






















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GRADES 3-6



= Individuals



= Pairs



= Groups



= Pedometer SPARK It Up!



= Academic



= Fun Fact



= Home



= Wellness



# SOFTBALL TABLE OF CONTENTS

PAGE/CD

GROUPING

INTEGRATIONS

PEDOMETER

## Activities (continued)

### Whack-O

Groups of 6. Batter hits with a racquet and runs bases, while fielders relay ball back to the Catcher.

27



### All-Run Softball

2 groups of 5 per field; 1 bats, while the other fields. Batter hits, then entire batting group runs the bases before fielding team completes a task.

29



### Open Base

2 pairs per field; 1 bats, the other fields. Batters hit and run to an open base. Fielders try for the force out.

31



## PACE (Physically Active Choices to Enjoy) Activities

### Softball Grab Bag

Pairs complete as many softball and fitness grab bag activities as they can.

33



### SPARK Softball

Students complete activities on the BINGO-style SPARK Softball Task Card, trying to get 5 in a row.

35



### Create a Game

Groups of 3-5 create a new activity using skills from the softball unit.

37



### Pedometer Activity

CD



### Task Cards

CD

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CD

### Limited Equipment/Large Class Ideas

CD

### Inclusionary Strategies

CD

### Home Play Activity

### Around The Bases

CD

# SOFTBALL UNIT

## Introduction

Traditional softball is not a highly active group game. Players wait for the ball to be hit to them or for their turn to bat, and some fielding positions offer more catching and throwing opportunities than others. In contrast, the *SPARK Softball Unit* provides activities that involve smaller groups, utilize fewer rules, equalize play and touches, and increase MVPA minutes for each student. These activities allow students many opportunities to practice and develop fundamental skills such as throwing and catching, fielding, baserunning, underhand pitching and batting; all of which are required for successful game play. Activities in this unit follow a high-activity, skill progression which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting moderate-to-vigorous, physical activity during class.

## What You Have

### *SPARK Manual*

- \* **Skill Builders**  
4 softball, skill-specific activities used with each lesson that challenge students to improve their skill, regardless of their ability.
- \* **Activities**  
9 softball activities in order of skill difficulty. The *SPARK It Up!* variations on the backside of activities allow you to modify activity challenges according to the developmental and/or grade level of your students.
- \* **PACE (Physically Active Choices to Enjoy) Activities**  
3 activities designed to allow students to practice softball skills while they work independently at their own pace, with a partner, or small group.

### *SPARK Instructional Media CD*

- \* **Pedometer Activity**  
An activity specifically designed to incorporate the use of pedometers.
- \* **Inclusionary Strategies**  
Tips on how to modify activities to gear towards special-needs students.
- \* **Task Cards**  
Includes instructions for *PACE Activities*.
- \* **Home Play Activity**  
A take-home page with interesting facts and fun on 1 side, and enjoyable challenges on the other. Designed to go on the refrigerator.
- \* **Assessment Samples**  
Performance rubric and student self-check samples to document and guide learning.
- \* **Limited Equipment/  
Large Class Ideas**  
Ideas for how to use the activities when faced with limited equipment and/or more students than you expected.

# SOFTBALL UNIT

## How To Use It

- \* Make copies of the *Home Play Activity* (SPARK Instructional Media CD), and distribute 1 to each student after the first class.
- \* Use a *Skill Builder* for about 5 minutes at the beginning of the *Spotlight on Skills* portion of your lesson. *Skill Builders* are designed to get students active from the get go and reinforce that practice, practice, practice makes them better, better, better.
- \* Choose an *Activity* based on the skill level of most of your students. As you teach, assess their comfort, interest and capacity to perform the activity, and adjust accordingly. If an activity is too easy, jump to the *SPARK It Up!* variations to add more challenge. If it is too difficult, decrease the variables, simplify and slow down.
- \* Integrate the *PACE Activities* throughout the unit. Make copies prior to teaching. *PACE Activities* engage students in self-directed learning and provide you opportunities to gather assessment data.
- \* Review the assessment samples provided on the *SPARK Instructional Media CD*. The *Softball Student Self-Check* is a student-paced assessment that can be administered throughout the entire unit. The *Softball*

*Skills Performance Rubric* is an observational assessment you can use to collect skill development data. Ideally, take rubric observations at the beginning, middle and end of the unit.

- \* There are 2 sample unit plans (3rd/4th-grade and 5th/6th-grade) on page 4, built on an instructional model of 3 PE classes per week. Use these as guides to adjust and create unit plans that meet your particular instructional requirements.

## Safety

- \* Inspect the activity area before play begins for holes or objects that may cause injury.
- \* Use either plastic or foam-coated bats.
- \* Teach bat safety and to be “bat aware.” Catchers stand at least 5 paces behind the batter. Batters should never throw the bat. Members of the batting team stand behind a backstop whenever available.
- \* During partner drills, pairs throw and catch in the same direction, in parallel lines that are safely spread apart.
- \* Allow students to progress at their own rate (e.g., Use a tee until they are ready to strike a moving ball; use partner step-back when practicing throw/catch, etc.).

# SOFTBALL WHAT YOU NEED

	QUANTITY	INVENTORY	NEED
<b>EQUIPMENT</b>			
<b>Softballs</b> rag (cloth) type or very soft rubber	1 per pair		
<b>Bats</b> plastic or foam covered for safety	1 per 4 students		
<b>Base Sets</b> or spot markers	1 per 5 students		
<b>Batting Tees</b> or tall (18"-26") cones	1 per 4 students		
<b>Wiffle Balls</b>	1 per 5 students		
<b>Beanbags</b>	1 per student		
<b>Tennis Balls</b>	1 per pair		
<b>Hoops</b>	1 per pair		
<b>Cones</b> 12" lightweight 18"-26" sturdy (see Batting Tees above)	4 per 5 students 1 per 4 students		
<b>Spot Markers</b>	1 per student		
<b>Racquets</b> tennis or racquetball	1 per 6 students		
<b>Jump Ropes</b>	1 per 5 students		
<b>Scoops</b> optional	1 per 4 students		
<b>Music and Player</b> optional	1		
<b>Pedometers</b> optional	1 per 3 students		
<b>MATERIALS</b>			
Pencils	1 per student		
Paper Bag optional for grab bag			
<b>SPARK INSTRUCTIONAL MEDIA (on CD)</b>			
* Softball Grab Bag Cards		* Better Way to Play? Score Sheet	
* SPARK Softball Task Card		* Assessment Samples	
* Create a Game Task Card		* Home Play	
<b>FACILITIES</b>			

\* A grass or dirt field is desirable. Softball diamonds are not necessary.

# SOFTBALL SAMPLE UNIT PLANS

The following unit plans may be used as is, or modified to meet your needs. Variables are many, including: number of students, skill levels, duration of PE class, days per week taught, weather, facilities, equipment, etc.

These units use a 3 PE classes-per-week model for 4 weeks. As students improve their skills, use the *SPARK It Up!* variations on the back of each activity.

## 3rd/4th Grade Unit

<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
<ul style="list-style-type: none"> <li>* <i>Partner Throw and Catch</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Partner Throw and Catch</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Ground Ball Mania</i></li> </ul>
<ul style="list-style-type: none"> <li>* Softball Introduction</li> <li>* Out at Home!</li> <li>* Introduce Home Play</li> </ul>	<ul style="list-style-type: none"> <li>* Corner to Corner Give and Go</li> </ul>	<ul style="list-style-type: none"> <li>* Triangle Fielding</li> </ul>
<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
<ul style="list-style-type: none"> <li>* <i>Ground Ball Mania</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Pitch and Catch</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Pitch and Catch</i></li> </ul>
<ul style="list-style-type: none"> <li>* Pickle</li> </ul>	<ul style="list-style-type: none"> <li>* Beat the Ball</li> </ul>	<ul style="list-style-type: none"> <li>* PACE Activity #1 and/or Assessment</li> </ul>
<b>DAY 7</b>	<b>DAY 8</b>	<b>DAY 9</b>
<ul style="list-style-type: none"> <li>* <i>Batting Practice</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Batting Practice</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Partner Throw and Catch</i></li> </ul>
<ul style="list-style-type: none"> <li>* Beat the Ball</li> </ul>	<ul style="list-style-type: none"> <li>* All-Run Softball</li> </ul>	<ul style="list-style-type: none"> <li>* PACE Activity #2 and/or Assessment</li> </ul>
<b>DAY 10</b>	<b>DAY 11</b>	<b>DAY 12</b>
<ul style="list-style-type: none"> <li>* <i>Ground Ball Mania</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Pitch and Catch</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Batting Practice</i></li> </ul>
<ul style="list-style-type: none"> <li>* 5-Player Throw/Hit and Run</li> </ul>	<ul style="list-style-type: none"> <li>* 5-Player Throw/Hit and Run</li> </ul>	<ul style="list-style-type: none"> <li>* Assessment</li> </ul>

# SOFTBALL SAMPLE UNIT PLANS

## 5th/6th Grade Unit

<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
* <i>Partner Throw and Catch</i>	* <i>Partner Throw and Catch</i>	* <i>Ground Ball Mania</i>
* Softball Introduction * Pickle * Introduce Home Play	* Corner to Corner Give and Go	* Beat the Ball
<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
* <i>Ground Ball Mania</i>	* <i>Pitch and Catch</i>	* <i>Pitch and Catch</i>
* 5-Player Throw and Run	* Whack-O	* PACE Activity #2 and/or Assessment
<b>DAY 7</b>	<b>DAY 8</b>	<b>DAY 9</b>
* <i>Partner Throw and Catch</i>	* <i>Batting Practice</i>	* <i>Partner Throw and Catch</i>
* All-Run Softball	* Open Base	* Open Base
<b>DAY 10</b>	<b>DAY 11</b>	<b>DAY 12</b>
* <i>Ground Ball Mania</i>	* <i>Pitch and Catch</i>	* <i>Batting Practice</i>
* Pedometer Activity	* PACE Activity #3 and/or Assessment	* PACE Activity #3 and/or Assessment

*Italic = Skill Builders*  
Regular = Activities

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## Ready...

