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# Softball

## Strand

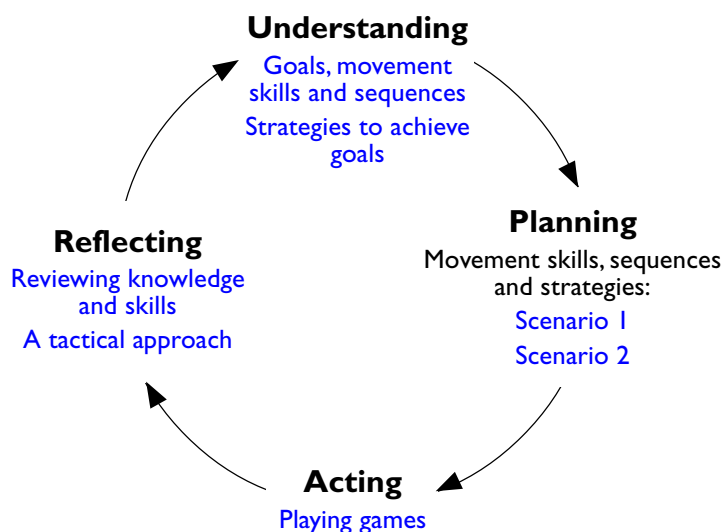
Developing Concepts and Skills for Physical Activity

## Purpose

Students improve their ability to achieve an identified goal in softball by combining strategic awareness with skill execution. They develop an understanding of common game situations and the ability to apply relevant movement skills and sequences in demonstrating basic offensive and defensive strategies. Students also apply basic movement concepts to modify batting and fielding skills used in softball.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

### Developing Concepts and Skills for Physical Activity

5.1 Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts.

5.2 Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.

## Core content

This module incorporates the following core content from the syllabus:

### Developing Concepts and Skills for Physical Activity

- specialised skills for movement in team games and sports;
- components of movement, in particular, body awareness, space awareness, effort and relationships with people and objects;
- strategies for individual and team games, sports and other physical activities, including offensive and defensive strategies, use of space, selection of skills and cooperation and teamwork.

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of outcomes for assessment purposes.

### Developing Concepts and Skills for Physical Activity 5.1

- **Students explain and demonstrate the application of relevant basic movement concepts to modify and improve their batting, fielding and throwing skills or movement sequences in response to a given situation in a softball game.**
  - Can the student explain the movement concepts that can be applied to modify throwing, hitting or bunting?
  - Can the student demonstrate the appropriate movement skills and sequences in a given situation?
  - Can the student explain and demonstrate the complementary body adjustments needed to improve his or her own performance?

### Developing Concepts and Skills for Physical Activity 5.2

- **Students demonstrate appropriate basic offensive and defensive strategies to achieve a goal in a modified game of softball and explain appropriate strategies for given scenarios.**
  - Can the student demonstrate, through movement, an appropriate offensive strategy?
  - Can the student demonstrate, through movement, an appropriate defensive strategy?

**Developing  
Concepts and Skills  
for Physical Activity  
5.2**

- Can the student communicate understanding of basic offensive strategies that could be applied to given scenarios?
- Can the student identify where to hit the ball safely, when to advance the bases and ways in which to advance from a base in response to given scenarios?
- **Students demonstrate their understanding — in written, oral and/or practical form — of basic offensive and defensive strategies used during different situations in a modified game of softball.**
  - Can the student identify both offensive and defensive strategies appropriate to a given scenario?
  - Can the student use appropriate terminology to explain the range of tactics and strategies that could be applied?

## Background information

### Basic strategies of softball

Softball is a popular recreational and competitive sporting activity in Australia. Because many elements of the game are common to other fielding and run-scoring games, students can, through appropriate learning experiences, gain an insight into, and an appreciation of, the basic offensive and defensive strategies used in other fielding and run-scoring games, such as cricket, vigoro and baseball.

This module is designed to present a way of exploring the basic movement concepts associated with body awareness, use of space, effort and relationships with people and objects that will help students improve their performance in softball.

### A tactical approach to games teaching

A tactical approach to games teaching has been suggested to develop the strategic thinking and games skills students need to appreciate and succeed in softball and other fielding and run-scoring games. The activities provided are only some of the skills-based experiences related to softball. Many others can be added.



