided into five teams. Place all beanbags (treasure) in the middle hoop. Teams line up beside an outside hoop. When the whistle is blown the first student from each team runs to the middle hoop to get a piece of treasure. Students then return the treasure to their hoop. The next student collects a piece of treasure and this continues until all treasure has been snatched from the middle hoop. When there are no pieces of treasure left in the middle hoop, students may snatch treasure from other groups' hoops but still only one person at a time collecting the treasure. The winning group is the one with the most treasure at the end of the allocated time. **Practicing and developing the skill – Catching with a mitt** Ask students: - What do you need to do when you catch a ball so you don't drop it? e.g. eyes on the ball, two hands ready. Students demonstrate how they would hold their hands to catch a ball. Revise the teaching points of the catch. Demonstrate the correct technique for catching with a mitt. Teaching cues:	**1. Eyes focused on the object throughout the catch.** 2. Feet move to place the body in line with the object. **3. Hands move to meet the object.** 4. Hands and fingers relaxed and slightly cupped to catch the object. 5. Catches and controls the object with hands only (well-timed closure). 6. Elbows bend to absorb the force of the object. (Introductory components in bold) **Assessment strategy** The teacher observes student: • performing the catch in a variety of games and activities • practising skills as part of a group • answering questions about catching with a mitt • adjusting their movement technique and skill performance in response to feedback • working cooperatively and safely with others **Assessment criteria** The student: • demonstrates the components of the catch proficiently • catches the ball with a mitt in

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	• The mitt should be on the opposite hand to which you throw with • Your fingers should be placed comfortably in the correct holes without being too deep into the glove • The glove will protect your hand and increase the catching area **How high.** Individually with or without mitts, students toss a tennis ball up above their heads to themselves and catch it with two hands. The aim is to see how high they can throw it and still catch it. This is a good opportunity to observe student technique and offer individual feedback. **Make the mitt**. In pairs, one student throws the tennis ball underarm against a wall and catches the rebound on the full. The partner counts how many catches are made in a row, without dropping any. As soon as a catch is dropped, the pairs swap and continue until they both reach a certain number or the teacher stops the activity. Ask students: - What did you need to do to catch the ball successfully? E.g. keep your eye on the ball - What did you do to try to keep the ball in the mitt after you had caught it? - What did you need to do with your hands as the ball entered the mitt to prevent it from bouncing out of the mitt? - Did your catching improve? Why do you think this? **Putting the skill into action** **Corner spry.** Students form groups of five. One captain stands out the front of their group, and the other students spread out into a semi circle around the captain. Students start off being close to the captain and as they get better at the skill they can take a step back. Using tennis balls and mitts the captain starts with the ball and underarm throws it to the first person on their left. The person catches it in their mitt and passes it back to the captain. The captain continues this until they get to the last person. The last person then becomes the captain and teams continue until everyone has had a turn at being captain. Captains should be throwing a variety of high, low and ground balls for students to practice catching in different ways. This is a good opportunity to observe students and give feedback on their catching technique. Ask students: - What did you need to do to catch the ball successfully? E.g. keep your eye on the ball	stationary and moving positions • holds the mitt in the appropriate way to catch a variety of balls e.g. high and low • identifies the movements required to catch a ball successfully • receives feedback and makes adjustments to their skill performance • reflect on how their efforts affect skills and achievements in physical activity • demonstrates respect for self, others, rules and equipment and the environment during physical activity • offers positive suggestions to facilitate physical activity to be inclusive of others The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.

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	- Which type of height was the easiest to catch? Why? - What did you do to try to keep the ball in the mitt after you had caught it? - What did you need to do with your hands as the ball entered the mitt to prevent it from bouncing out of the mitt? - Did your catching improve as the activity progressed? Why do you think this? Students should be focusing on the following components of the catch by the end of stage 2: • Feet move to place the body in line with the object • Hands and fingers relaxed and slightly cupped to catch the object • Catches and controls the object with hands only (well-timed closure) • Elbows bend to absorb the force of the object Demonstrate and allow students opportunity to explore different types of catches e.g. low and high balls, balls rolling on the ground. Teaching cues: • If the ball is high, catch it with fingers pointing up • If it is low, catch it with fingers pointing down • When the ball is rolling on the ground, bend the knees and put the whole body behind the ball • Do not stand and bend over to retrieve a ground ball as it may bounce up and hit them in the face Demonstrate trapping the ball with the free hand. • Watch the ball enter the glove • Trap it with your free hand **Skill development – game play** **The ball is mine.** Students work in two teams on a field 20m wide x 30m long, with two sides like a Tennis court. A net can be used to separate the two halves or simply make a two metre space in between each team as an out of bounds space. Tennis balls with mitts or beanbags with dome witches hats as mitts can be used for this activity. Each team starts with three balls each, students throw the balls over the net in the attempt to try and get the ball to drop into the other teams 'field'. Students are allowed to pass the ball to	

