

Bienestar/NEEMA

Physical Education Activities

K - 2nd Grade
Unit 1 - Locomotor Fitness



Moving for Life

4th Edition

**Bienestar/NEEMA K-5th Grade
Physical Education Activities: Moving for Life
(4th Edition)**

Social and Health Research Center Inc.
921 Matagorda
San Antonio, Texas 78210
(866) 676-7472
(210) 533-8886
(210) 533-4107 (fax)

Authors
Roberto P. Treviño, M.D.
Executive Director
Social and Health Research Center Inc.

Tinker D. Murray, Ph.D., FACSM
Professor
Department of Health and Human Performance
Texas State University

Charles P. Mullaney III
Physical Education Teacher
Social and Health Research Center

Find us on the World Wide Web at: <https://www.SAHRC.org>

Copyright © 2015 Social and Health Research Center Inc.

Designed by: 247 Advertising
San Antonio, Texas
(www.247-advertising.com)

Notice of rights

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the publisher. For more information on getting permission for reprints and excerpts, contact the Social and Health Research Center, Inc.

Notice of Liability

The information in this book is distributed on an “As is” basis, without warranty. While every precaution has been taken in the preparation of this book, the author shall not have any liability to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by the instructions contained in this book.

Publisher

Presa Publishing LLC: San Antonio, Texas 78210

ISBN: 978-1-936109-95-1

Printed and bound in the United States of America.

Printed on recycled paper.

Locomotor Fitness

Lesson 1

■ **Name of Activity:**
Partner Ball Tag

Objective:

- Student will learn knowledge of cardiovascular fitness and its importance.
- Student will participate in cardiovascular activities.

Equipment:

- 1 ball per tagger
- 1 jump rope per student

Warm-Up:

- ✓ As students enter gym, they find a jump rope and a partner and practice jump rope skills.
- ✓ At end of warm up, students leave jump ropes where they found them (or along outside perimeter of court).



■ **ACTIVITY:**

1. Students form pairs.
2. Establish boundaries.
3. 1 student in each pair is given a ball; he or she is the tagger. They stand 15 feet from their partners.
4. Announce locomotor pattern you want students to perform (e.g., walk, jog, skip, gallop, crab walk, etc.) during chase.
5. On “go” or “music” students without a ball move within boundaries while their partners try to tag them with ball. If tagged, partners switch roles.
6. On “stop” or “stopping of music,” students watch you and copy the activity you do and do it with their partners.
7. After partner activity is completed, partners change jobs. A new locomotor pattern is introduced.
8. Activities include:
 - a. Partner sit-ups: partners sit (foot to foot) facing each other and pass ball back and forth as they sit up.
 - b. Around the world: partners stand back-to back, passing ball back and forth around their trunk.
 - c. Over under: partners stand back to back and pass ball between their legs and over their heads.
 - d. Chest pass: partners stand 10-15 feet apart and toss ball back and forth.
 - e. Soccer throw-in pass: partners stand 15 feet apart and throw ball back and forth like a soccer throw-in.
 - f. Chest pass max: partners stand as far apart as they can for a maximum distance throw.
 - g. Soccer throw-in pass max: partners stand as far apart as possible for a maximum distance throw.

Locomotor Fitness

Lesson 1

■ Cool Down:

- ✓ As students enter gym, they find a jump rope and a partner and practice jump rope skills.
- ✓ At end of warm up, students leave jump ropes where they found them (or along outside perimeter of court).

■ SUNNY SIDE

Try to listen to your body signals - eat when you're hungry; stop eating when you're full.

■ STANDARDS ADDRESSED:

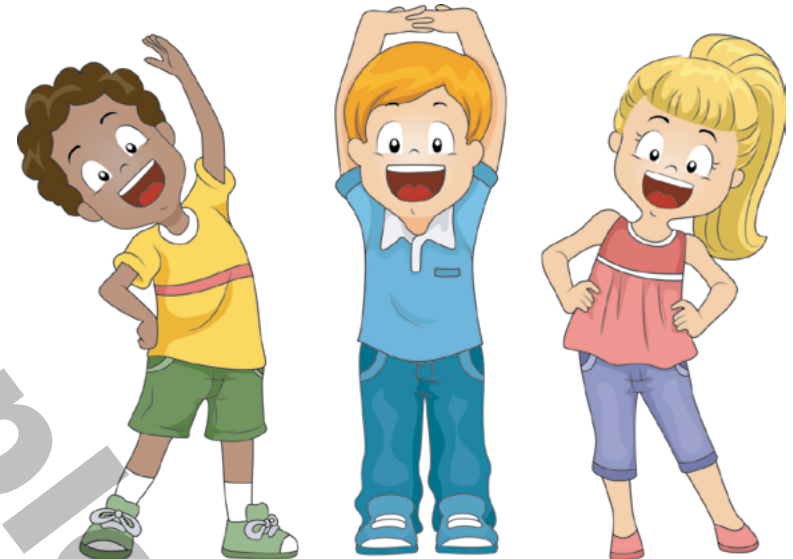
NASPE National Standards P.E. 1,2,3,4,5,6