To facilitate understanding of the tactical approach to games teaching, this module has been developed around two common scenarios in softball — one involving no runners on base, the other involving a runner on first base. For each scenario the complementary offensive and defensive challenges faced by players are identified together with basic strategies and movement concepts that students can apply to meet a challenge and to improve performance. The resource sheet provides an overview of the scenarios, challenges, strategies, skills and movement concepts presented in this module.

## Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

advancing runners	defensive strategy
attacking space	double play
backing up	follow through
backswing	offensive strategy
base running	space awareness
body awareness	stance
defending bases	tactical awareness
defending space	tagging up

## School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in physical activities. Some safety issues teachers could consider are:

- including appropriate warm-up and cool-down activities;
- ensuring the area is suitable for the activity — for example, large enough for the number of students participating and level and free of loose objects;
- ensuring activities are appropriate to the skill and ability levels of students;
- ensuring equipment is in good condition and that students use protective gear, such as helmets, face masks, gloves, chest protectors;
- securing bases to the ground;
- providing opportunities for students to replenish body fluids during and after vigorous physical activity.

## Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes those activities that encourage students to:

- use cooperative strategies and teamwork in the development of skills and tactics;
- identify and recognise the diverse contribution of individuals to a team's or group's work.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

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American Sport Education Program 1996, *Coaching Youth Softball*, 2nd edn, Human Kinetics, Champaign, Illinois.

Australian Sports Federation 1997, *Level 1 Coaching Manual*, Softball Federation, Bayswater, Vic.

Blackall, B. 1997, *Softball*, Heinemann Library, Port Melbourne, Vic.

Griffin, L., Mitchell, S. & Oslin, J. 1997, *Teaching Sport Concepts and Skills: A Tactical Games Approach*, Human Kinetics, Champaign, Illinois.

Softball Australia 1998, *Rules in Pictures*, Bayswater, Vic.

Softball Australia. Available URL: <http://www.ausport.gov.au/softball/> (accessed June 2000).

Sportstech Pty Ltd 1996, *Base Hit: Softball with Joyce Lester*, video, Redland Bay, Qld.

## Activities

### Understanding

#### GOALS, MOVEMENT SKILLS AND SEQUENCES

#### Sharing understandings about the nature of softball

► Students recall prior knowledge to identify and explain the similarities and differences between softball and other fielding or run-scoring games in terms of goals of the game and the movement skills and sequences used.

#### Focus questions could include:

- How is softball similar to other fielding and run-scoring games?
- What is the common goal of these games when batting or when fielding?
- What are the common goals of players when batting or when fielding?
- What movement skills and sequences do players need to play these games?
- What specific movement skills and sequences should a softball player strive to develop?

#### Teaching considerations

Softball, along with other fielding and run-scoring games, involves two teams trying to score more runs than their opponents over a series of innings to win the game.

The common goal of players when batting in fielding and run-scoring games is to hit the ball strategically into the gaps in the field of play so runs can be scored.

The common goal of players when fielding is to stop the ball getting through the gaps in the field and to return it to prevent batters scoring runs.

Common skills of fielding and run-scoring games are batting, fielding, throwing and running.

Common sequences include batting a delivered ball and then running between or around designated markers (wicket or bases), and fielding a batted ball to a target (wicket or base).

► In small groups, students play a modified game of softball, such as Throwing Rounders or T-Ball Rounders, to identify the basic challenges faced by batters and fielders in a game of softball.

#### Focus questions could include:

- In trying to achieve the goal of scoring more runs than your opposition, what physical challenges did you face as a batter? As a fielder? As a base runner?
- In trying to achieve the goal of scoring more runs than your opposition, what cognitive challenges faced you as a batter? As a fielder? As a base runner?
- How well were you able to achieve the goals of a batter?
- In relation to the positioning of players on the field and the bases, where did you plan to hit the ball? Why?

- How well were you able to achieve the goals of a fielder?
- Where did you plan to field the ball? Why?
- What made it difficult or easy for you to achieve your goal?

