IPE3119 SOFTBALL

COURSE DESCRIPTION
This course is designed to provide student teachers with the opportunity to develop their techniques, skills and games concepts in softball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of softball in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies/approaches/models that develop their pupils into confident and active participants in the game.

Student teachers will be introduced to assessment tools applied to skills, games concepts and game performance.

COURSE OBJECTIVES
At the completion of this course, student teachers will be able to:

1. Develop confidence to effectively demonstrate and teach the various skills, tactics, and games concepts involved.
2. Design developmentally appropriate lesson ideas, content & progressions that maximize opportunities for pupils to participate.
3. Understand and apply developmentally appropriate teaching styles/strategies/approaches to develop their pupils into confident and active participants in the game.
4. Employ appropriate formative and summative assessment tools.

COURSE CONTENT

<table>
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<tr>
<th>Week</th>
<th>Outline</th>
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| 1    | Course Introduction – SAFETY Issues – checking equipment, ground rules, attire, playing space  
      Introduction of Fundamental Movement Skills (FMS) for softball – locomotor, manipulative, balance  
      Introductory Games (modified rules, space, no. of players, equipment, scoring)  
      Modified equipment for Primary setting  
      Demonstration ability – throwing, rolling, bouncing and catching (one/two hands) |
| 2    | SAMPLING from related games – throwing, catching, striking using transfer concepts, different bats, balls etc.  
      Lead-up Games – involving principles of play – ‘forced play’  
      Batting Concepts – Getting onto base (ground ball emphasis) – “drop the bat!”  
      Demonstration – throwing overarm – rotational movements (FMS)  
      GAME REPRESENTATION – skills presented within tactical situations  
      Modified Games – rules – ‘outs’ – “must touch the base!” |
| 3 | Gradual introduction of RULES; signs; respect for decision makers and opponents  
Batting Concepts - Getting to base (hitting into space)  
Technique & Skills – Base running; throwing, fielding, batting, tagging etc.  
Demonstration – Throwing underarm (short distances)  
Modified Games – rules – hybrid of slow and fast pitch |
|---|---|
| 4 | Understanding the demands of particular game situations – forced plays, tagging up, tagging out, fly balls – “when to run, when to watch first”  
Batting Concepts – Advancing runners  
Technique & Skills – fielding communication, anticipation, backing up (support)  
Demonstration – Pitching  
Games – gradual introduction of rules |
| 5 | Emphasis on TEAMWORK and coordinated effort; player and teacher responsibilities  
Batting Concepts – Sacrifice fly  
Technique & Skills – Batting (T-ball)  
Demonstration – Fielding ground balls  
Modified Games – number of outs, pitch count (speeding up play) |
| 6 | MODIFICATION – limiting scope of practice/play and focusing on specific elements – small group exercises  
Fielding Concepts – positioning, footwork, glovework  
Individual Teaching Technique & Skills – Batting (self-feed)  
Modified Games  
Assessment introduction – first practice |
| 7 | Strategic Concepts – Preventing Scoring – role of the catcher  
Fielding Concepts – Preventing base runners from advancing and defending space  
Technique & Skills – Relaying the ball from the outfield  
Terminology  
Modified Games |
| 8 | EXAGGERATION – varying the intensity of practice elements  
Strategic Concepts - Scoring (Defending as a team)  
Technique & Skills – Double-plays (teamwork, communication etc.)  
Terminology  
Modified Games |
| 9 | REFINEMENT – use of demonstration and feedback to assist individual skill development  
Assessment (Demonstration) - Technique & Skills, Tactics & Strategies  
Modified/Full Games |
| 10 | Dealing with TACTICAL COMPLEXITY – slow pitch/fast pitch, stealing bases, position of fielders, game priorities, runners on base, number of outs (and other variables)  
Assessment (Technique & Skills) Tactics & Strategies  
Full Games |
| 11 | ASSESSMENT (individual skills, cooperation, effort, acquired knowledge)  
Assessment (Game play – Tactics & Strategies)  
Full Games |
| 12 | Practical Assessment (Game Performance)  
Completion of assignments |
COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Component weightage</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Practical Performance ((Techniques and skills, tactical awareness &amp; game performance))</td>
<td>60 %</td>
<td>dd-mm-yr</td>
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<tr>
<td>Assignment/ Test (Create checklists for batting, throwing and fielding)</td>
<td>30 %</td>
<td>dd-mm-yr</td>
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<td>Professional Attributes (Participation, attitude, values, sportsmanship, enthusiasm)</td>
<td>10%</td>
<td>On-going</td>
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COURSE REFERENCES

Recommended Text(s)

Additional References - Rules