TEKS

Kinder: K.1A, K.2B, K.3ABH, K.4B, K.6ABC, K.8C, K.12ABC, K.13AB, K.16AB

1st Grade: 1.1A, 1.2B, 1.3ABH, 1.4B, 1.6ABC, 1.8C, 1.12ABC, 1.13AB, 1.16AB

2nd Grade: 2.1A, 2.2B, 2.3ABH, 2.4AB, 2.6ABC, 2.8C, 2.12ABC, 2.13AB, 2.16AB



Locomotor Fitness

Lesson 10

■ NAME OF ACTIVITY: **Crossing the Enemy Line**

Objective:

- Identify basic fitness skills related to muscular strength, aerobic endurance and flexibility.

Equipment:

- 1 flag belt per student
- Paper

Warm-Up:

- ✓ Students form pairs with 1 partner standing with back facing other partner, who stand 1 arm length away (if there is an odd number of students, have 1 group work in 3's rotating front student).
- ✓ On your signal, front partner tries to get away from "shadow."
- ✓ After 20-30 seconds, signal is sounded and shadows can try to tag their partners, that partner has to perform 5 exercises (push-ups, sit ups, jumping jacks, etc.).
- ✓ If shadows can't reach partner, then they do the exercises
- ✓ Partners switch roles and continue playing

■ ACTIVITY:

1. Students are divided into 2 teams and given flag belts, Red vs. Yellow.
2. Teams are arranged at opposite ends of largest play space available.
3. Offensive team is given 6 paper wads (or any other small object that can be concealed in a closed hand).
4. One student can have all 6 wads or can be spread out amongst the team. (Allow only 30 seconds to huddle).
5. Object of game: on your signal, entire offensive team tries to run across defensive team's end zone without having their flags pulled. For each paper wad that makes it across without having that student's flag pulled, offensive team receives a point.
6. On your signal, defensive team tries to pull flags from offensive team before crossing the end zone. Defensive players may pull more than 1 flag.
7. Teams switch roles and repeat.

Locomotor Fitness

Lesson 10

■ COOL DOWN:

- ✓ Students return equipment.
- ✓ Students form semi-circle around you.
- ✓ Students stretch focusing on the upper and lower body.

■ SUNNY SIDE

Sleep when you're tired, exercise when you lack energy.

■ STANDARDS ADDRESSED:

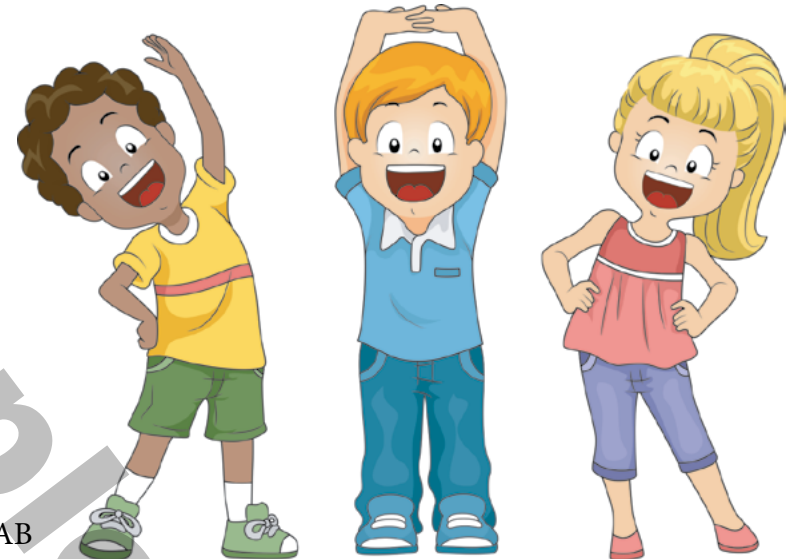
NASPE National Standards P.E. 1,2,3,4,5,6