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### Teaching consideration

In the game of softball, basic challenges include:

- for batters — deciding where to hit the ball; connecting with the ball; hitting the ball with control into gaps; getting to first base before the ball;
  - for fielders — deciding where to stand in relation to other players and the bases to be able to defend all of the gaps in the field of play; securing the ball in the glove; deciding where to throw the ball; throwing the ball across the distance to the base with sufficient power and accuracy to beat the runner or to prevent the runner from advancing;
  - for base runners — getting to first base; advancing around the bases without getting out; scoring a run by reaching home base.
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## STRATEGIES TO ACHIEVE GOALS

### Understanding the use of strategies to achieve goals in a game

► Students discuss reasons players should use strategies in a game. They identify a range of common scenarios that occur in a game of softball for which players should have appropriate strategies to help them achieve their goals.

#### Focus questions could include:

- Why would it be useful for fielders to have a strategy if a player misfields a ball?
- Why would it be useful for fielders to have a strategy when there are no players on the bases or a player on first base?
- Why would it be useful for batters to have a strategy for moving to first base and for advancing around the bases?
- Why would it be useful for batters to have a strategy when there is a runner on first base?
- Why would it be useful for base runners to have a strategy for advancing around the bases?

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### Teaching consideration

Explain to students they will be required to demonstrate their ability to modify movement skills and sequences using basic movement concepts and to demonstrate tactics and strategies in the context of the following scenarios:

- where there are no runners on a base with zero, one or two out;
  - where there is a runner on first base with zero, one or two out.
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## Planning

### SCENARIO I

#### Planning movement skills, sequences and strategies with no runners on base and zero, one or two players out

##### Goals of batters and fielders

► Students form equal teams of 4–6 players and play a modified game called ‘Leftfield Hit’. With fielders (defending team) at first, second and third bases and shortstop, students use a tee to bat a ball along the ground towards leftfield and then run to first base before the throw is made. The batting team is awarded one point for each batter who makes it safely to first base. Batters are ‘out’ if they hit the ball into the outfield without it first touching the infield or if they hit an infield fly which is caught.

##### Focus questions could include:

###### *For batters*

- What is the goal of this game for batters?
- When there are zero, one or two out, where is the safest place to hit the ball?
- When there are zero, one or two out and no runners on base, why is it best to hit to leftfield?
- How fast will you need to run to ensure that you get to first base ahead of the fielded ball?

###### *For fielders*

- What is the goal of this game for fielders?
- As a fielder, what do you need to do to get the runner out at first base?
- What fielding incidents may slow the ball reaching first base?
- What can fielders do to get the ball to first base faster?
- What strategy could fielders have in place in the event of a fellow fielder misfielding the ball?
- What strategy could fielders have in place if the first-base player misses the ball because of a poor throw?
- What strategy could fielders have in place if two fielders simultaneously move to field the ball?

##### Teaching considerations

The goal for batters is to get to first base before the fielded ball.

The safest place to hit the ball is into the gaps in leftfield.

Hitting to the left side of the infield, down the third-base line, forces the fielders to make a longer throw to first base thus giving the batter more time to reach base ahead of the fielded ball.

After hitting the ball, batters need to sprint through first base and then return to base to increase the chance of arriving safely before the fielded ball.

The goal of fielders is to get the ball to first base ahead of the batter.

Fielders need to position themselves in relation to other fielders and the bases to try to cover the gaps.

Moving in to meet the ball when fielding will help speed its delivery to base.



Fielding incidents such as misfielding, overthrowing or confusion increase the time it takes to get the ball to a base player thereby improving the base runners' chances of getting to base safely.

Strategies fielders can use to minimise lost time include 'calling for the ball' and 'backing up' both the fielder of the batted ball and the base player who is receiving the thrown ball. Such strategies reduce the time it takes to correct any error in fielding the ball.

### Batting to advance

► In small groups and using a batting tee, students practise ways of directing the ball to the ground and into left infield.

#### Focus questions could include:

- What adjustments did you make to the position of your feet to direct the ball to left infield?
- In a game, when trying to disguise your intentions, when would you make these adjustments?
- Through what arc did you swing the bat to direct the ball down into left infield?
- From what position did you begin the swing of the bat? Why?
- Where did you make contact with the ball in relation to your body?
- Where did you hit the ball to direct it down through left infield?
- Did you have your arms straight or bent at impact? Why?
- What actions of the wrist were needed?