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	other team mates if they don't think they can throw far enough to get it over the net or to get it closer to the net. If a ball lands on the ground in the other teams space a point is scored. Students should be encouraged to call for the ball by calling 'the ball is mine'. Throughout the game ask students: - How can you work together to field all the balls? - How can you work together to best cover your field? - What can you do if someone in your team cannot throw far enough to get the ball over the net? - How can you be ready to back each other up? **Finishing off** **Hot potato.** In groups of five or six, students stand in a circle and pass a softball around the circle like it is a hot potato. The aim is for the group to make as many catches in their mitt as a team in one minute, without dropping the ball. **Catches count**. Students work in groups of three. They stand at a marker, leaving two markers free. The student with the ball throws to either of the other students then runs to the free marker. Increase the pace as skills improve. Variations: • vary the type of movement to the free marker and distance between markers • count consecutive catches • add points for each catch and deduct points for a dropped ball • vary the type and size of the ball • give each marker a value and students keep score. **Shake the shadow.** In groups of three, each group stands in a space. Each player takes turns to be the attacker, the thrower and the defender. The thrower attempts to pass the ball to the attacker. The defender shadows the attacker and attempts to intercept the ball. The aim is to intercept the most passes out of ten attempts.	

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Week 3 **Equipment**: witches hats, mitts, T-Ball bases, tennis balls or softballs, softball bats or newspaper bats, oval/large space **Focus**: running, side gallop, catch, overarm throw • Locomotor skills - running/sprinting, dodging – side stepping • Object control skills - fielding/catching, glove/mitt, high/low • Playing the game – competition, effort and practice, rules, tactics • Games - minor games, ballgames/relays, modified games	**Getting started – Huff and Puff activities** **Clumps**. Students move randomly about a designated playing space. On a signal, stop the group and call out a number and a body part. Students have to form a group of the designated number with the designated body part touching another student. **Giants treasure**. Mark out a playing area with two end lines. One student is the 'giant' and stands at one end of the playing field. All other students are at the other end. The giant's back is towards the group and the treasure (ball) lies between the giant and the other students. Once the group starts sneaking up, the giant can turn at any time. When this happens everyone must freeze. Anyone who the giant sees moving must move back 5 giant paces. The treasure is considered captured if one student gets the treasure and runs back to the start without being caught. **Hoop island.** Mark out a playing area and scatter hoops randomly around the area. All students start in a hoop except three students who are nominated as 'taggers'. The taggers chase the students as they move from hoop to hoop. Students can only stay in a hoop for a short time (e.g. 3 seconds) before moving on. Any student who is tagged becomes a tagger. **Octopus tag**. Mark out a designated area. One student is chosen to be the octopus. The other students line up on one side of the area. On 'go' the students run to the other side of the area – trying not to get caught. Those that are caught become one of the octopus's arms. They stand where they were caught and try to tag the remaining students. **Practicing and developing the skill – catching, throwing and fielding** Revise catching and fielding from previous lesson e.g. what do you do with your fingers when catching a high ball, low ball? Demonstrate the throw technique, emphasising the following teaching cues: • stand side-on to the target area • keep your eyes focused on the target • step towards target area • rotate your hips and then shoulders forward • make an L – shape with your throwing arm • keep your elbow around shoulder height. **Hit the target.** For this activity use beanbags or a tennis ball inside a sock, these balls	Refer to Get skilled: Get active for further information about the fundamental movement skills and their components. Use the Get Skilled Get Active FMS videos to show the skill components. **Skill components – Overarm throw** **1. Eyes focused on target area throughout the throw.** **2. Stands side-on to target area.** 3. Throwing arm moves in a downward and backward arc. **4. Steps towards target area with foot opposite throwing arm.** 5. Hips then shoulders rotate forward. **6. Throwing arm follows through, down and across the body.** (Introductory components in bold) **Assessment strategy** The teacher observes student: • performing the overarm throw in a variety of games and activities • practising skills as part of a group • answering questions about propelling objects • adjusting their movement technique and skill performance in response to feedback • working cooperatively and safely with others