TEKS

Kinder: K.1A, K.2B, K.6ABC, K.8C, K.10B, K.11AB, K.12ABC, K.13AB, K.16AB

1st Grade: 1.1A, 1.2B, 1.6ABC, 1.8C, 1.10B, 1.11AB, 1.12ABC, 1.13AB, 1.16AB

2nd Grade: 2.1A, 2.2B, 2.6ABC, 2.8C, 2.10B, 2.11AB, 2.12ABC, 2.13AB, 2.16AB



Bienestar/NEEMA

Physical Education Activities

K - 2nd Grade
Unit 4 - Throwing and Catching



Moving for Life

4th Edition

**Bienestar/NEEMA K-5th Grade
Physical Education Activities: Moving for Life
(4th Edition)**

Social and Health Research Center Inc.
921 Matagorda
San Antonio, Texas 78210
(866) 676-7472
(210) 533-8886
(210) 533-4107 (fax)

Authors
Roberto P. Treviño, M.D.
Executive Director
Social and Health Research Center Inc.

Tinker D. Murray, Ph.D., FACSM
Professor
Department of Health and Human Performance
Texas State University

Charles P. Mullaney III
Physical Education Teacher
Social and Health Research Center

Find us on the World Wide Web at: <https://www.SAHRC.org>

Copyright © 2015 Social and Health Research Center Inc.

Designed by: 247 Advertising
San Antonio, Texas
(www.247-advertising.com)

Notice of rights

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the publisher. For more information on getting permission for reprints and excerpts, contact the Social and Health Research Center, Inc.

Notice of Liability

The information in this book is distributed on an “As is” basis, without warranty. While every precaution has been taken in the preparation of this book, the author shall not have any liability to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by the instructions contained in this book.

Publisher

Presa Publishing LLC: San Antonio, Texas 78210

ISBN: 978-1-936109-95-1

Printed and bound in the United States of America.

Printed on recycled paper.

Throwing and Catching

Lesson 1

■ NAME OF ACTIVITY:

Bull's eye

Objective:

- Students will practice throwing a ball with the correct form.
- The student will develop their eye-hand coordination while practicing throwing a ball to a target.

Equipment:

- 1 Cones or poly spots
- Deck of playing Cards
- Music
- 1 Ball per group (4 students)
- 1 target per group (Target can be a taped Bull's eye pattern, a hula hoop, a vertical ring, etc.)

Warm-Up:

- ✓ Divide the class into groups of 5 students per cone. Students are to stay in line behind their designated cone.
- ✓ Cones are to be placed as a starting point and at the opposite end as a turning point.
- ✓ Cards are to be scattered facing down on the other side of the turning points.
- ✓ The first student runs to the turning cone and picks up one card and runs back.
 - They call out the card to their group.
 - The group must do the corresponding task according to the card.
- ✓ Cards: (Exercises are done according to the number on the card. Face cards are 10.) Display criteria.
 - 1,3,5: Push-Ups
 - 2,4,6: Abdominal Crunches
 - 7,8,9: Jumping Jacks
 - King, Queen, Jack: High Knee Lifts
 - Ace: Student choice of any exercise
- ✓ The activity begins on your signal or when the music starts.
- ✓ Continue until each student has taken a turn.

■ ACTIVITY:

1. Divide students into groups of 4, 1 ball per group, one target per group.
2. Set targets about 6-8 feet away from starting cone or poly spot.
3. Have students turn sideways (feet shoulder-width apart) to the target (If you throw with your right turn right, left-hand throwers turn left).
4. Point to the target with a non-throwing arm, ball by your ear, and weight on the back foot.
5. When ready to throw the ball, twist your body and bring your throwing arm over your shoulder and release the ball.
6. Demonstrate throwing motion.
7. Students will take turns throwing the ball at the Bull's eye or target.
8. Students can keep track of points earned. (Kindergarten students score a point every time they hit any part of the target).
9. Once the ball hits the target, the student goes and retrieves the ball and hands it to the next student in line.
10. Continue rotation until a signal to stop is given.



Throwing and Catching

Lesson 1

■ COOL DOWN:

- ✓ Students return equipment.
- ✓ Students form a semi-circle around the teacher to do cool-down stretches. Remind students about the importance of stretching.
- ✓ Stretch arms over the head and across the body.
- ✓ Stretch legs while standing up: lunges, toe touches, calf stretches.

