

**DISCLAIMER:** The course outline below serves as a general informational guide for students. Course content and assessment modes may vary for different lecturers. Actual course outlines will be made known to students on GeNIEus by the individual lecturers. **DO NOT** purchase textbooks based on the information contained in this document.

## **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**

<b>Week</b>	<b>Outline</b>
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	<p>Gradual introduction of RULES; signs; respect for decision makers and opponents</p> <p>Batting Concepts - Getting to base (hitting into space)</p> <p>Technique &amp; Skills – Base running; throwing, fielding, batting, tagging etc.</p> <p>Demonstration – Throwing underarm (short distances)</p> <p>Modified Games – rules – hybrid of slow and fast pitch</p>
4	<p>Understanding the demands of particular game situations – forced plays, tagging up, tagging out, fly balls – “when to run, when to watch first”</p> <p>Batting Concepts – Advancing runners</p> <p>Technique &amp; Skills – fielding communication, anticipation, backing up (support)</p> <p>Demonstration – Pitching</p> <p>Games – gradual introduction of rules</p>
5	<p>Emphasis on TEAMWORK and coordinated effort; player and teacher responsibilities</p> <p>Batting Concepts – Sacrifice fly</p> <p>Technique &amp; Skills – Batting (T-ball)</p> <p>Demonstration – Fielding ground balls</p> <p>Modified Games – number of outs, pitch count (speeding up play)</p>
6	<p>MODIFICATION – limiting scope of practice/play and focusing on specific elements – small group exercises</p> <p>Fielding Concepts – positioning, footwork, glove work</p> <p>Individual Teaching Technique &amp; Skills – Batting (self-feed)</p> <p>Modified Games</p> <p>Assessment introduction – first practice</p>
7	<p>Strategic Concepts – Preventing Scoring – role of the catcher</p> <p>Fielding Concepts – Preventing base runners from advancing and defending space</p> <p>Technique &amp; Skills – Relaying the ball from the outfield</p> <p>Terminology</p> <p>Modified Games</p>
8	<p>EXAGGERATION – varying the intensity of practice elements</p> <p>Strategic Concepts - Scoring (Defending as a team)</p> <p>Technique &amp; Skills – Double-plays (teamwork, communication etc.)</p> <p>Terminology</p> <p>Modified Games</p>
9	<p>REFINEMENT – use of demonstration and feedback to assist individual skill development</p> <p>Assessment (Demonstration) - Technique &amp; Skills, Tactics &amp; Strategies</p> <p>Modified/Full Games</p>
10	<p>Dealing with TACTICAL COMPLEXITY – slow pitch/fast pitch, stealing bases, position of fielders, game priorities, runners on base, number of outs (and other variables)</p> <p>Assessment (Technique &amp; Skills) Tactics &amp; Strategies</p> <p>Full Games</p>
11	<p>ASSESSMENT (individual skills, cooperation, effort, acquired knowledge)</p> <p>Assessment (Game play – Tactics &amp; Strategies)</p> <p>Full Games</p>
12	<p>Practical Assessment (Game Performance)</p> <p>Completion of assignments</p>

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**COURSE ASSESSMENT**

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

**COURSE REFERENCES**

Recommended Text(s)

1. Softball: steps to success (2007) Potter, Diane L. Call Number GV881.4.T72 Pot
2. Softball fundamentals (2005) Noren, Rick. Call Number GV881 Nor.

Additional References - Rules

1. [www.isfsoftball.org/english/rules\\_standards/rulebook.pdf](http://www.isfsoftball.org/english/rules_standards/rulebook.pdf)