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	won't bounce back as much and therefore there is no need to chase after loose balls. Find a wall area and draw targets on it about waist height. Alternatively attach hoops to a fenced area. Students aim to throw the ball into the target, practicing the over arm throwing technique. Students can be put into pairs or larger groups depending on equipment. Each student has 5 attempts and then the next student has a go **Putting the skill into action** **Round the diamond.** Set up a number of diamond areas. Bases can be set up or witches hats can be used to simulate a diamond area. Students practice the over-arm throw by trying to throw a bean bag into hoops that are situated near each base. Students start at one base and work their way around the diamond until they get back to where they started. They cannot move onto the next base until they have landed a bean bag in the base hoop. More than one hoop can be placed near each base (four hoops around each base will result in higher levels of success). For more proficient students have them aim for the base or witches hat. Ask students: - What have you done if you have thrown the ball too far past the base? e.g. let go of the ball to hard or too early. - What have you done if the ball lands before the base or near your feet? e.g. let go of the ball to late or thrown too soft. **Skill development – game play** **Throw or run relay**. Set up two diamond areas. Separate the class into two teams. Team A separates into five even lines, one at each base and one in the middle of the diamond. Team B forms one single line just near home plate on the other diamond. Everyone in team A has a mitt and a pile of tennis balls should be placed in a bucket near the middle line. On the whistle, the first student standing in line in the middle of the diamond throws the ball to a student at first base, who throws the ball to a student at second base and this continues around the bases all the way to home plate. Once a student has thrown a ball they go to the end of their line. Place a bucket at home plate for the balls to be placed in. As soon as the ball is put into the bucket the next person in the middle line throws another ball to the next student at first base etc. While team A is doing this, Team B runs around their diamond touching each base with their foot, all the way to home plate. Each student tags the next student waiting in line at home plate like a relay race. Once every student in	**Assessment criteria** The student: • keeps their eyes focused on the target area throughout the throw • stands side-on to the target area • steps towards the target area with foot opposite to their throwing arm • can throw the ball in stationary positions • identifies the components of the over-arm throw • receives feedback and makes adjustments to their skill performance • reflect on how their efforts affect skills and achievements in physical activity • demonstrates respect for self, others, rules and equipment and the environment during physical activity • offers positive suggestions to facilitate physical activity to be inclusive of others The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.

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	team B has been around their diamond the team yells ‘stop’. Count the number of balls team A has in the bucket and then swap teams. Team B has to try to beat the number of balls team A has in their bucket. **Finishing off** **Count them up.** Separate the class into two groups. Instruct each group to stand in a large circle about six metres in diameter. Provide each student with a mitt and give each group one ball. Students over-arm throw across the circle to their team mates and teams count the number of successful catches made in one minute. Students cannot throw to a person next to them and if the ball is dropped the count starts again. Each group aims to beat the other groups score. **Bin throw**. Students form groups of five with a tennis ball each. Each group forms a ten metre circle around a bin/ ball or marker. On a whistle each group member continually overarm throws the ball at the bin. Each group aims to hit the bin as many times as they can within the time given. Students should complete the activity using both arms. **Force it back.** Students work in pairs with a ball. Mark out two end lines and a halfway line. Pairs face each other with an equal distance between themselves and the halfway line. One student throws the ball as far as they can towards the other. The other student catches or stops the ball and returns the throw from that spot. This continues until the stronger thrower has forced the other back to the end of the area. To restart the games students go back to the starting position. Ask students: - What are the important things to remember when performing an overarm throw? e.g. stand side on to the target area, keep your eyes focused on the target, step towards target area, rotate your hips and then shoulders forward, make an L shape with your throwing arm, keeping your elbow around shoulder height. - What are some other games or activities that might involve the throw? - Are there any games you play in the playground that involve the throw?	