### Teaching considerations

The batter may need to re-position the left foot at the start of the swing so that it points towards leftfield. This enables the hips to rotate and the ball to be hit in that direction.

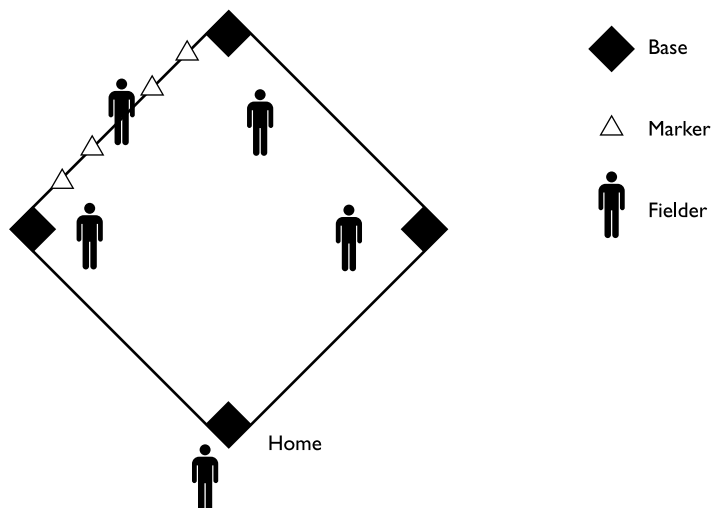
The ball should be met in front of the body with straight arms.

With the bat in a horizontal plane, the ball should be struck at a point just above the mid-line. The force is directed downwards at an angle through the ball.

The wrists need to be rolled over in the follow-through action.

► In teams of four or five, players have three attempts to hit a ball (from a tee) through sets of markers.

- One set of markers is positioned between third base and shortstop.
- A second set of markers is placed between shortstop and second base (figure 1).
- Fielders are positioned at first base, second base, shortstop, third base and home base (catcher).
- On the first two hits, fielders return the ball to the catcher. On the third hit, the batter drops the bat safely and runs through first base; fielders field the ball and make the throw to first, aiming to get it there ahead of the batter.

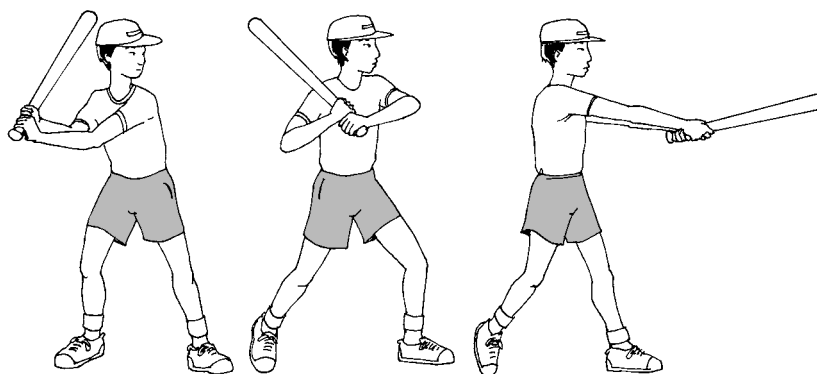


**Figure 1**

**Teaching considerations**

For batters, demonstrate how to swing the bat to best direct the ball and explain the importance of stable body position at the point of contact with the ball (figure 2).

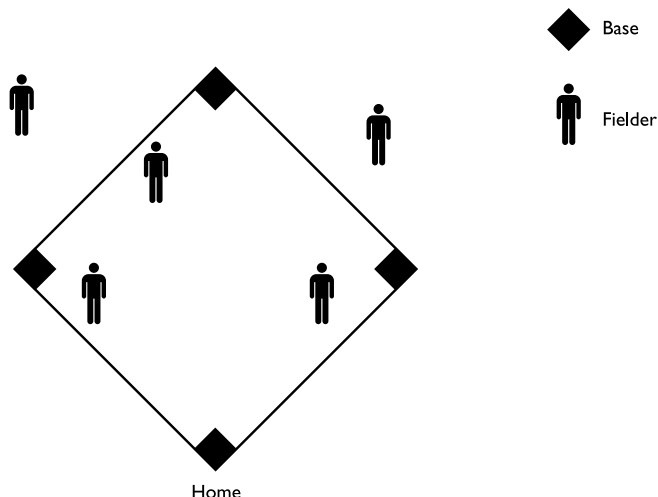
For fielders, show how to cover the gaps in the field and what sequence of movements is needed to throw the ball to base.



