

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

Week	Outline
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

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COURSE ASSESSMENT

	Component weightage	Due Dates
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.
<https://static.wbssc.org/uploads/federations/0/cms/documents/c4423d39-179f-04ec-9054-99f919b1f85b.pdf>