



Health Smart Virginia - Sample Lesson Plan

Grade Level 9

Unit **Softball**

SOLs:

Motor Skill Development

- 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)).
 - 9.1 b) Design, implement, evaluate, and modify a practice plan for a self-selected skill, to include the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.
 - 9.1 c) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.
 - 9.1 e) Apply physiological principles of warm-up, cool down, overload, specificity, and progression.
 - 9.1 f) Demonstrate competency in one or more specialized skills in health-related fitness activities.

Title: **Batting in Softball**

Objectives/ Goals:

The student will ...

- List the cues for batting a ball in the correct order and with explanation.
- Demonstrate the cues for batting a ball with relation on how to modify body, space, effort and their relationship to others.
- Demonstrate an understanding about the importance of exercise and which activities will best increase their heart rate to get the most out of their workout.

- Participate at least 50% of the class time while staying engaged in the class activities.

Materials:

- Whiffle balls
- Bats
- Beeper Ball
- Larger flat side bat
- Cones
- Tees

Procedure:

15-20 Minutes

- Students enter the gym after changing and pick up their attendance card.
- Students will pick out a ball from the ball bin and begin to engage in self or group ball games. Examples being; basketball, shooting and volleyball.

15-20 Minutes

- All students will line up at one end of the gym floor
- The teacher will have a few students demonstrate the positions for each of the calls that the teacher will yell out.
- The students will partner, groups of three or four depending on the command.
- Students are eliminated if they are the last to get into position, or if there is not enough people in their group to do the correct position.
- Students who are eliminated will come to the side and do simple exercises to keep active.

15 Minutes

- Students will be brought together for instruction on the skill. The teacher will demonstrate the skills and go over the cues, which are;
 - Grip: End of bat, Hands together (Dominant hand on top), Bat back, Elbow up.
 - Batting cues: Athletic position, Side To field, Transfer weight, Swing level.
- Students will stand arm distance apart from each other and practice the cues for batting without a bat.
- Students will form groups and line up evenly behind each of the batting tees. On the whistle, students will use whiffle balls to practice the cues for batting. After the first student takes his or her turn, they will retrieve the balls, and rotate to the end of their line. Each student will get multiple turns to practice.

20 Minutes

- In the Zone – different color cones will be set up to distinguish Zone 1, Zone 2 and Zone 3.
- Students will use the cues for batting and hit the ball off the tee for distance. 1 point will be awarded for hitting the ball into zone one. 2 points will be awarded for hitting the ball into zone two. 3 points will be awarded for hitting the ball into zone three.
- Students will not retrieve their ball until all batters have hit.

- Students will calculate their score, the higher the number, the better.

5 Minutes

Closure:

- Bring students together to review the skills and cues that were taught.

Modifications:

- Student can have clarification of directions.
- Student can have visual cues or a peer buddy during the ship to shore game.
- Student can use a larger lighter ball or brightly colored ball.
- Student can choose type of ball they want to use (lighter, larger).
- Student can be paired with a peer and or instructional assistant if necessary.
- Student can have visual cues (poly-spots) to make sure they know where to stand and move.
- Student can have a larger/lighter bat with a flat surface to increase successful trials when hitting the ball.
- Student can have a beeping ball to hit off the target.
- Student can be placed to the outside and have modified “zones” for more successful opportunities.

Assessments, References & Sources:

- www.pecentral.org
- <https://nfb.org/Images/nfb/Publications/fr/fr19/fr05si09.htm>
- Virginia Standards of Learning