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Week 4 **Equipment**: witches hats, mitts, T-Ball bases, tennis balls or softballs, softball bats or newspaper bats, oval/large space **Focus**: running, side gallop, catch, overarm throw • Locomotor skills - running/sprinting, dodging – side stepping • Object control skills - fielding/catching, glove/mitt, high/low, throwing - overarm • Playing the game – competition, effort and practice, rules, tactics, teamwork • Games - spatial awareness, positional awareness, minor games, modified	**Getting started – Huff and Puff activities** **Monkeys and baboons**. Divide the class into 2 groups, one with tags or braids, one without. Explain that monkeys have tails (tags or braids tucked in at their waists) and baboons do not. The baboons get tails by pulling the tags away from the monkeys. Monkeys who lose their tails become baboons. **Throwing tag**. Mark out a large rectangular playing area. All students get a soft ball that they place somewhere on the perimeter of the playing area. Four students are nominated as 'taggers' and the other students spread out in the playing area. On a whistle the students run around in the space whilst the taggers attempt to catch the other students by overarm throwing the ball to tag them below the waist. If students are tagged they become a tagger. **Octopus tag**. Mark out a designated area. One student is chosen to be the 'octopus'. The other students line up on one side of the area. On 'Go' the students run to the other side of the area trying not to get caught. Those that are caught become one of the arms They stand where they were caught and try to tag the remaining students with their arms, without moving their feet. **Capture**. Four students are designated 'catchers' who each wear a different coloured braid. The catchers chase those who are 'free'. When a student is tagged they put on a braid of the same colour worn by the person who has tagged them. Then they assist their team by tagging as many 'free' students as possible. The aim is to have the most team members after the last student is tagged. **Practicing and developing the skill – fielding** Revise the teaching points of fielding (throwing and catching), reminding students about catching high, low and ground balls. **Triangles**. Organise students into groups of three, students practice fielding a ground ball and throwing it to the next person. One student rolls the ball in between student two and three. Student two runs or side steps to field the ball and underarm throws to student three who can be standing on a base. Rotate positions after three turns. **Putting the skill into action** **Leader ball.** Organise students into groups of six. Students stand in a straight line facing the leader who should be between ten metres away from group. Leader rolls the ball along the ground to the first player in the line, who fields the ball and throws it back to the leader. The leader continues to roll a ball along the ground to each player in the line. If a player	Refer to Get skilled: Get active for further information about the fundamental movement skills and their components. Use the Get Skilled Get Active FMS videos to show the skill components. **Skill components – Catch** **1. Eyes focused on the object throughout the catch.** 2. Feet move to place the body in line with the object. **3. Hands move to meet the object.** 4. Hands and fingers relaxed and slightly cupped to catch the object. 5. Catches and controls the object with hands only (well-timed closure). 6. Elbows bend to absorb the force of the object. (Introductory components in bold) **Skill components – Overarm throw** **1. Eyes focused on target area throughout the throw.** **2. Stands side-on to target area.** 3. Throwing arm moves in a downward and backward arc. **4. Steps towards target area with foot opposite throwing arm.** 5. Hips then shoulders rotate forward. **6. Throwing arm follows through,**

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	misses the ball they must run to retrieve the ball, while everyone else in the group must do five vertical jumps until the player returns. When the last player in line has fielded the ball, the student at the head of the line becomes the new leader and the former leader goes to the end of the line. The game continues until all players have been the leader. This is a good opportunity to observe and provide students with feedback on their throwing technique. Ask students: - What did you need to do to field the ball successfully? - How did you know whether the ball was a high, low or ground ball? e.g. watched it with my eyes - In a game of T-ball, why do you think it would be important to move forward towards the ball when fielding? e.g. fields the ball quicker and gives the batter less time to run. - What skills do you need to use in order to move towards the ball when fielding? E.g. side step, run **Skill development – Game play** **Throw it.** Organise a T-Ball diamond and place five tennis balls at the home plate. Separate students into two teams – one 'throwing' and one 'fielding'. Each member of the throwing team gets a turn. 'Throwers' must throw the five balls one after the other and then run around the bases. They must continue running from first to second to third to home and then on to first to second and so on until the fielding team has fielded all the balls and got them back to home plate. Each base that the 'thrower' has touched before all the balls are back counts as one point for their team e.g. a 'thrower' who runs all the way home and then to first again scores five points. If any ball is caught on the full the player is out. There is no need to have fielders positioned on the bases. The fielding team is only allowed one catcher to retrieve the balls at home plate. There can only be three people standing in the infield and all other fielders must stand in the outfield. The following questions could be asked prior to, during or after the 'Throw it' game. Throwing; - How could you score runs without getting out? - What type of throw helped you to score more runs? Along the ground, in the air, hard throw etc. - Which part of the playing field was less protected by the fielders when you had a turn?	**down and across the body.** (Introductory components in bold) It is important to question students about fielding in order to assess their knowledge and understanding of the skills and strategies involved in playing modified games. **Assessment strategy** The teacher observes student: • performing the catch and overarm throw in a variety of games and activities • practising skills as part of a group • answering questions about propelling and receiving objects • adjusting their movement technique and skill performance in response to feedback • working cooperatively and safely with others **Assessment criteria** The student: • performs the catch and over-arm throw with confidence and proficiency • can catch and throw in while moving and in stationary positions • explains strategies for throwing and fielding in different situations e.g. fielding more than one ball at a