**Figure 2**

**Fielding to defend first base**

- ▶ In small groups of six to eight, students practise fielding a ball and making throws to first base from leftfield.
- Fielders are positioned at third base, shortstop, leftfield, first base and rightfield (figure 3).
- As batters, players throw or hit ground balls from a tee through to leftfield and then sprint through first base.
- Fielders at third base and shortstop call for the ball, field it and attempt to throw the batter out at first base.
- Another player backs up the fielder of the ball: leftfield backs up third base and shortstop; rightfield backs up throws from the infield to first base.
- After three balls are fielded, students rotate positions to experience fielding in other areas.



**Figure 3**

**Focus questions could include:**

- What is the best call to make to indicate that you intend to field the ball? Why? Why should you not call out, ‘Yours’?
- Where should players in leftfield, who are not fielding the ball, move to if the ball is hit to the left infield? Why?
- What is the best way to field a ground ball into the glove? Why?
- What sequence of actions is needed to field the ball directly from the left infield to first base?
- Into what space will the rightfielder move when the ball is thrown to first base? Why?
- Once the ball is batted where and how should the first-base player stand in readiness to receive the ball? Why?

**Teaching considerations**

Students should call, ‘Mine’, when they intend fielding the ball. The call should be made early, loudly and clearly. Calling, ‘Yours’, can lead to confusion.

Players in the leftfield who are not fielding the ball should move behind the fielding player to back up in case of a fielding error.

The rightfielder should move behind the first-base player in line with the direction of the throw as a back-up.

The first-base player should stand just in front of the base so that he or she can touch the base as the ball is caught and not interfere with the base runner’s path through the base.

Fielders should position their bodies behind the ball with gloves at the ready.

**Minor game play**

- ▶ Students repeat the minor game, ‘Leftfield Hit’ to demonstrate strategies, movement skills and sequences. While the batting side is still awarded one point for each runner who makes it safely to first base (provided the hit is through the left infield), the fielding side earns bonus points for every batter/base runner put out at first base by third base and shortstop.

## SCENARIO 2

**Planning movement skills, sequences and strategies with a runner on first base and zero, one or two out**
**Goals of batters and fielders**

- ▶ Students play a minor game in small groups of six versus six players.
- Fielders are placed at leftfield and rightfield and first, second, third base and shortstop.
- The batting team has a runner on first base at all times. Batters hit from a tee, either in the air or along the ground, into right or leftfield.
- The runner on first base advances to second base except on a fly ball, when they hold up at base.
- The batting team scores a run for each runner reaching second base safely. The fielders aim to get the runner out at second base and score a point when they succeed in doing so.
- The inning is over after three outs or when each team member has had a hit, whichever comes first.

**Focus questions could include:**
*Batting*

- When there is a runner on first base, why would the batter try to hit the ball to the gaps in the outfield?
- Why would the batter try to hit the ball so that it travels down the third-base line in the infield?
- If you have a runner on first base, is it safer to hit into right, left or centrefield?

*Fielding*

- What options do rightfielders have when there is a runner on first base? Why?
- Who will defend second base?
- Can a 'double play' or 'two out' be made in this game situation? How?
- What role should be assumed by a fielder in the vicinity of a teammate fielding the ball?
- Who fields the short ball down the third-base line? Down the first-base line?
- What throwing action should fielders of the short ball use? What other throwing action could be used to throw the ball to the base?
- When could you use a different throwing action?
- Who covers first base when the first-base player moves away from the base to field the ball?
- Where could a ball be thrown if there was a runner on first base and the ball was fielded down the third-base line or the first-base line?
- Who backs up the first-base player on throws from the infield?
- Who backs up the second-base player on throws from the infield?

**Teaching considerations**

Using a short-handled bat will help students to direct the ball into the designated gaps. At this stage, many students may find it difficult to hit a short ball down the baseline off a tee.

A batter will hit a ground ball into the outfield when they wish to advance a runner and give themselves the opportunity to reach first base. A fly ball to the outfield will still give the runner time to make second base if he or she tags up.