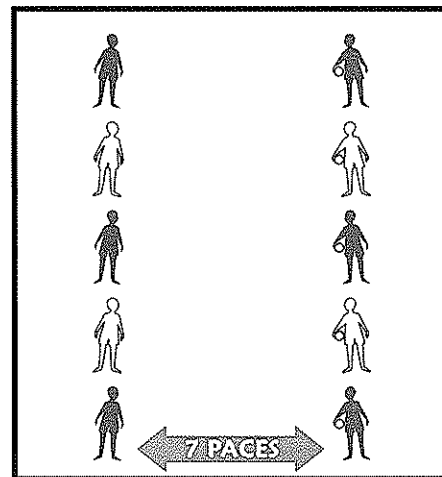
- 1 ball (rag ball) per pair

## Set...

- Pair students; each pair with a ball.
- Partner face-off formation; 7 paces apart. Allow for plenty of space between sets of partners.

## GO!

1. The object is to practice the overhand throw and the 2-hand catch.
2. We'll start without a ball, and warm up our shoulders by "shadowing." On signal, take turns "shadowing" the throwing motion, and "catching" an imaginary ball.
3. *(Review the Overhand Throw)*
  - Point your non-throwing arm at your target (partner), and extend your throwing arm back and behind you, making a "T" with your body.
  - As you take a small step towards your target with your front foot, twist at the waist, and release the ball when your shoulders are square to your target.
  - Follow through across your body until your throwing hand is at your opposite hip. Bring your back foot forward until your body is square to your target. Stay balanced and ready to catch the throw back to you.
4. *(Review the Catch)*
  - Face your partner with hands up and fingers spread.
  - Show you're ready by "asking" for the ball with your hands and eyes.
  - Watch the ball all the way into your hands, and close your fingers around it.
  - Reach for the ball, and "give" with it when you catch.
5. Practice shadow throwing and catching until signal (*give about a minute to warm up*). Start easy, then increase your intensity.
6. Now, with the ball, throw back and forth with your partner.



### CHALLENGES

- ✦ Can you throw the ball between your partner's waist and shoulders?
- ✦ How many catches can you and your partner make in 1 minute? Count out loud together.
- ✦ Let's do it again. Can you improve your score?
- ✦ Can you catch with only 1 hand?

### CUES

- ✦ Try this tongue twister to remember the steps:  
T – Twist – Throw!
- ✦ Throw only when partner is "asking" for the ball.

# \* SPARK™ IT UP!

## \* Partner Step Back

After you and your partner make 2 catches in a row, stop and both take 1 step back. How far back can you and your partner go in 3 minutes?

## \* Tag a Bag

(Place a base/spot marker next to each student.) Have 1 foot on the base (like a first baseperson would) to make the catch. Throwers, don't pull your partner off the bag with a wild throw!

## \* Group Shadow Ball

(Explain the Academic Integration.) Stand in a circle with 4-5 others. Create a 2-minute Shadow-Ball routine. Perform it for another group.



## FUN FACT

A popular, pre-game routine in the old days was called **Shadow Ball**. Players would get in a circle and warm up without a ball. Fancy throws, sky-high pop ups, amazing catches – all with an imaginary ball. Josh Gibson, an old-time famous homerun hitter, said they had to do this, because he had knocked all the balls out of the park and there “weren't none to warm up with.”

## STANDARDS ADDRESSED

### NASPE

- #1, 2 Throwing, catching
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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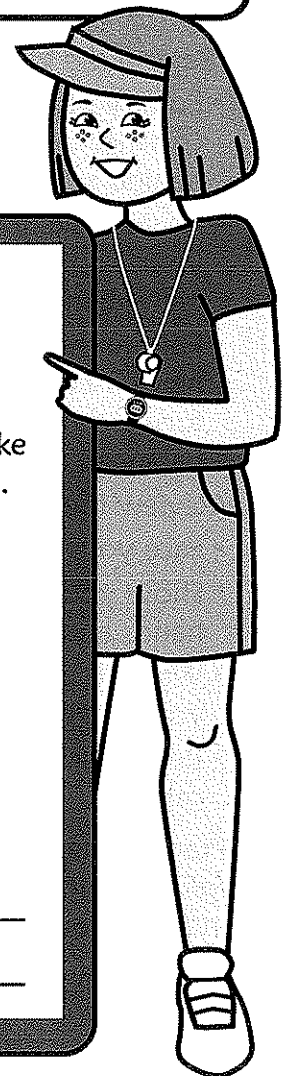
## PAULA'S POINTERS

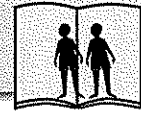
- Pair highly-skilled students with beginners. Peer coaches can help teach the skill. Teach them to make safe, soft throws to their partners.
- Have all the pairs throw/catch in the same direction.
- Rotate partners often.
- Teach students a signal to use when they need to move into others' space to retrieve a ball.

## NOTES

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## Ready...

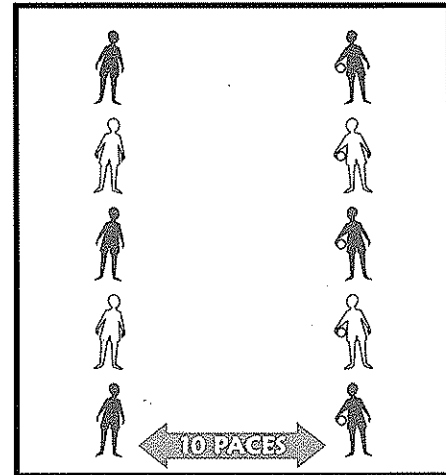
- 1 ball (tennis or rag ball) per pair

## Set...

- Pair students; each pair with a ball.
- Partner face-off formation; 10 paces apart.
- Plenty of space between sets of partners.

## GO!

1. The object is to practice fielding ground balls and throwing to a base.
2. *(Teach and demonstrate proper form for fielding.)*
  - Move in line with the path of the ball.
  - Square to the ball, bend knees, body low.
  - Hands down and ready.
  - Scoop the ball into your hands, and close your fingers around it.
3. On signal, roll the ball to your partner. Your partner fields it and throws it quickly back to you, as though throwing to a base.
4. Switch roles every 5 grounders.



### CHALLENGES

- \* How many grounders can you field cleanly (without a bobble or error)?
- \* How quickly can you move to the ball?
- \* Throwers, roll the ball to the L and R of the Fielder.

### CUES

- \* Try this rhyme to remember the moves: move, get low; catch and throw.

# ★ SPARK™ IT UP!

## ★ Tag a Bag

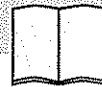
(Place a base/spot marker next to each student.)  
Have 1 foot on the base (like a first baseperson would) to make the catch. Throwers, don't pull your partner off the bag with a wild throw!

## ★ Fly Balls

To field a fly ball, move your feet to get under it, and always catch using both hands. Throwers, use an underhand toss with an arc about as high as a basketball rim. Switch roles every 5 fly balls.

## ★ Beat It Out

(Groups of 3. 1 Runner and 1 Fielder stand next to each other, plus a Thrower, who stands on a spot about 10 paces away.) The Thrower rolls a grounder to the Fielder, who fields it and throws it back to the Thrower at the "base." Meanwhile, the Runner takes off right when the Thrower releases the ball, and runs to the "base" and tries to beat the ball back. Rotate so everyone plays each position. Adjust the distance to the base if necessary.



## ACADEMIC

### Math (Long Division) -

Cal Ripken, a shortstop for the Baltimore Orioles, holds the record for most consecutive games played at 3001 games. He has fielded over 8000 grounders. Calculate: (1) At 162 games a season, how many seasons did it take Ripken to break this record? (2) The average length of a grounder is 90 feet. How many miles of grounders did Ripken field? Hint: There are 5,280' in a mile. (Answers: (1) 13.1 seasons. (2) 136.36 miles.)

## ● STANDARDS ADDRESSED

### NASPE

#1, 2 Fielding ground balls, throwing

#5 Cooperation

● #6 Accepting challenges

**Your State** (Write in here)

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## PAULA'S POINTERS

- Pair highly-skilled students with beginners. Peer coaches can help teach the skill. Teach them to toss safe, soft grounders to their partners.
- For safety, have all pairs field and throw in the same direction.

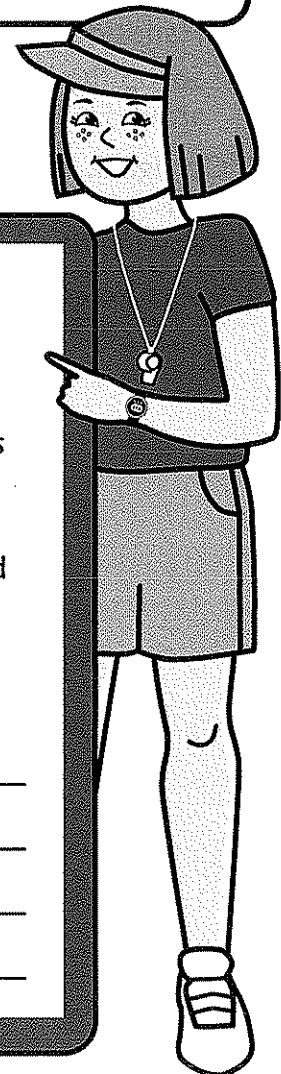
## NOTES

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## Ready...

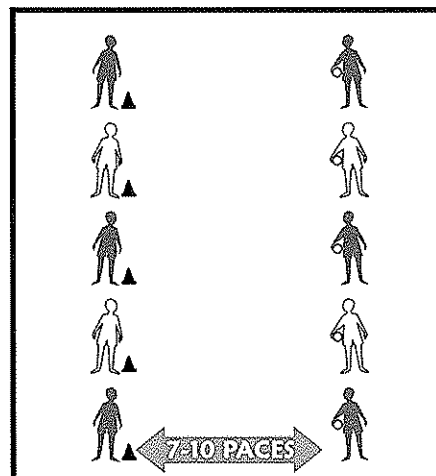
- 1 ball (tennis or rag ball) per pair
- 1 12" cone per pair

## Set...

- Pair students; each pair with a ball and a cone.
- Partner face-off formation; 7-10 paces apart.
- Plenty of space between sets of partners.