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	- Where was the best space to place the ball? - Where could you throw the ball to get the longest amount of time for running? e.g. into the spaces. - How could you trick the fielders so they didn't know where you were going to throw the balls? - If the fielders closed off the space where you wanted to throw the ball, what other options were available? - How could you continue running and still know where the balls were? - How could you score points without getting out? Fielding; - Where can you stand on the field? e.g. infield, outfield, catcher. - How did you work together to field all the balls? - What were the problems with fielding too close to the thrower? - How could you help each other if there was a misfield? - How could you help each other to get the balls back to the home plate quickly? - What could you do if the fielder was too far away to throw the ball directly to home plate? - How could you avoid more than one ball at a time being returned to the catcher? - How could you let each other know that you were going to go for the ball or a catch? **Finishing off** **Protect the line.** Mark out two lines 30 metres apart. Divide the class into two teams. Each student in team A is given a mitt and each student in team B is given a ball. Team B stands on one line and team A stands in front of the other line. On the whistle, team B has to try to get as many balls across team A's line by rolling the balls along the ground. Team A has to protect their line by fielding the rolling balls before they cross the line. Count how many balls cross team A's line and then swap roles. Team A has to try to beat team B's score. **25-Up**. Students form teams of six and each team forms a large circle. Each team has a ball. The aim of the game is to complete twenty five consecutive overarm throws and catches by passing to a team mate across the circle. Students count the score out loud. If the ball is dropped the counting starts from zero again. Challenge students to see how	time, where to throw the ball when a fielder closes off a space • receives feedback and makes adjustments to their skill performance • reflect on how their efforts affect skills and achievements in physical activity • demonstrates respect for self, others, rules and equipment and the environment during physical activity • offers positive suggestions to facilitate physical activity to be inclusive of others The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.

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	many consecutive throws they can get in a row. **Make it up**. Students work in teams of four and join another team to play against each other. Students design a game that involves overarm throwing and catching. Students develop some basic rules including safety rules, start and finish procedures and scoring. Students play their game modifying rules and play areas as required. As a class group, ask students: • What rules did you have for your game? • Are there any other rules you made up along the way? • Was the game easy or hard? • Did everyone touch the ball at some stage during the game? How could you have included people more? • • What other rules might you include to make the game easier, harder, quicker, more active or more inclusive?	
Week 5 **Equipment**: witches hats, mitts, T-Ball bases, tennis balls or softballs, softball bats or newspaper bats, oval/large space **Focus**: running, side gallop, catch, overarm throw, two hand strike • Locomotor skills - running/sprinting, dodging – side stepping • Object control skills - fielding/catching, glove/mitt, high/low, throwing – overarm, striking/hitting two hands • Playing the game – fair play, competition, rules, teamwork, tactics	**Getting started – Huff and Puff activities** **Wolf on the prowl.** Use markers to mark the middle third of the play area as the Wolf's Den. Players stand side-by-side at either end of the play area. One player (the wolf) stands in the Wolf's Den. Remaining players (rabbits) have tails (braids tucked into pockets of uniform). The rabbits run through the Wolf's Den to the other end of the play area calling "Wolf, wolf, you can't touch me" and then run back to the starting point. The Wolf, attempts to tag any rabbit that runs into the den and chases the rabbits outside the den, but only for three steps. Tagged rabbits become wolves, and join the wolf pack to tag other rabbits. The game continues until all rabbits are caught. The last rabbit caught is the wolf in the next game. **Everyone for themselves.** Mark out a large rectangular playing area. Students scatter throughout this area. To begin the game three soft balls are tossed into the playing area. Any student may try to grab a tossed ball. The student with the ball has three seconds and may take three steps in any direction before throwing the ball at another student. The ball must hit below the waist. If a student is hit, they run a lap around the outside of the playing area and then return to the game. A loose ball may be picked up by any student after it is thrown. **Pass and tag.** Students form pairs. The pairs scatter around the field with a beanbag. On	Refer to Get skilled: Get active for further information about the fundamental movement skills and their components. Use the Get Skilled Get Active FMS videos to show the skill components. **Skill components – Two hand strike** 1. **Stands side-on to target area.** 2. **Eyes focused on the ball throughout the strike.** 3. **Hands next to each other, bottom hand matches the front foot.** 4. Steps towards target area with front foot. 5. Hips then shoulders rotate forward.