'Tagging up' means going back to the base and waiting until the fielder touches the ball before proceeding.

To advance a runner from first base, it is best to hit the ball into right or leftfield, away from second base.

When runners are forced to run to first and second bases, fielders can throw the ball to either base to effect a runout.

Fielders could also look for opportunities to make a 'double play', that is, by throwing the ball to one base to get the runner out and then that fielder throwing quickly to the other base to get the other runner out.

Second base is covered by the second-base fielder unless he or she is fielding the ball in which case shortstop should cover the base.

Other fielders should aim to back up the player fielding the ball as often as possible.

An underarm throw is often adequate when the ball is fielded a short distance from a base.

Depending on the situation, rightfield, pitcher or second base may cover first base if the base player moves away to field a ball.

Rightfield usually backs up first base on throws from the infield.

Depending on the angle of the throw, centrefield, leftfield, rightfield or shortstop backs up throws from the infield to second base.

### Batting to the outfield to advance a runner

- ▶ Students practise batting and base running.
- In small groups of seven or eight, players take up the defensive positions of leftfield, rightfield, centrefield, second base and shortstop and offensive positions of base runner on first and batter.
- Students batting should aim to hit the ball off a tee into the outfield and then run quickly to first base. On the hit the runner on first base advances to second, except on a fly ball caught by rightfield or centrefield, in which case they tag up before running.
- After three turns as the runner advancing from first to second base, students rotate to an infield position, and then from an infield to an outfield position. An outfielder becomes the batter.
- Students batting should aim to hit at least one fly ball so the runner can practise 'tagging up'.

### Focus questions could include:

- As a runner, when can you leave first base?
- What do you need to do so that you do not overrun second base?
- As a runner, what will you do on a fly ball to the outfield?
- What actions are involved in 'tagging up'?
- What will you do if you judge that you will be unable to make it to the next base?
- Will you have to run? When would you have to run?

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### Teaching considerations

The runner may leave first base when the ball leaves the pitcher's hand. (Because there is no pitcher in this practice, runners may leave first base when the batter hits the ball.)

Runners may slide into second base to avoid being tagged by the fielder. However, there is no use sliding if the run is forced. (It may be inappropriate to introduce sliding at this stage.)

Runners may advance on a caught fly ball to the outfield only after 'tagging up', which means retouching the base and waiting until the fielder catches the ball before proceeding.

In a game, the runner does not have to advance on a caught fly ball.

On a ground ball the runner is most often in a position where he or she is 'forced' to run.

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### Fielding to prevent runners advancing

► In small groups, students consider what factors will influence how quickly a ball can be returned from the outfield and whether a ball thrown from the outfield will make the distance back into the infield in time to get the runner out.

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### Teaching consideration

Efficient fielding of the ball, the type of throw, the amount of force applied at release and the angle of trajectory will influence how quickly a ball is returned from the outfield.

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► In small groups, students practise fielding balls thrown from leftfield to second base.

- A runner should stand on first base, with fielders at leftfield, shortstop and second base.
- Students hit to leftfield to enable others to field the ball and then throw to second base.
- Runners practise correct base-running techniques; fielders back up throws.

### Focus questions could include:

- How do you position yourself to catch the ball before it hits the ground?
  - Where will you throw a caught fly ball? Why?
  - What footwork is required when covering second base?
  - Where should the second-base fielder position himself or herself?
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### Teaching consideration

A caught fly ball should be thrown to second base to prevent the runner on first base from advancing. The ball also should be thrown to first base if the runner has failed to 'tag up' or, after having left the base, decides to return.

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► Students repeat the previous activity, this time with batters aiming to hit to rightfield. In this case, fielders field the ball and throw to second base with the player at shortstop covering second base. 'Double plays' (two out in one play) can be made with throws to second and then first base.

**Focus questions could include:**

- Who will cover second base if the second-base player fields the ball?
- Who backs up first base on a double play?

**Teaching considerations**

Shortstop will cover second base if the second-base player fields the ball.

Rightfield covers first base on a double play.

- ▶ Students repeat the above practices with batters hitting fly balls and ground balls to leftfield or rightfield.