## GO!

1. The object is to practice underhand pitching and catching.
2. (*Teach and demonstrate proper form for the underhand pitch.*)
  - Face the person you're pitching to.
  - Bring pitching hand back and behind you.
  - Step forward with your opposite foot.
  - Swing pitching arm forward.
  - Release the ball when it points at your target.
  - Follow through, keeping your arm straight.
3. One of you is the Pitcher, 1 is the Catcher; decide now.
4. Catchers: Squat or kneel, and make a target with your hands in front of your chest. You'll be calling balls and strikes. Place the cone in front of you. A pitch caught above the cone, and without having to stand up, is a strike. Anywhere else is a ball.
5. Pitchers: Underhand pitch to your Catcher. You either strike 'em out (3 strikes), or you walk 'em (4 balls). Then switch roles.



### CHALLENGES

- ✦ Can you pitch a strike out?
- ✦ Catchers, let's hear your call – Steerike 1! Can you keep track of the count? That is, the number of balls versus strikes (e.g., 3 and 2 – always call the numbers of balls first).

### CUES

- ✦ Reach back, step and pitch.
- ✦ Your arm moves like a clock's pendulum; swinging back and forth gracefully.
- ✦ Catchers squat or kneel and make a target with your hands. Keep your fingers up.

# ★ SPARK™ IT UP!

## ★ You're OUT!

Find a partner. Place a hoop on the ground and a spot marker 6-8 paces away. One of you is the Pitcher; the other is the Umpire. The object is to pitch underhand from the spot marker and have the ball bounce in the hoop for a "strike." Pitches landing outside the hoop are a "ball." Umpires call balls and strikes, and throw the ball back to the pitcher. 4 balls and the "batter" walks, 3 strikes and shout, "You're OUT!" Switch every "batter."

## ★ You're-OUT Cone Challenge

Place a tall cone in front of the hoop. Play as above, but all pitches must arch over the cone.

## ★ Batter Up

Add a batter who assumes the batting stance without a bat. This helps the pitcher gauge where to toss. Play one of the *You're OUT!* versions above.



## FUN FACT

Real softballs aren't soft now (you probably knew that already) but, at one time, they were. When softball was invented in 1887, the ball was a boxing glove tied together with shoe laces. In 1925, Minneapolis, Minnesota, fireman used a small medicine ball. Softball used to be called **Mush Ball** and **Kitten Ball**. Those things sound soft. Maybe they should change the name of the game to reflect the new ball.

### ● STANDARDS ADDRESSED

#### **NASPE**

#1, 2 Underhand pitching, catching

#5 Cooperation

● #6 Accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- For safety, have all pairs pitch in the same direction.
- Pair highly-skilled students with beginners. Peer coaches can help teach the skill.

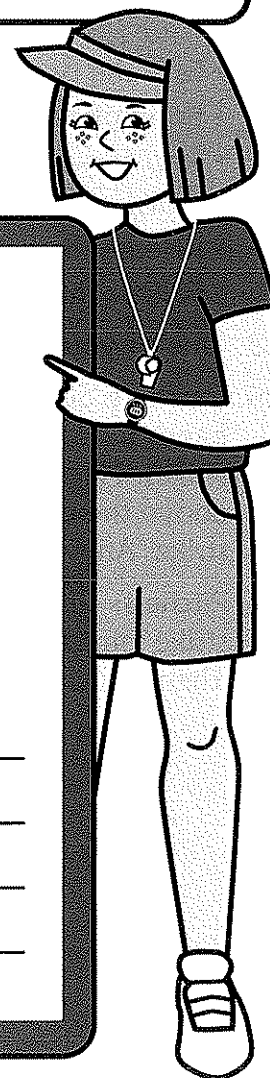
### NOTES

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**Ready...**

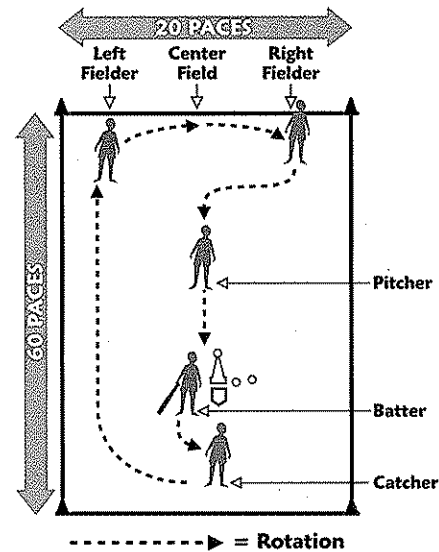
- 1 home plate per group of 5
- 2-3 wiffle balls per group of 5
- 1 bat per group of 5
- 1 batting tee or tall cone per group of 5
- 4 cones (for boundaries of grid)

**Set...**

- Create 1 large rectangular grid (20X60 paces) per group of 5-6.
- In each grid, place home plate so Catchers' backs face the fence/wall if possible. Batters face the field. All grids should be facing the same direction.
- Place 2-3 balls, 1 bat and 1 batting tee in each grid.
- Form groups of 5: Batter, Catcher and 2-3 Fielders.

**GO!**

1. The object is to practice proper batting technique by hitting off a tee.
2. When you rotate to Catcher, make sure you are 5 giant steps behind the Batter.
3. (Teach and demonstrate proper batting form.)
  - **Set:** bat on back shoulder; watch the ball; bend your knees.
  - **Swing:** rotate your hips into the pitch; swing the bat forward while extending your arms. Watch your bat contact the ball.
  - **Follow through:** finish with the bat on top of your front shoulder, and your weight on your front foot.
4. Fielders: field the balls, and quickly relay them back to the Batter by rolling the ball in. See how accurately you can "bowl" the ball!
5. Every 5 hits, rotate in the shape of a question mark: L field to R field to Pitcher to Batter to Catcher to L field.



**CHALLENGES**

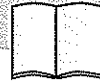
- ✦ How many hits can you make to each Fielder?
- ✦ Can you keep all your hits in your activity area?
- ✦ When rotating Batters every 5 hits, how many Batters can bat before the signal to stop?

**CUES**

- ✦ Right-handed batters should have their R hand on top; lefties the opposite.
- ✦ Batters: set, swing, follow through.
- ✦ On "set," keep your weight back. Tap your front foot twice.
- ✦ Swing level, that is, parallel to the ground.
- ✦ On "follow-through," is your weight forward? Tap your back foot twice and see.

## \* Challenge by Choice

(After all students have practiced hitting off of a tee for at least one lesson, offer challenge by choice: they may continue hitting off a tee, try a self-toss or attempt to hit a ball pitched by another group member. Advanced players may ask their pitchers to add pace to their underhand pitches.)



## ACADEMIC

**Math (Measurement) -** The world's largest baseball bat is over 7 stories tall and weighs over 68,000 lbs! "Big Bat" stands outside the Louisville Slugger Museum in Kentucky. Using a tape measure (and maybe a bat to help you remember the right shape) find a large area to measure its dimensions: 120' long; 9' in diameter at the base; 3' 6" in diameter at the handle; and the knob has a diameter of 6' 6".

### ● STANDARDS ADDRESSED

#### **NASPE**

#1, 2 Hitting a pitched ball (or off tee), pitching, fielding, throwing

● #5 Cooperation

● #6 Accepting challenges

**Your State** (Write in here)

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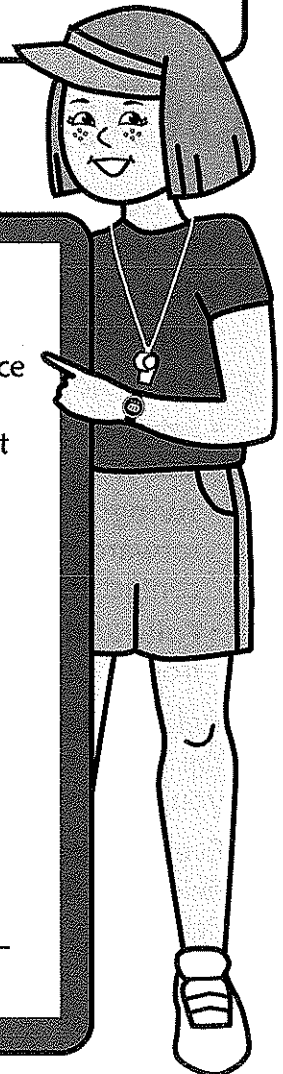
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### PAULA'S POINTERS

- Safety is THE top priority: practice SPARK cues until learned: 1 whistle = freeze and set your bat down. 2 whistles = set your bat down, and come to me.
- Enforce zero tolerance for swinging the bat near others or throwing it intentionally.
- Warm up by having students practice shadowing their swing without bats.

### NOTES

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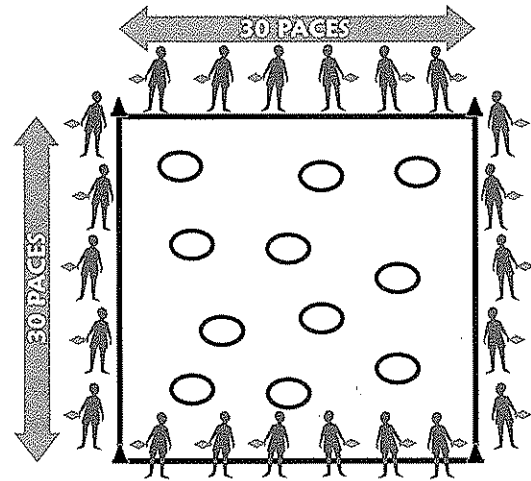


**Ready...**

- 1 beanbag per student
- 4 cones (for boundaries)
- 1 hoop per 2 students

**Set...**

- Create large (30X30 paces) activity area.
- Scatter hoops in area at various distances from the sidelines.
- Scatter students along perimeter; each with a beanbag.