Week and focus	Learning experiences	Planned assessment and teaching notes
• Games - spatial awareness, positional awareness, minor games, modified	the signal 'Pass', the students jog around the field, passing the beanbag to each other. When they hear the call 'Tag', the player holding the beanbag chases their partner trying to tag them with it. If they tag their partner, the students change roles and keep playing until the next 'Tag' signal. **Chain relay.** Mark out a start and finish line about ten metres apart. Form teams of four or five. Each team stands in single file behind the starting line. On the signal 'Go' student one runs forward, around the far marker, and back to the starting line. They then grip the wrist or hand of student two on their team and run around the far marker together. This continues for the third, fourth and fifth student. The chain cannot be broken. **Practicing and developing the skill – two hand strike** Demonstrate the 2 handed strike concentrating on the stance, hand positioning, and swinging action. Teaching cues: • stand side-on • keep your eyes on the ball • position your hands so they match your feet • use a big swing • step forward and swing • contact the ball with straight arms • swing and follow through **Move through the action**. Students perform each of the following progressions: 1. Stand side on to a wall or sideline and shift your weight back and forth from front foot to back foot on the teachers call. 2. Swing your arms in time with the weight transference. Start with a small action backwards and slowly increase the swing as your arms come forward and around your body. The teacher can count 'one and two'. On 'one' students complete the back swing and transfer weight on to the back foot. On the word 'and' the students pause and on the number 'two' they swing forward and around the body and step forward transferring weight to the front foot. 3. Using an improvised bat (soft bat, rolled up newspaper, a single cricket stump or half a swimming noodle) move through the action holding the base of the bat with two hands.	6. Ball contact made on front foot with straight arms. 7. Follows through with bat around the body. (Introductory components in bold) **Assessment strategy** The teacher observes student: • performing the two hand strike in a variety of games and activities • answering questions about propelling and receiving objects • adjusting their movement technique and skill performance in response to feedback • working cooperatively and safely with others **Assessment criteria** The student: • stands side-on to target area • focuses their eyes on the ball throughout the strike • places their hands next to each other • steps towards the target area with front foot • rotates their hips then shoulders forward • allows the bat to follow through around their body

Week and focus	Learning experiences	Planned assessment and teaching notes
	Ask students: - What movement did your shoulders make in the swinging action? (have students show you) - When swinging your arms from back to front what happened to your elbows? E.g. bend going back and straighten coming forward **Putting the skill into action** **Paper balls.** For this activity use rolled up newspaper or a soft bat and scrunched up paper the size of a softball (paper balls). Stick the paper balls to a wall at about waist height (students can move the paper ball up or down depending on their own height). Space the balls far enough apart that students are not going to hit each other with the bats as they swing through. In pairs students line up facing the wall. The first student stands with their feet shoulder width apart, practicing the striking action from the previous activity. Students swing their bat trying to hit the paper ball off the wall without hitting the wall with their bat. Instruct students to explore different ways of performing the skill • facing the ball • facing side on to the ball • two hands on the bat • one hand on the bat • straight arms through the whole swing • no back swing Each student has five turns and then swaps with their partner. Students should line the bat up with the ball with straight arms before swinging the bat back. Tees can be used for this activity or large witches hats, if there is a sufficient amount of equipment. This activity can be done indoors or outdoors. This is a good opportunity to observe students technique and provide feedback. Ask questions: - Which action felt the most comfortable? - Which action was more successful? - Which action was more powerful? **Skill development – Game play** **Slammo**. Before or during 'Slammo' review some of the questions about throwing and	• receives feedback and makes adjustments to their skill performance • reflect on how their efforts affect skills and achievements in physical activity • demonstrates respect for self, others, rules and equipment and the environment during physical activity • offers positive suggestions to facilitate physical activity to be inclusive of others The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.

