

LESSON 8: TESTING DAY

Grade-Level Outcomes

Primary Outcomes

Offensive strategies: Identifies open spaces and attempts to strike object into that space. (S2.M10.6)

Reducing space: Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)

Embedded Outcomes

Social interaction: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

Assessment & program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

Lesson Objectives

The learner will:

- use proper hitting technique and strategy during game play to become a base runner.
- make appropriate defensive decisions during game play to get base runners out.

Equipment and Materials

- Ball options: tennis balls, Wiffle balls, racquetballs, foam balls, etc.
- Bat options: Wiffle bats of different sizes, tennis rackets, wooden paddles
- Home plates or bases
- Pedometers

Introduction

Begin with a discussion about the rule for a base runner being hit by a batted ball. Ask students to explain the rule.

EMBEDDED OUTCOME: S5.M6.7. Discuss cooperation and providing support to classmates. Ask students to give examples of cooperation they have seen in sport activities. Explain why it is important to review knowledge and skills. Provide step-count goals.

Instructional Task: Review of Knowledge or Technique According to Assessment Results

■ PRACTICE TASK

Knowledge review: Begin with partners or small groups discussing a topic, strategy, technique, or rule. Either distribute students with strong knowledge and skills among groups, or group students by ability and provide appropriately challenging questions and tasks for those with strong knowledge and skills.

Extension

Technique review: Repeat one or more practice tasks that have previously been used in the module.

Student Choices/Differentiation

Provide knowledge review activities appropriate to each group's cognitive level (Bloom's Revised Taxonomy):

- Understanding: Match up written terms and definitions.
- Applying: Complete a demonstration of a skill.
- Analyzing: Do a mock interview of a coach.
- Evaluating: Debate a defensive strategy (e.g., infield shift).
- Creating: Develop a radio ad for a local team.

What to Look For

- Ask probing questions when doing knowledge checks for understanding to ensure students understand the "why" behind the response.
- Reinforce appropriate skill with specific and corrective feedback.

Instructional Task:

Game Application of All Wiffle Ball Skills and Strategies

■ PRACTICE TASK

6 v 6 Wiffle ball:

Create teams of six players. Two teams use a grid with four bases. Set up playing areas so they radiate out from a central open space.

EMBEDDED OUTCOME: S5.M6.7. Emphasize cooperation and support for teammates.

Make sure to teach and remind students of the following:

Offense

- Runners run bases as in regulation softball or baseball.
- The runners are forced to run only by the batter or a runner behind them.
- Offense scores a point for every runner who reaches first base.

Defense

- A ball caught in the air is an out.
- Outs can also be made by tagging the base before the runner arrives, or by tagging the runner.
- Defense scores a point for every play that gets a runner out.

Defensive positions are rotated each inning, from pitcher to catcher to infielders to outfielders.

After a specific amount of time, switch opponents. This switch can be done multiple times.

Refinements

- Defense: Before each pitch, decide what you will do with the ball if hit to you on the ground or in the air.
- Runner: Before each pitch, decide what you will do if the ball is hit on the ground or in the air.
- Batter: Before your at-bat, look at the location of the defensive players. Try to hit the ball to an open area.

Extension

Lead students in conducting a self-assessment on their cooperation skills throughout the module.

Student Choices/Differentiation

- Allow students to set up the bases at a distance they choose.
- Allow individual choices for the type of bat and ball used.

- Batters can throw, fungo hit, hit off a tee, hit a soft toss, or have the ball pitched.
- Teams switch offense to defense after three outs or when all six players have batted.

What to Look For

Offense:

- Proper hitting technique
- Proper base-running technique
- Appropriate decision making about advancing to the next base or bases

Defense:

- Proper catching and fielding techniques
 - Proper tagging technique
 - Proper footwork on bases for force outs
 - Appropriate decision making in defending the bases and space
 - Cooperation among team members in the field
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Formal and Informal Assessments

- Self-assessment on cooperation throughout the module
- Physical activity log reflection

Closure

EMBEDDED OUTCOME: S5.M6.7. Have teams of six discuss what cooperation means within the Wiffle Ball Module. Students then complete a self-assessment of their cooperation skills.

Discuss as a class why cooperation is important and how it can transfer to situations outside of physical education.

Reflection

- What worked well and what did not in the module and why?
- What should be modified, added, or eliminated for the next time the module is taught?

Homework

EMBEDDED OUTCOME: S3.M16.6. Have students reflect on their physical activity logs. Some possible questions:

- Are you surprised with your step counts during the Wiffle Ball Module?
 - Compare your steps with those in other modules we have completed.
 - Please reflect on your after-school physical activity.
 - Are you happy with the log?
 - What would you change or would like to improve?
 - What are some strategies for improving?
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Resources

- Graham, G. (2008). *Teaching children physical education: Becoming a master teacher*. 3rd ed. Champaign, IL: Human Kinetics.
- Graham, G., Holt/Hale, S.A., & Parker, M. (2012). *Children moving: A reflective approach to teaching physical education*. 9th ed. New York: McGraw-Hill Education.
- Old Mission Beach Athletic Club. (2015). Official over the line rules. Retrieved from www.ombac.org.
- Internet keyword search: "Bloom's Revised Taxonomy"