**Hitting the ball short to advance a runner**

- ▶ In small groups, students consider how to modify their striking action so that a batted ball will 'die' in the infield. They decide how much force needs to be applied to the ball and how this can be achieved through body positioning and effort.

**Focus questions could include:**

- Will the ball need to be travelling at a fast or slow speed to 'die' in the infield? Why? How can this be achieved?
- Should you hit through the ball or block the ball? Why?
- How can a blocking action be achieved? What adjustments to one's body position are needed?
- What direction should the body face as the ball is contacted? Why?

**Teaching considerations**

The bat speed should slow as the ball is struck.

The ball will need to be travelling at a slow speed to stop in the infield.

The ball should be blocked to absorb its force or speed.

- ▶ Students investigate how their grip on the bat might influence the distance a ball will travel.

**Focus questions could include:**

- Would it be best to grip the bat with hands together at the base or further up the shaft? Why?
- Could the bat be held with the hands apart on the grip? Why?
- Would it be best for your arms to be bent or straight at the moment of impact? Why?

**Teaching considerations**

Gripping the bat with the hands apart will shorten the length of the lever. This reduces the muscular force that can be applied to the ball and therefore the speed and distance it can travel.

Batters should meet the ball with the body square on and the bat held horizontally with the arms bent to decrease the amount of force applied.

- ▶ Students consider what flight path the ball should be projected through to stop short in the infield.

**Focus questions could include:**

- What is the safest pathway to project the ball on an infield hit? Why?
- At what angle should the ball be hit to direct it downwards into the infield?

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**Teaching consideration**

The back of the ball should be contacted just above its midpoint if the ball is to be directed into the infield to stop short.

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- ▶ In small groups, students practise bunting balls from a tee to the left infield. They apply their knowledge of movement concepts to ensure the ball stops in the infield. Batters rotate after five bunts. Others awaiting a turn at bat position themselves at first, second and third base, shortstop, pitcher and leftfield.

**Focus questions could include:**

- In a game situation, what would you do to disguise your intention to bunt?
- Why should you try to disguise your intentions?
- ▶ Students repeat the previous practice, applying their movement concepts to bunt the ball to the right infield.

**Base running**

- ▶ To practise base-running strategies, students repeat the previous practices with a runner on first base. When batting, they practise bunting from a tee and running to first base. When base running from first, they advance to second on the bunt. Fielders position themselves at leftfield, rightfield, centrefield, second base and shortstop. Base runners rotate with fielders.

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**Teaching consideration**

Review base-running rules and strategies explored in earlier activities.

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**Fielding to defend bases**

- ▶ In small groups, students practise fielding short balls (batted off a tee) from the infield to second and first bases to prevent the runner on first base advancing. Batters hit to the left side of the infield. Fielders respond by fielding the ball and throwing it to second base or first base, as appropriate. Fielders could be positioned at the three bases, shortstop, pitcher and in the outfield.

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**Teaching consideration**

Remind students to practise correct base-running techniques.

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▶ Students repeat the above practice, batters this time aiming to hit to the right infield. They follow up double-play opportunities with throws to second and then first base.

**Focus questions could include:**

- Who would cover first base if the first-base player fields the ball?
- Who would cover second base if the second-base player fields the ball?

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**Teaching considerations**

Rightfield should cover first base if first base fields the ball.

Depending on the situation, either shortstop or centrefield should cover second base if second base fields the ball.

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**Acting**

**PLAYING GAMES**

**Applying offensive and defensive strategies to improve performance in a game**

▶ Students explain and demonstrate the application of relevant basic movement concepts to modify and improve their batting, fielding and throwing skills or movement sequences in response to a given situation in a softball game.

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**Teaching consideration**

Skills and movement sequences could include catching a fly ball in rightfield and throwing to first base, fielding a ball bunted infield down the third-base line and throwing to first base, or batting to the outfield when there is a runner on first base.

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▶ Students demonstrate their understanding — in written, oral and/or practical form — of basic offensive and defensive strategies used during different situations in a modified game of softball.

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**Teaching consideration**

Scenarios could include requests such as:

- Justify why a batter would bunt a ball towards first base when there are none or one out and there are runners on second and third base.
  - Explain and justify the role of the right outfielder running behind first base when a batter hits the ball towards shortstop and there are no runners on the bases.
  - Explain why a base runner would leave second base and then return to touch the base before advancing to third base.
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## Reflecting

### REVIEWING KNOWLEDGE AND SKILLS

#### Reflecting upon what has been learnt about offensive and defensive strategies and movement skills and sequences in the game of softball

► Students identify and discuss the batting strategies and movement skills and sequences that they can now apply to achieve an identified goal in softball.