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	fielding that were asked in the previous lesson (see below). Place three large witches' hats at the home plate area of a T-Ball diamond. Separate students into two teams – one batting and one fielding. Each member of batting team gets a turn. Batters must hit the three balls off the top of the witches' hats one after the other and then run around the bases. They can continue running from first to second to third to home and then on to first to second and so on until the fielding team has fielded all the balls and got them back onto the witches' hats. Once the catcher has placed each ball on the witches' hats they yell out stop. Each base that the batter has touched before the catcher yells out 'stop' counts as one point for their team e.g. a batter who runs all the way home and then to first again scores five points. Fielders are not allowed to move until all three balls have been hit unless they are going to be hit by a ball and if any ball is caught on the full the player is out. Questions: Batting: - How can you score runs without getting out? - What type of hit will help you to score more runs? E.g. Along the ground, in the air, hard hit etc. - Which part of the playing field is less protected by the fielders? - Where is the best space to place the ball? - Where can you hit the ball to get the longest amount of time for running? E.g. into the spaces. - How could you trick the fielders so they don't know where you are going to hit the balls? - If the fielders close off the space where you want to hit the ball, what other options are available to you? - How can you continue running and still know where the balls are? - How can you score points without getting out? Fielding: - Where can you stand on the field? E.g. infield, outfield, catcher. - How can you work together to field all the balls? - What are the problems with fielding too close to the batter?	

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	- How can you help each other if there was a misfield? - How can you help each other to get the balls back to the home plate quickly? - What can you do if the fielder is too far away to get the ball directly to home plate? - How can you avoid more than one ball at a time being returned to the catchers? - How can you let each other know that you are going to go for the ball or a catch? **Finishing Off** Revise with students the components of striking/batting with two hands. - Where do you place your hands on the bat? - What do you do with your legs/feet? **Hot potato**. Instruct the whole class to stand in a circle. Give four students in the circle a balloon, making sure the balloons are spaced apart evenly. On the whistle, students use two hands to pass the balloons around the circle in a clockwise direction as fast as they can, trying to catch up to the balloon in front. Call out 'change direction' and students must pass the balloons around the circle in the opposite direction. Continue until one of the balloons catches up with another or until each of the balloons ahs made it back to the original person. Discuss other rules related to T-Ball. Ask students: - In a game of T-Ball if the batter misses the ball three times, what happens and what is this called? the player is out and it is called three strikes. - What are the different ways a player can get out other than three strikes? e.g. caught on the full, the fielding team gets the ball throws it to a base before the runner gets there. **Line strike.** Students remain in their groups of four and work within their own area with a t-ball stand, t-ball bat and a ball OR a marker, cricket bat and ball. They should also set up markers extending out in a funnel shape from the batting tee or marker. One student is the batter and the rest are fielders, including one catcher or keeper who stands a safe distance behind the batter. The batter hits a ball between markers and scores runs for the distance gained, for example, 1 run if it gets to the first marker and so on. Fielders attempt to keep the score as low as possible and return the balls to the keeper. Caught balls do not score. The batter has five hits. Runs per hit are added together to give a total score. Once the batter has hit five balls they zigzag in between all of the markers to rotate	

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	players.	
Week 6 **Equipment**: witches hats, mitts, T-Ball bases, tennis balls or softballs, softball bats or newspaper bats, oval/large space **Focus**: running, side gallop, catch, overarm throw, two hand strike • Locomotor skills - running/sprinting, dodging – side stepping • Object control skills - fielding/catching, glove/mitt, high/low, throwing – overarm, striking/hitting two hands • Playing the game – fair play, competition, rules, teamwork, tactics • Games - spatial awareness, positional awareness, minor games, modified	**Getting started – Huff and Puff activities** **Hospital Tag.** Everyone is "it". Each student may be tagged a total of three times but he or she must cover with one hand each area touched until the third tag. Students are frozen on the third tag and move out of the play area and perform an exercise or stretch until the game starts again. **Class Tag.** Students tuck a tag into their uniform or wear a belt with two tags if available. They scatter around a clearly marked playing area. On 'Go' students run around in the space trying to tag other students, but at the same time trying not to get tagged. When students have no braid or tags left they must run around the outside of the playing area once and then replace their braid or tags so they can re-join the game. **In and out.** Divide students into groups of five. Each group stands in a circle with student one in the centre. Student one throws the ball to student two who catches it and runs into the centre to take student one's place. Student two throws to student three and so on. The game finishes when student one is back in the centre. **Litterbug**. Divide students into two groups. Place skipping ropes in between the two groups and give each student a piece of paper/newspaper to scrunch up into a ball. The aim of the game for each team is to have fewer paper balls in their area at the end of the allocated time. On a given signal teams throw the paper balls out of their area and into the other teams area. Students keep throwing until they are told to stop. Play the game again but this time students can only use one hand to pick up and throw the ball. Recycle the paper on conclusion of the activity. **Putting the skills in action** Goal T-Ball. Set up an area similar to a T-Ball field using witches hats for bases. Set up the area with a fence, wall or hill as the outfield (refer to diagram). In groups of four or five, give each group one ball, one bat, one tee and four witches' hats. One student bats first, one student is the catcher and the other two or three students field. The batter needs to try to aim their hit so it goes through the goal area (between first and second base or second and third base). Fielders retrieve the ball and throw back to the catcher who places the ball on the tee. The batter has five turns at hitting the ball and then students rotate from	Refer to Get skilled: Get active for further information about the fundamental movement skills and their components. Use the Get Skilled Get Active FMS videos to show the skill components. **Skill components – Two hand strike** **1. Stands side-on to target area.** **2. Eyes focused on the ball throughout the strike.** **3. Hands next to each other, bottom hand matches the front foot.** 4. Steps towards target area with front foot. 5. Hips then shoulders rotate forward. 6. Ball contact made on front foot with straight arms. 7. Follows through with bat around the body. (Introductory components in bold) **Assessment strategy** The teacher observes student: • performing the two hand strike in a variety of games and activities • answering questions about propelling