**GO!**

1. The object is to throw overhand for accuracy.
2. Pretend you are an outfielder and the hoops are home plate. "Roam" the outfield (the perimeter of our activity area), and get a pretend runner "out at home" by throwing your beanbag close to a hoop.
3. For safety, everyone throws and retrieves at the same time.
4. On signal, move around our outfield (the perimeter).
5. On "Throw," stop, aim at any hoop, then throw your beanbag.
6. After you throw, do jumping jacks until you hear "Go!"
7. On "Go," look for the closest beanbag to you, run and retrieve it; then move around the outfield again.
8. (Repeat; changing the locomotor skill every round.)
9. Scoring "outs":
  - **Double Play:** Score 2 points if the beanbag is inside the hoop.
  - **Out At Home:** Score 1 point if the beanbag is on or within 1 pace (your pace) of touching the hoop.

**CHALLENGES**

- ✦ How few throws will it take to score 10 points (outs)?
- ✦ How many "outs" can you make in 5 rounds?
- ✦ Can you pretend to catch a high fly or field a line drive, then throw to a hoop?

**CUES**

- ✦ Arm pointing forward, throwing arm reaching back. Make a "T."
- ✦ Step with opposite foot.
- ✦ Twist, turn your shoulders towards your target, and throw.
- ✦ Finish with your throwing hand on the opposite hip.
- ✦ T – Twist – Throw!

# \* SPARK™ IT UP!

## \* Far and True

On "Throw," aim for a hoop far away (be sure your shoulder is warmed up). On "Go," retrieve your beanbag. Score 5 points if your beanbag is inside a hoop, 3 points if it is within 1 foot of a hoop, and 1 point if within 1 body length (lie down) of a hoop.

## \* Distance and Accuracy

Throw from the perimeter to a hoop (as in *Out at Home*). Retrieve a beanbag, move to just inside the perimeter. On the next "Throw" signal, throw as far as you can past the perimeter. On "Go," retrieve and travel around the perimeter. When everyone is traveling around the perimeter, we will throw toward hoops on the next signal. (Repeat several times.)



## HOME

To be heart-healthy, sometimes you have to "throw out" bad habits at home. Do you watch more than an hour of TV each day? Do you drink soda? Do you eat a lot of unhealthy snacks? Do you stay up too late? Do you sit in front of a computer or video game too long? Do you eat a bunch of fast food? Throw out one of these habits at home, and you have made a great step toward being healthier.

### • STANDARDS ADDRESSED

#### NASPE

#1, 2 Throwing for accuracy

#3, 4 Cardiovascular fitness

#5 Cooperation

• #6 Accepting challenges

**Your State** (Write in here)

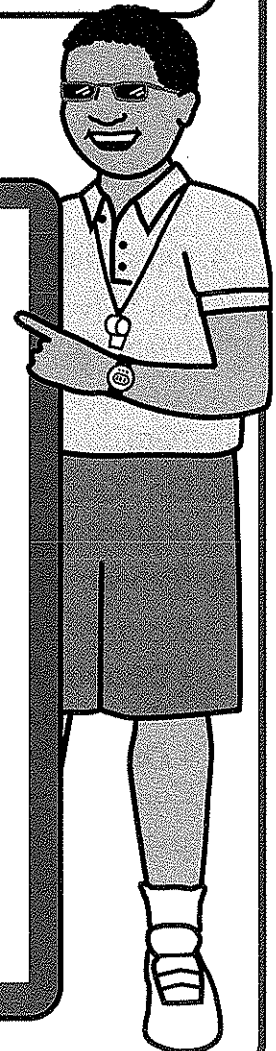
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### TONY'S TIPS

- Add a few extra beanbags to reduce squabbles over beanbags.

### NOTES

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## Ready...

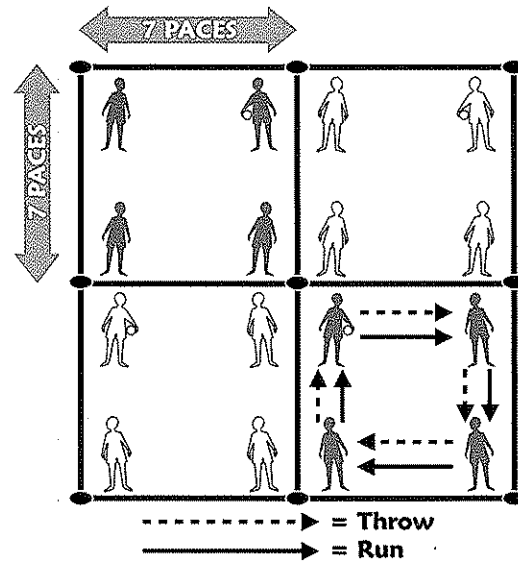
- 1 spot marker per student (for grids)
- 1 ball (tennis or ragball) per 4 students

## Set...

- Create grids (7X7 paces) for every 4 students.
- Groups of 4 in each grid; 1 ball per grid.
- Each student stands just inside 1 corner of their grid.

## GO!

1. The object is to “give and go.” This means throw quickly, follow your throw, then prepare to receive the ball.
2. Throw the ball from your corner clockwise to the next player.
3. Immediately run to and stand in that corner.
4. When you catch another throw, throw the ball quickly to the next corner clockwise – then go!
5. After your 4th throw, you should be back to your original corner.
6. Continue until signal.



SOFTBALL

### CHALLENGES

- ★ How many throws can your group make in 1 minute?
- ★ How quickly can you throw the ball around the square and back to where it is now (home) 10X?
- ★ Can your group beat their record giving and going in the opposite direction?

### CUES

- ★ Receivers - Ask for the pass with “up-and-ready hands,” and eyes on the thrower.
- ★ Throwers – Make eye contact with the receiver.

## \* Around the Horn

Our corners are now bases – (point to) home plate, 1st, 2nd and 3rd base. Start with the ball at home. How fast can you throw it “around the horn” (e.g., from 3rd to 2nd to 1st) and back home?

## \* Back Home

Your corner is your home corner. After throwing, follow your throw, touch the corner you threw to, and quickly run back home. Can you make it back to your corner before the ball gets back to you?

## \* Fly Balls and Grounders

Alternate a fly ball or grounder throw with regular throws from corner to corner.

## \* Diamond Dandy

Alternate the throwing pattern. First thrower rolls a grounder. Second thrower throws to the “base.” Third thrower tosses a fly ball. Fourth thrower begins the pattern again.

## FUN FACT

“Around the horn” is a unique baseball expression meaning to throw the ball the long way around the diamond. The expression came from sailors sailing from the Pacific to the Atlantic Oceans, passing the southern tip of South America - Cape Horn. Find Panama on a map. The Panama Canal was finished in 1914, linking the Pacific and Atlantic Oceans. Which way would you rather go; Around the Horn or through the canal?

### • STANDARDS ADDRESSED

#### NASPE

#1, 2 Throwing, catching

#3, 4 Cardiovascular fitness

#5 Cooperation

• #6 Accepting challenges

**Your State** (Write in here)

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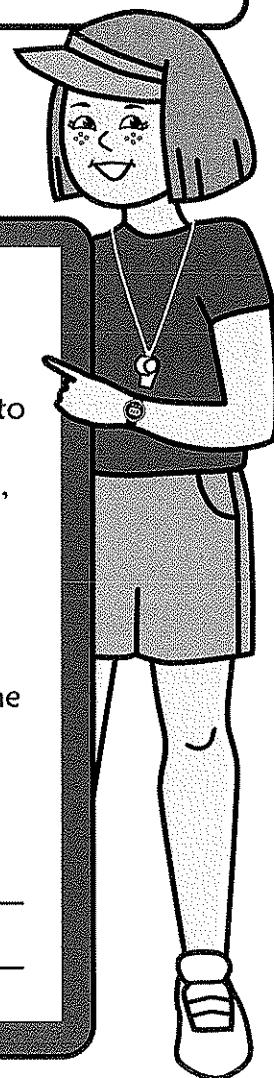
### PAULA'S POINTERS

- Allow students to choose from different SOFT and SAFE objects to throw. Provide a variety of sizes, weights, textures and shapes (e.g., Koosh® balls, tennis balls, fluff or yarn balls, etc.).
- This can be done with 3 students in a triangle, or 5 in a star.
- Increase or decrease the size of the grid to accommodate throwing abilities.

### NOTES

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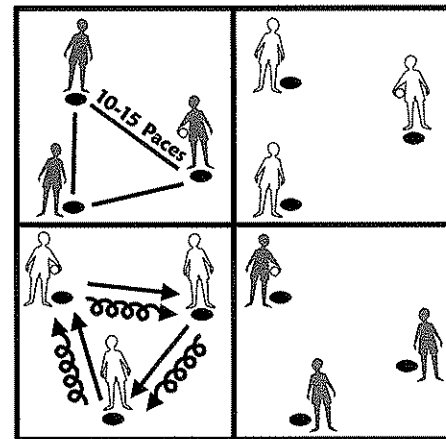


**Ready...**

- 1 ball (tennis, ragball, or softball) per 3 students
- 1 spot marker/base per student (for bases)

**Set...**

- Groups of 3; each group with a ball and 3 spot markers/bases.
- Each group creates a triangle using the spot markers/bases, with 10-15 paces per side.
- Be sure triangles are well spread throughout the area.