#### Focus questions could include:

- What do you understand to be the goal in a game of softball?
- What did you learn about the goals of players when batting and when fielding in a game of softball?
- What batting strategies did you learn to apply to secure first base? To advance a runner?
- What base-running strategies did you learn to apply to advance the bases?
- What fielding strategies did you learn to apply to defend the bases and prevent runners from advancing bases?
- What movement skills and sequences did you refine?
- What movement concepts did you learn to apply to improve your performance?
- As a batter, how did you learn to use space and effort?
- As a fielder, how did you learn to use space and effort?
- How well can you demonstrate what you learnt? Rate yourself as a batter, base runner and fielder.
- How has your awareness of your body movements, use of space and application of effort changed?
- When fielding, how is positioning yourself in relation to other players relevant to achieving the goal of the game?
- When batting, how is planning to direct the ball in relation to fielders relevant to achieving the goal of the game?

### A TACTICAL APPROACH

#### Reflecting on using a tactical approach to learn about games and sports

► Students reflect upon the advantages and disadvantages of using a tactical approach in learning about games and sports.

#### Focus questions could include:

- How did this approach broaden your understanding of softball?
- How did this approach assist you to improve your skills?
- How did this approach assist you to improve your game play?
- How did this approach assist you to develop useful thinking patterns to apply to other games, in particular, fielding and run-scoring games?

Resource Sheet

# Overview of challenges, strategies, skills and movement concepts



SCENARIO	CHALLENGES	STRATEGIES	SKILLS	MOVEMENT CONCEPTS
1. No runners on base and 0–2 out	A. Offence: getting to first base ahead of the fielded ball	<ul style="list-style-type: none"> <li>• Hitting through the left infield</li> <li>• Running quickly through first base</li> </ul>	<ul style="list-style-type: none"> <li>• Batting (grip, stance, swing, follow through)</li> <li>• Base running</li> </ul>	<ul style="list-style-type: none"> <li>• Space awareness</li> <li>• Body awareness</li> <li>• Effort</li> </ul>
	B. Defence: defending first base	<ul style="list-style-type: none"> <li>• Defending space</li> <li>• Backing up the fielder and first-base player</li> </ul>	<ul style="list-style-type: none"> <li>• Fielding (stance)</li> <li>• Throwing (grip, stance, hand position, arm action, follow through)</li> </ul>	<ul style="list-style-type: none"> <li>• Space awareness</li> <li>• Relationships with people and objects</li> <li>• Effort</li> </ul>
2. Runner on first base and 0–2 out	A. Offence: advancing runners to first and second base	<ul style="list-style-type: none"> <li>• Hitting to the outfield</li> </ul>	<ul style="list-style-type: none"> <li>• Batting for distance (grip, stance, swing, follow through)</li> </ul>	<ul style="list-style-type: none"> <li>• Space awareness</li> <li>• Body awareness</li> <li>• Effort</li> </ul>
	B. Defence: preventing runners from advancing to first and second base	<ul style="list-style-type: none"> <li>• Defending second base/throwing the ball to second base</li> <li>• Double-play opportunities</li> <li>• Relay throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing overarm from the outfield</li> </ul>	<ul style="list-style-type: none"> <li>• Force and distance</li> <li>• Receiving impact</li> </ul>
	C. Offence	<ul style="list-style-type: none"> <li>• Hitting down the left- or right-infield base path</li> </ul>	<ul style="list-style-type: none"> <li>• Bunting (grip, stance, swing, follow through)</li> </ul>	<ul style="list-style-type: none"> <li>• Effort and distance (batting)</li> </ul>
	D. Defence	<ul style="list-style-type: none"> <li>• Defending space in the infield</li> <li>• Calling</li> <li>• Backing up</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing overarm in the infield (grip, stance, hand position, arm action, follow through)</li> </ul>	<ul style="list-style-type: none"> <li>• Effort and distance (throwing)</li> </ul>

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

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