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	batter – catcher – fielder one – fielder two – fielder three - batter. If the batter hits a ball through the goal without it being fielded they score a point. Note: for teacher supervision the batters would be centred in the middle and the teacher can observe from the inside of the fields, marked with an X in the diagram. **Modified game play** Modified T-Ball game. Set up a diamond area with first, second, third and home bases. Divide the class into two teams - one fielding team and one batting team. Only one student can field on a base and only two additional students can be standing in the infield area. There should be one student standing behind the tee as a catcher and the remainder of students should be fielding in the outfield. The ball is placed on the batting tee by the catcher, when the teacher calls 'batter up' the first student in the batting team comes to the home plate and gets ready. When the teacher says 'play ball' the batter can hit the ball. Once the ball is hit the batter must run to first base as quickly as possible. The batter is 'safe' at first base if the fielding team does not catch them out on the full or the batter gets to first base before the ball. When the ball is hit the batter must run unless the ball is hit outside the diamond or the ball is missed (strike). A ball is called a strike when: the batter misses the ball, the tee is hit, the ball does not go beyond three metres of the tee or the ball is hit into foul territory (outside the diamond). Once a batter has three strikes the next one results in the batter being called 'out'. A base runner is out if a fielder is standing on the base with the ball in their hand and touches the base with their foot. Players cannot steal a base and the fielding team cannot tag a base runner to try and get them out. Every player gets a bat and then teams swap over. A batter is automatically out if they throw the bat. **Finishing off** **Dress me up.** Divide the class into groups of six. Give each group one helmet, one ball, one bat, one base, and one tee. If there is not enough equipment use alternatives such as rolled up newspaper for a bat, hats for helmets, scrunched up paper for balls etc. One person is selected to be the t-ball player. The 'T-ball player' stands five metres away from their group. On the whistle, one student from each group selects a piece of equipment and runs it up to their 'T-ball player' and places the piece of equipment where it belongs. The student runs back to the group and the next person in line repeats this with another piece of equipment. The group members continue this until the 'T-ball player' is completely dressed e.g. has the helmet on their head, is standing on the base, has the tee in front of them, the bat is in their hand, the mitt is on one hand and the ball is in the mitt or on the	and receiving objects • adjusting their movement technique and skill performance in response to feedback • working cooperatively and safely with others **Assessment criteria** The student: • performs the catch, throw and two hand strike with increasing level of proficiency • receives feedback and makes adjustments to their skill performance • reflect on how their efforts affect skills and achievements in physical activity • demonstrates respect for self, others, rules and equipment and the environment during physical activity • offers positive suggestions to facilitate physical activity to be inclusive of others The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.

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	tee. The first team finished is the winner. Ask students: - What is one thing you have learnt about the game of T-ball? - What is one thing you liked about the game of T-ball? - What is one skill you need to improve on to be a better T-ball player? - What equipment do you use in a game of T-ball? **Cross the line.** Mark out several grass areas with two parallel end lines of markers. Place a marker, tennis ball and cricket bat in the centre of the field. Divide students into teams of four with two teams on each field. Each team takes turns to try to hit the ball off the marker and across the opponents' end line. The students on the opposing team attempt to stop or field the ball. A point is scored if the ball crosses the opponents' line between the markers. Hits are alternated between teams.	