→ = Throw  
 ~~~~~→ = Grounder

**GO!**

1. The object is to practice fielding ground balls, and throwing to a baseperson.
2. On signal, Partner A rolls a ground ball to Partner B, who fields it and throws to C.
3. Partner C throws a grounder to A, who fields it and throws to B. Continue until signal.
4. It's a "softball sin" for a grounder to roll underneath a person's hands. It's better to have your hands too low and move them up to catch the ball than to not have them low enough.

**CHALLENGES**

- ★ How many ground balls can your group field in 1 minute?
- ★ How quickly can you field 10 grounders?
- ★ How many can your group field in a row without a bobble or drop?

**CUES**

- ★ Move your feet to get your body in front of the ball.
- ★ Get low by bending your knees.
- ★ Hands low and fingers pointing down.
- ★ Scoop ball into hands, and close your fingers around it.
- ★ Face – Feet – Focus – Fingers!

# \* SPARK™ IT UP!

## ★ Group Step Back

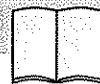
After your group makes 3 catches in a row, all take 1 step back. How far back can your group get in 3 minutes? If you miss, continue where you are until you get 3 in a row again.

## ★ Make 'Em Move

Throw grounders to the R and L of your partners to make 'em move to the ball.

## ★ Back At'cha

On signal, "Back at'cha," throw a grounder in the other direction. Continue until you hear it again, then change to original direction. Throw grounders only.



## ACADEMIC

**Geometry (Triangles) -** Field and throw using different types of triangles for your field. An **equilateral triangle** has 3 sides of equal length and 3 angles that are equal. An **isosceles triangle** has 2 sides of equal length and 2 equal angles. A **right-angle triangle** has a 90° angle. A **scalene triangle** has no sides of equal length and no equal angles.

### • STANDARDS ADDRESSED

#### NASPE

- #1, 2 Throwing, fielding
- #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- For safety, allow plenty of space between triangles.
- Group highly-skilled students with beginners. Peer coaches can help teach the skill. Teach them to toss safe, soft grounders to their partners.

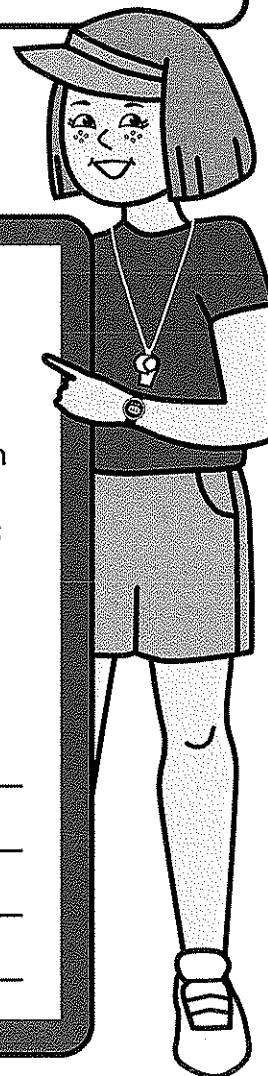
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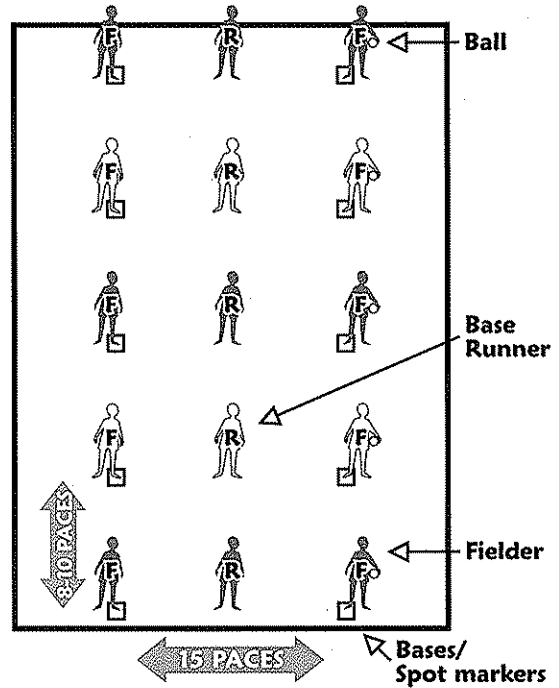


**Ready...**

- 2 bases/spot markers per group of 3
- 1 ball (tennis, ragball, or softball) per group of 3

**Set...**

- Form groups of 3; 1 Baserunner and 2 Fielders.
- Create a base path (2 bases, 15 paces apart) per group of 3. Place all base paths parallel to each other. Spread them 8-10 paces from each other.
- Fielders (1 holding ball) begin on bases, and Baserunner begins mid-way between bases.



**GO!**

1. The object for the Baserunner is to reach either base without being tagged with the ball by a Fielder. The Fielders try to tag the Baserunner.
2. Play begins after the first throw.
3. Baserunners must stay in the base path (2-3 paces wide from base to base).
4. Change Baserunner on my signal – not on a tag.

**CHALLENGES**

- ★ How few throws can you make before you tag the Baserunner?
- ★ What's your strategy?

**CUES**

- ★ Hold the ball high, so your partner can see when you throw.
- ★ Run at the Baserunner, and fake the throw.
- ★ Watch the ball!
- ★ Work together to trap the Baserunner.

# ★ SPARK™ IT UP!

## ★ Pedometer

Baserunners wear the pedometer. The object is for the Baserunner to try to accumulate at least 50 steps before being tagged, or before the signal to rotate is given.

## ★ Longer Base Path

Increase the distance between bases to make this activity more difficult for both Baserunners and Fielders.

## ★ Get The Point?

Keep score: 1 point for Baserunners who make it to a base safely. 1 point for Fielders if they make the tag first.

## ★ Go on The Grounder

Both Fielders stand on the bases; 1 with the ball and the Baserunner on the opposite base. To begin, the Fielder with the ball rolls a grounder to the other Fielder. The Baserunner should "Go on the Grounder" (i.e., try to reach the other base before the ball is fielded and thrown back), and try to reach the base without getting in a pickle.



## WELLNESS

Pickles are fat free, low in calories and considered both a vegetable and fruit. Americans eat 26 billion pickles a year! That's about 9 pounds of pickles per person. All those pickles laid end-to-end would reach the moon and back more than 2 times! More than half the cucumbers grown in the U.S. become pickles. So get in a pickle and eat one (Just don't eat the whole jar!).

### ● STANDARDS ADDRESSED

#### NASPE

- #1, 2 Baserunning, dodging
- #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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### TONY'S TIPS

- Allow students to choose their own, like-skilled groups for this activity.
- Provide a variety of types of balls to choose from.

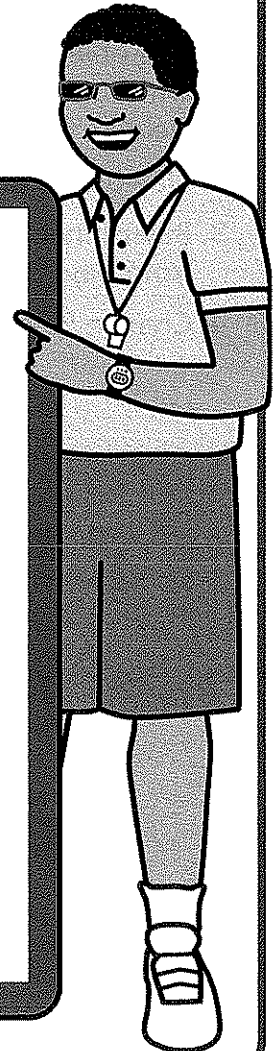
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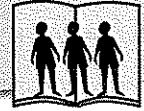
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**Ready...**

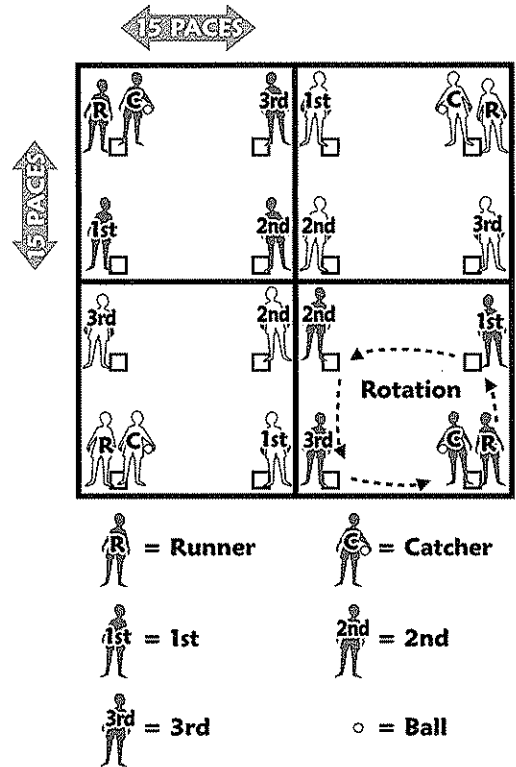
- 1 very soft ball (ragball or Koosh® ball) per group of 5
- 4 bases/spot markers per group of 5

**Set...**

- Create small, diamond-shaped fields for each group of 5. Place bases 15 paces apart.
- Form groups of 5; a Runner and a Catcher at home plate, and 1 Baseperson at each of the 3 bases.
- Ball starts in the Catcher's hand.

**GO!**

1. The object is for the Runner to run the bases quickly enough to beat the ball home, while Fielders throw it around the bases once.
2. Runner says, "Go," and begins running the bases in order.
3. On "Go," the Catcher throws to 1st, who throws to 2nd, who throws to 3rd, who throws back to the Catcher. The ball needs to travel around the bases, before the Runner runs the bases.
4. Rotate counterclockwise after each round: Catcher to Runner to 1st Base to 2nd Base to 3rd Base to Catcher.



**CHALLENGES**

- ★ How quickly can you run around the bases?
- ★ Can you reach home before the ball gets to 3rd base?
- ★ How many times can your group go through the rotation before the signal?

**CUES**

- ★ Make the curve out to round 1st base toward 2nd.
- ★ Touch only the inside edge of each base.

## ★ Get The Point?

Keep Score: Runners score 1 point if they beat the ball, and Fielders score 1 point if they beat the Runner.

## ★ Throw and Go

After you throw the ball, go cover the base you threw to.

## ★ Inside the Park Home Run!

(Switch fields such that home plates are together, so hits go out and away from other fields.) Batters hit a self-pitched ball or one thrown from a pitcher. Fielders must first field the ball, and then try to score 3 outs by throwing the ball to 3 different bases. Batters continue to round the bases until the 3rd out. Score an inside the park home run each time the Batter crosses home plate. Remember, Batters can keep running for more than one score.



## ACADEMIC

The bases on a little league field are 60' apart. If you started at home plate, ran all the bases and finished at home, you will have run 240'. How many days would it take you to run a mile if you did this 4X a day? (Hint: There are 5,280 feet in a mile.)

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Baserunning, catching
- #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- Allow groups a few minutes to practice throwing the ball around the diamond.
- Players keep track of their own score.
- Allow groups to vary the distance in their own diamond.

### NOTES

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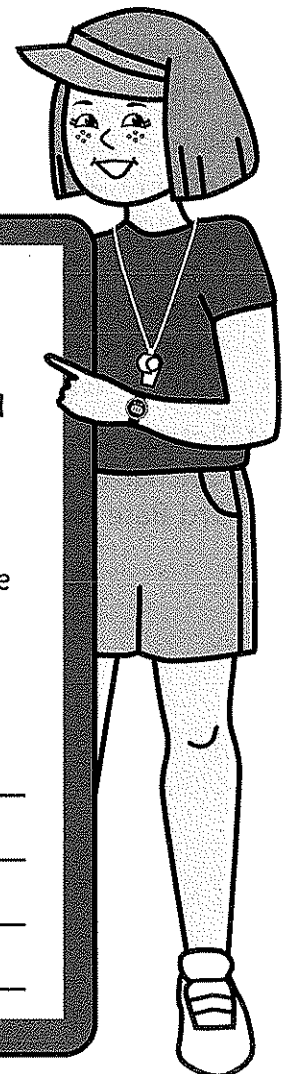
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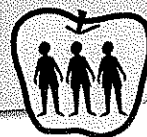


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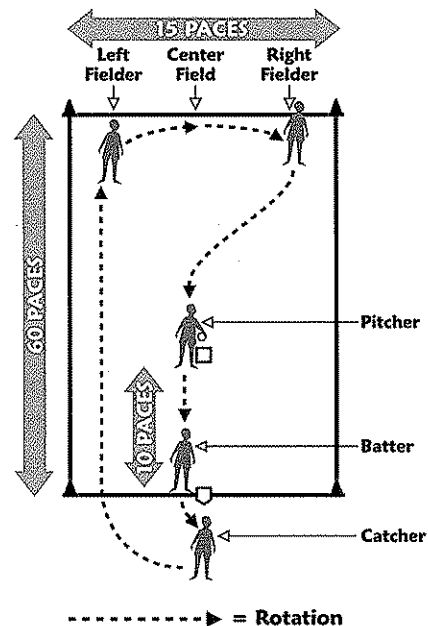


**Ready...**

- 1 ball (tennis or ragball) per group of 5
- 4 cones per group of 5 (for boundaries)
- 2 bases (or spot markers) per group of 5

**Set...**

- Create grids (15X60 paces) per group of 5.
- Place 1 base (home) in the middle of the baseline, and the other base 10 paces toward the opposite baseline. The Pitcher stands in front of this base, but is free to move forward or back to throw strikes.
- Groups of 5: 1 Thrower, 1 Pitcher with the ball, 1 Catcher standing 5 giant steps behind the Thrower, and 2 Fielders per field (3 if playing with 6 per group).
- Small games are spread out on fields with Catchers' backs to a fence or wall, if possible. Thrower throws into the field.



**GO!**

1. The object is for the Thrower (Batter) to score as many runs as possible.
2. Play begins with a pitch to the Thrower, who catches it and throws it anywhere in fair territory. Thrower then runs around the 2 bases as many times as possible.
3. Fielders, relay the ball to each person in group. Last person to catch it throws it home to the Catcher.
4. The Thrower has 3 chances to throw the ball fair, and it must travel at least as far as the pitcher. No "bunts" allowed. There are no fly-ball outs. The ball must be relayed to everyone on every play.
5. Catchers, when you catch the ball, touch a foot on home and shout, "Stop!" to stop the Thrower from running any further.
6. Throwers, keep circling the cones until you hear, "Stop!"
7. After each play, rotate in shape of a question mark: L Field to R Field to Pitcher to Batter to Catcher to L Field.

**CHALLENGES**

- ★ Fielders, can you throw the ball to all Fielders and back to the Catcher before the Runner has touched more than 2 bases?
- ★ How many times can each person in your group "bat?"

**CUES**

- ★ Fielders, it doesn't matter what order you catch in, only that everyone catches the ball once before the final throw to the Catcher.
- ★ Adjust for each Thrower; move right, left, in or out. Where do you think they might throw it?
- ★ The faster you rotate, the more turns at bat!

## ★ 5-Player Hit and Run

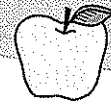
(Add a bat and batting tee to each field. Ensure Catchers are 5 giant paces behind the Batter every time.) Batter hits from the tee, and then runs. (Progress to allow Batters 3 choices: hit off tee, self-toss, or live pitch. Give Batters 3 chances to hit into fair territory.)

## ★ Line-up Relay

While 1 Fielder moves to the ball, the others position themselves in a straight line to home plate (remember, the shortest distance between 2 points is a straight line). Relay the ball in sequence from furthest away to the Catcher.

## ★ Ordered Relay

Number your fielders 1, 2, 3, and 4 (to include the Pitcher). Once the Batter hits the ball, you must throw to all Fielders in order. Whoever fields the ball throws it to the next number in sequence; e.g. 2 fields it, throws to 3, who throws to 4, who throws to 1, who gets it to the Catcher.



## WELLNESS

**Balanced Diet Relay - A balanced meal includes a variety of foods. Everyday, you should eat whole grains, lean protein, dairy and plenty of fruits and vegetables. When fielding, Throwers must name a healthy food before throwing. Listen carefully, because you can't use the same food group twice in 1 relay rotation. Think ahead, so you won't be stuck holding the ball thinking of a name of a healthy food while the Runner is scoring runs!**

### ● STANDARDS ADDRESSED

#### NASPE

- #1, 2 Pitching, throwing, fielding
- #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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### TONY'S TIPS

- If you're concerned about the play at the plate, use a "phantom" base. Place another base 3 paces to the side of home plate. Throwers, run to the phantom base instead of the real home plate.

### NOTES

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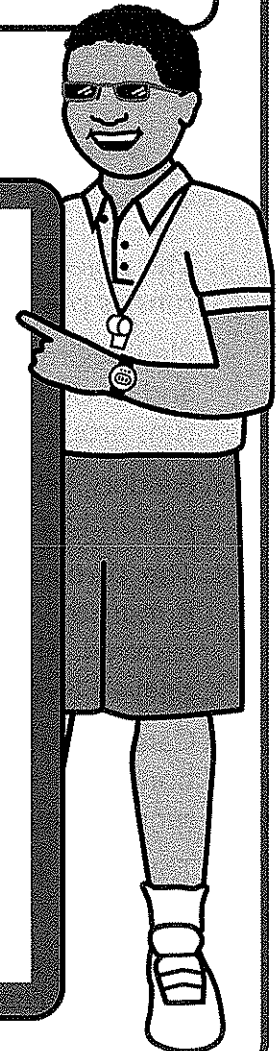
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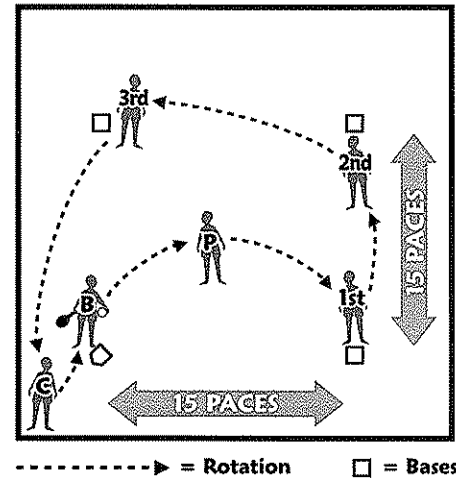


## Ready...

- 1 racquet (tennis or racquetball) per group of 6
- 1 tennis ball (or wiffle ball) per group of 6
- 4 bases/spot markers per group of 6

## Set...

- Create small, diamond-shaped fields for each group of 6. Bases are separated by about 15 paces.
- Form groups of 6: Batter, Pitcher, Catcher, 1st Base, 2nd Base and 3rd Base.



## GO!

1. The object is to hit the ball, then run quickly around the bases.
2. The Batter uses a racquet, and may choose a self-pitched or live-pitched ball to hit the ball into fair territory. The Batter runs all bases, while the Fielders relay the ball to everyone in the group, and finally throw it to the Catcher.
3. The Batter scores 1 point for each base reached before the Catcher has the ball.
4. Rotate after each hit: Catcher to Batter, Batter to Pitcher, Pitcher to 1st Base, 1st Base to 2nd Base, 2nd Base to 3rd Base, and 3rd Base to Catcher.

### CHALLENGES

- ★ How many of you can be the Batter before the signal?
- ★ Keep your own score. How many total bases did you reach?

### CUES

- ★ Move quickly so everyone gets many chances to bat!
- ★ Hold the racquet with 2 hands, like a bat.

## ★ Scoop It

(Need wiffleballs and scoops.) Fielders use scoops to field whiffle balls.

## ★ No-Out Softball

(2 groups of 3 players at each field.) Each Batter has 1 turn at bat and stays on the base they reach before the ball reaches the Pitcher. Count all bases reached by all 3 players. Switch offense/defense after all have hit once.

## ★ Rounder's Relay

(4 Baserunners; each standing on a base, including home plate; 1 Batter and 1 Fielder.) The object for the Baserunners is to score as many points as possible, before the Fielder fields the ball and throws it home. The Fielder stands in the outfield. The Batter hits a ball (self-pitched) toward the Fielder. When hit, the Runner at home runs and tags the Baserunner at 1st base, who runs and tags the Baserunner at 2nd, etc. To stop the Runners, the Fielder throws the ball back to the Batter, who touches home plate and shouts, "Stop!" Score 1 point for each base reached by the Baserunners.



## HOME

It is a widely accepted fact that softball is derived from baseball, but there is considerable controversy whether baseball originated in America or England. Many historians claim baseball is a descendant of a 16th century English game called Rounders. Others say baseball is purely an American idea. Get a friend or a parent to help you research the facts. Can you set the record straight once and for all?

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Batting, pitching, catching, fielding, baserunning

#3, 4 Cardiovascular fitness

#5 Cooperation

#6 Accepting challenges

**Your State** (Write in here)

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### TONY'S TIPS

- Allow the batter to choose the type of pitch (from pitcher or self-pitch).
- Allow for plenty of room between diamonds for safety.

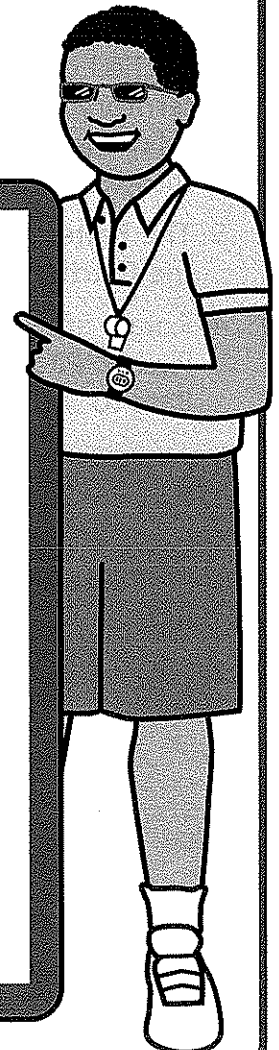
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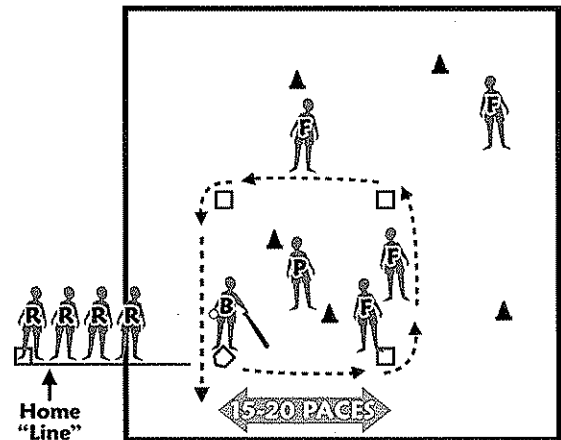


**Ready...**

- 1 bat per group of 8-10
- 1-2 balls (wiffle, tennis, rag ball, etc.) per group of 8-10
- 5 bases per group of 8-10
- 5 cones per group of 8-10

**Set...**

- Create 1 small, diamond-shaped field (with bases) per group of 8-10. Bases separated by 15-20 paces.
- Place a 2nd Home Plate 5 paces from original to create Home "Line" to run through.
- Scatter 5 cones on each field.
- Create groups of 4-5; 2 groups per field.
- Designate 1 group as the Runners, and the other group as the Fielders.



-----▶ = Run Path    ▲ = Cones Scattered    □ = Bases  
 B = Batter                      R = Runner  
 F = Fielder                      P = Pitcher

**GO!**

1. The object is for the Runners to run around the bases, before the Fielders knock over all the cones.
2. One batter hits (off a tee, self-toss or from pitcher), and all Runners run around the bases at their own pace, without stopping. (There are no fly-ball outs. Ball remains in play when caught on the fly.)
3. Fielders must knock over all 5 cones by touching them with the ball. No single Fielder may knock over 2 cones in a row. Cones may be knocked down in any order.
4. When all cones are down, Fielders shout, "Stop!" and no more runs may score.
5. Runners crossing the home line call out the score. They add 1 run for each runner.
6. Switch offense/defense every 3 batters – (6 batters per inning).

**CHALLENGES**

- ★ How quickly can you relay the ball to everyone?
- ★ How quickly can you run the bases? Can you run around the bases more than 1X?

**CUES**

- ★ Pass on the outside while running the bases.
- ★ Fielders, position yourselves near cones so you can knock them down quickly. Rotate players closest to the cones each inning.

# \* SPARK™ IT UP!

## \* Hoop It Up

(Scatter 5-7 hoops around the outfield; 1 player in each.) To get the Runner out, the Fielders pass the ball to each person in a hoop. Everyone in a hoop must have possession of the ball with at least 1 foot inside their hoop. The Runners' job doesn't change.

## \* Fielder's Choice

The Fielding Team chooses how the ball will be relayed. The only rule is that everyone must touch the ball at least once.

## \* Numbered Cones

(Number the cones, and mix them up.) Fielders must knock down the cones in order, 1-5.



## FUN FACT

You think you're tired after playing All-Run Softball? Consider Murray Sklar of Quebec, Ontario, and his 39 friends. They spent 5 straight days playing softball. That's right, 24 hours per day – 95 hours total. Not only did they all run a lot, but they also raised \$120,000 for children's hospitals. The Guinness Book of Records has officially declared it the longest softball game ever played.

## STANDARDS ADDRESSED

### NASPE

#1, 2 Batting, fielding, baserunning

#2 Offensive/defensive strategies

• #3, 4 Cardiovascular fitness

#5 Cooperation

#6 Accepting challenges

**Your State** (Write in here)

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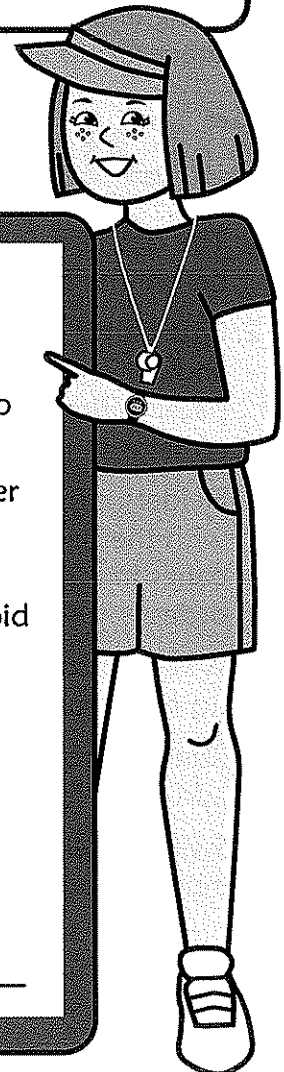
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## PAULA'S POINTERS

- If students are not running safely around the bases, enforce the "no passing" rule.
- Emphasize teamwork; each Fielder must touch the ball at least 1X each inning.
- Keep 2 balls in each game to avoid delays if 1 goes out of play.
- Make it easier or harder for the Fielding Team by moving cones closer or farther apart. Do the same for the Runners with the bases.

## NOTES

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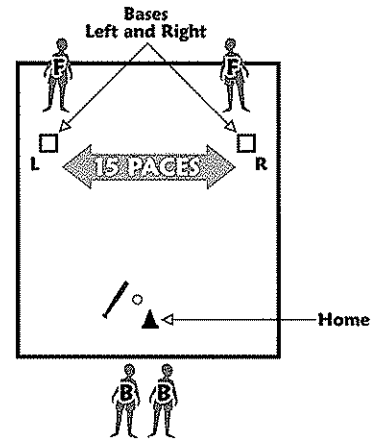


**Ready...**

- 1 ball per group of 4
- 1 bat per group of 4
- 2 bases/spot markers per group of 4
- 1 cone per group of 4
- 1 batting tee or tall cone per group of 4 (optional)

**Set...**

- Create large (15 paces per side) triangular fields with 1 cone (home) and 2 bases/spot markers.
- Place 1 ball and 1 bat (and optional batting tee or tall cone) at the home cone of each field.
- Pair students; 2 pairs per field.
- Designate 1 pair as Fielders, and the other as Batters.



/ = Bat      ○ = Ball

**B** = Batters      **F** = Fielders

**GO!**

1. The object is for a Batter to hit the ball, run to a base, and then return home before their next turn at bat.
2. Batters, hit the ball (either off a tee or self-toss), then run to the base on your R.
3. Runner, you're safe if the Fielders do not reach that base with the ball first.
4. The second Batter repeats the sequence. However, they must run to the L base (the open base) while the 1st Batter runs home.
5. Fielders, you choose which Runner to try to get out.
6. All plays are force outs, so simply reaching a base or home plate with the ball before the Runner arrives is all you need to do.
7. A run is scored each time a Batter returns home safely.
8. Rotate offense/defense after 3 outs (or 6 hits; whichever comes first).

**CHALLENGES**

- ★ How many runs can you and your partner score in one at-bat?
- ★ Fielders, how quickly can you get the ball to the base?

**CUES**

- ★ Fielders, get the ball to the open base/home as quickly as you can.

# SPARK™ IT UP!

## ⚡ Time Limit

Change offense/defense on signal (e.g., after 3 minutes). *(This prompts the offense to move quickly.)*

## ⚡ Longer Base Path

*(Spread bases further apart to increase activity.)*

## ⚡ Triangle Softball

*(Add a 3rd player to each team.)* Batters run from 1st base to 2nd base, then home (in order).



## WELLNESS

Let's face it, using the right safety equipment is a good idea. Safety equipment was invented because folks got tired of getting hurt. Before 1870, players did not use gloves. They got tired of broken bones in their fingers and hands. The first batting helmets weren't worn until 1952. Getting concussions from wild pitches probably lost its charm. Safety equipment was invented by folks who learned the hard way.

## STANDARDS ADDRESSED

### NASPE

#1, 2 Batting, fielding, baserunning

#2 Offensive/defensive strategies

● #3, 4 Cardiovascular fitness

#5 Cooperation

#6 Accepting challenges

**Your State** (Write in here)

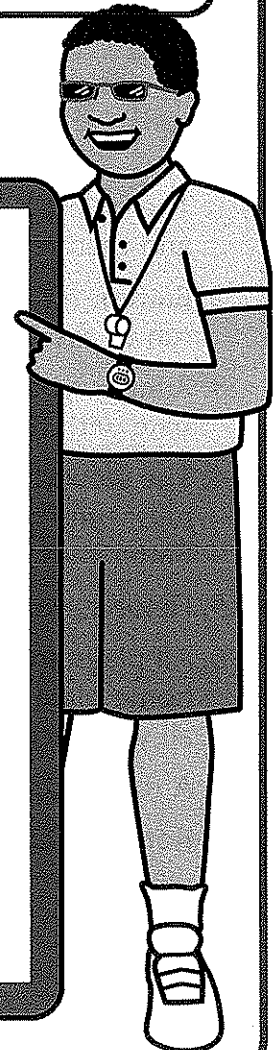
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## TONY'S TIPS

- Groups of similar skill level work well for this activity.

## NOTES

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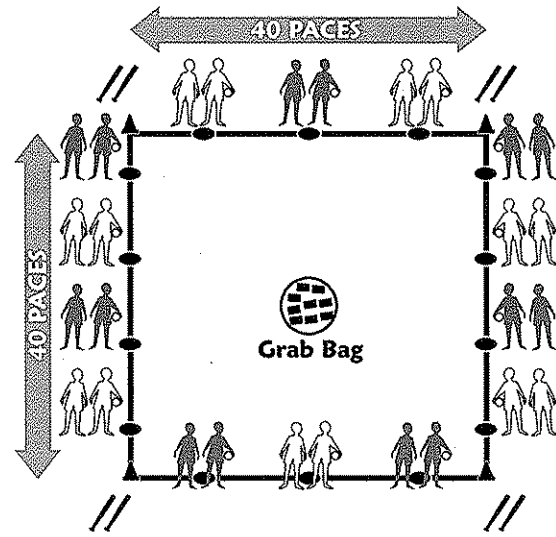


## Ready...

- 1 ball (tennis, wiffle, ragball, etc.) per pair
- 1 bat per 8 students
- *Softball Grab Bag Cards* (SPARK Instructional Media CD)
- 1 spot marker per pair
- 1 paper bag, hoop, etc. (to make a grab bag)

## Set...

- Prior to teaching, fill in the blank *Softball Grab Bag Cards* using facilities found at your school site.
- This is your Master. Print a couple of copies (preferably on cardstock), laminate them, and cut along the lines.
- Create a large (40X40 paces) activity area, and place 1 spot marker per pair along the perimeter to create a home base for each pair.
- Place *Grab Bag Cards* face down in a grab bag (hoop or paper bag) at your feet.
- Pair students; give each pair 1 ball, then have them start at home base.



## GO!

1. The object is for you and your partner to complete as many *Softball Grab Bag* activities as possible.
2. On signal, send 1 partner to the grab bag. Select a card, read it, then replace it, face down.
3. Run to your partner at home base, and describe the challenge from the card. Complete the challenge together.
4. When finished, return to your home base. The second partner then runs to the grab bag for the next challenge.
5. If you select a challenge you have already done, repeat it or choose another.
6. Continue until signal.

# ★ SPARK™ IT UP!

## ★ Create Your Own

*(Create Grab Bag Cards that utilize equipment and facilities unique to your school site, incorporate students' suggestions, increase the challenges as students become more fit, and consider the specific needs of your students.)*



## WELLNESS

**“On the Go Snack Attack” Grab Bags** - Are you always on the go and seem to have no time for healthy snacks? Ask your parents to buy some healthy snacks that do not need refrigeration, like raisins, bananas, apples, snack bars, graham crackers, nuts, etc. Make a week's worth of **On the Go Snack Attack Grab Bags** using plastic grocery bags you save. The bags are now ready to go when you are “on the go.”

### STANDARDS ADDRESSED

- **NASPE**
  - #1, 2 Various locomotor, manipulative skills
  - #2, 6 Problem-solving
  - #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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### TONY'S TIPS

- Constantly turn to monitor students moving in all directions.

### NOTES

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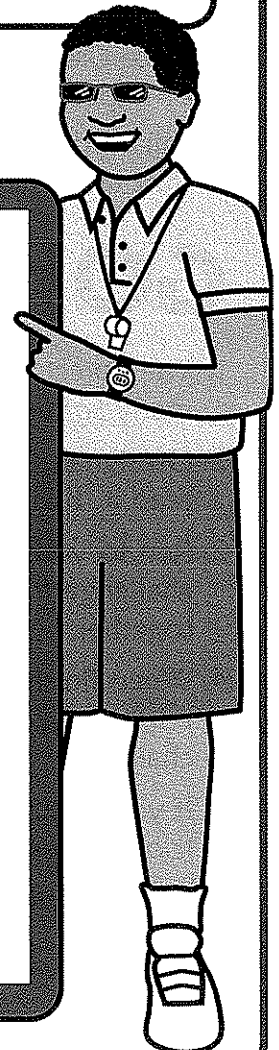
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## Ready...

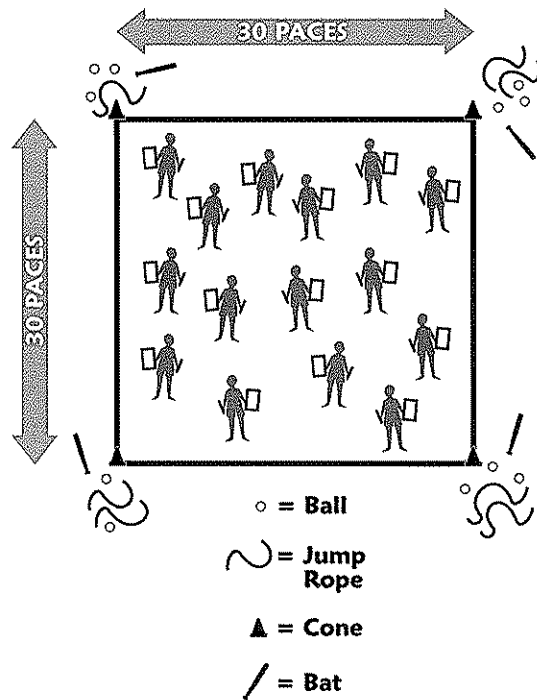
- 1 ball per 5 students
- 1 jump rope per 5 students
- 1 bat per 5 students
- 4 cones for boundaries
- 1 *SPARK Softball Task Card* (*SPARK Instructional Media CD*) per student
- 1 pencil per student

## Set...

- Create large (30X30 paces) activity area.
- Place equipment at corners.
- Provide each student with a *SPARK Softball Task Card* and pencil.

## GO!

1. The object is to complete at least 5 in a row on the *SPARK Softball Task Card*, using proper form.
2. When finished, do the *Closing Challenge*.



# \* SPARK™ IT UP!

## \* Black-out

Play until you fill in all of the spaces (may take more than 1 day).

## \* Create Your Own SPARK Card

(Create task cards that incorporate students' suggestions, increase the challenges as students become more fit, and consider the specific needs of your students.)



## ACADEMIC

**Math (Averages) - A batting average is a ratio of the number of hits a player gets to the number of chances at the plate. To find your batting average, divide the number of hits by the number of at-bats. For example, 20 hits ÷ 60 at-bats = .333. Buy some baseball cards (the pink gum is great), and use the at-bats and hits on the back of the player's card to determine their batting average.**

### STANDARDS ADDRESSED

- **NASPE**
  - #1, 2 Various locomotor, manipulative skills
  - #2, 6 Problem-solving
  - #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- Challenge students to get as many squares filled in as possible.
- Use music to motivate your students.

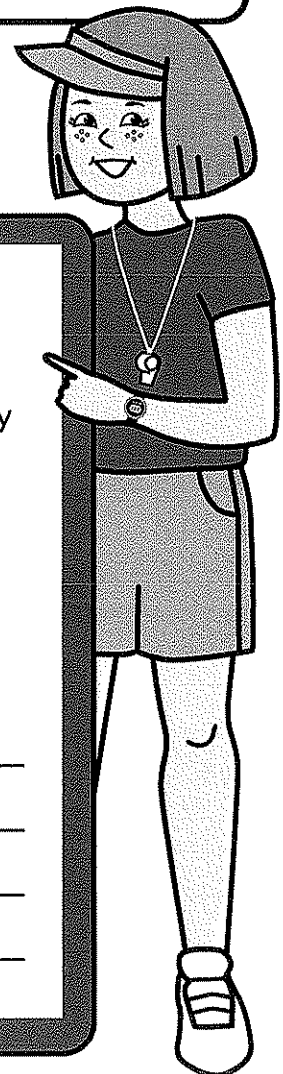
### NOTES

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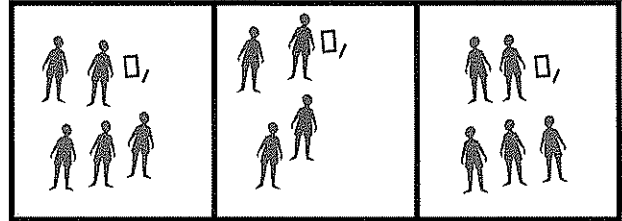
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## Ready...

- 1 *Create a Game Task Card* (SPARK Instructional Media CD) per group of 3-5
- 1 pencil per group of 3-5
- A variety of equipment (balls, bats, racquets, cones, bases, jump ropes, hoops, scoops, etc.)



## Set...

- Create groups of 3-5; each group with a *Create a Game Task Card* and pencil.
- Scatter equipment along sideline.



☐, = Task Card and Pencil

## GO!

*(This activity may take several lessons, depending upon number of minutes per lesson.)*

1. The object is for your group to create a new activity using softball skills we've learned so far.
2. Your activity may be competitive, cooperative, high-skill level or low-skill level. The choice is up to your group.
3. The game must meet the criteria on the *Create a Game Task Card*. We'll review that together now.

# \* SPARK™ IT UP!

## \* Pedometer

(One student per group wears a pedometer. Have groups reach a certain number of steps as part of the criteria for the game. E.g., the game must enable a pedometer wearer to reach 500 steps within 10 minutes of play.)

## \* Reciprocal Teaching

Next time, teach your game to another group, and they'll teach you their game.



## HOME

Now that you have created a game at school, do the same thing at home with no baseball equipment! Years ago, children made up hundreds of different baseball game variations. Some were played in the street, some on sidewalks, others in small lots, and some indoors. What can you use as a bat? What can you use as a ball? Ask your parents first, and then invent some rules that suit the equipment. Game on!

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Combining skills
- #2, 6 Problem-solving
- #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

**Your State** (Write in here)

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### TONY'S TIPS

- Allow students to come up with their own games. Offer very few examples, so they are more likely to create their own.

### NOTES

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