■ SUNNY SIDE

If you have a snack while watching TV, chew on lower-fat food like plain popcorn, pretzels, fruit salad, or fresh veggies with a yogurt dip.



■ STANDARDS ADDRESSED:

NASPE National Standards P.E. 1,2,3,4,5,6

TEKS

Kinder: K.1A, K.2B, K.3A, K.4B, K.6BC, K.8C, K.12ABC, K.13AB, K.16AB

1st Grade: 1.1A, 1.2B, 1.3A, 1.6BC, 1.8BC, 1.12ABC, 1.13AB, 1.16AB

2nd Grade: 2.1A, 2.2B, 2.3A, 2.4A, 2.6BC, 2.8C, 2.12ABC, 2.13AB, 2.16AB

Throwing and Catching

Lesson 10

■ NAME OF ACTIVITY: Sports Jamboree

Objective:

- The student will practice hand-eye coordination by doing different sports skills.
- The student will demonstrate an ability to maintain MVPA.
- The student will travel in a large group while safely and quickly changing speed and directions..

Equipment:

- 4 Rubber Chickens or any type of ball
- 10 balls (varying types: basketball, foam balls, volleyballs, etc.)
- Noodles



Warm-Up:

- ✓ Depending on class size, choose 3-4 students to represent the junk food taggers (foam balls or chickens).
- ✓ Choose 3-4 students to represent the veggies (noodles).
- ✓ On the signal, the students try to avoid being tagged by junk food (Chickens or balls).
- ✓ If tagged, they must squat down and yell, “I need my veggies,” with their hands raised so the veggies (noodles) can come over and free them by tagging their hand (may vary different body parts; ex. Foot, knee, elbow, etc.) with the noodle.
- ✓ Instruct the students to switch being the veggies and junk food taggers after 2-3 minutes.”

■ ACTIVITY:

1. The students are given a number from 1 through 5. Several types of balls are in the center circle of the basketball court.
2. The students are to walk around the perimeter of the basketball court.
3. When the teacher blows the whistle, they will call out a number and specify a sport skill for students to do.
4. Students with the specified number run into the court, pick up a ball, and complete the sport skill. For example, the teacher may call out, “Fives and Toss-n-catch.” All the number 5’s run into the court, get a ball and toss and catch individually.
5. Examples of throwing and catching skills include:
 - a. Throw a ball and score as many baskets as possible.
 - b. Throw a ball into the air and catch it as many times as possible.
 - c. Throw and catch with a partner.
 - d. Underhand, overhand, two-hand chest pass with a partner.
6. While the specified group number is completing their sports skills, the remainder of the class keeps moving in diverse ways, such as jogging, galloping, and skipping in the court perimeter.
7. After 30 seconds of the sports skill, all the students move back to the perimeter of the basketball court. All students return to walking around the perimeter until the whistle is blown again.
8. Variations:
 - a. Students may use specific locomotion to move around the perimeter (i.e., shuffle, hop, jog, etc.).
 - b. Sports skills can incorporate several types of skills (i.e., volleyball, softball, basketball, football, etc.).

Throwing and Catching

Lesson 10

■ COOL DOWN:

- ✓ Students return equipment.
- ✓ Students form a semi-circle around the teacher to do cool down stretches.
- ✓ Have students do arm circles going forward and then backward.
- ✓ Have students do hip circles by slowly rotating the hips in a circular motion in one direction and then reversing it in the other direction.
- ✓ The students stretch their bodies by bending over and touching their toes to the right and left.
- ✓ Remind students to get up and play for at least one hour a day.

■ SUNNY SIDE

Being active throughout the day helps relieve stress. Physical activities clear your mind and give you the energy to take on life's challenges.

■ STANDARDS ADDRESSED:

NASPE National Standards P.E. 1,2,3,4,5,6

TEKS

Kinder: K.1AC, K.2B, K.3AB, K.4B, K.6ABC, K.8BC, K.12ABC, K.13AB, K.16AB

1st Grade: 1.1A, 1.2B, 1.3AB, 1.4B, 1.6ABC, 1.8C, 1.12ABC, 1.13AB, 1.16AB

2nd Grade: 2.1A, 2.2B, 2.3AB, 2.4A, 2.6ABC, 2.8BC, 2.12ABC, 2.13AB, 2.16AB



Bienestar/NEEMA

Physical Education Activities

3rd - 5th Grade
Unit 2 - Basketball



Moving for Life

3rd Edition

**Bienestar/NEEMA K 5th Grade
Physical Education Activities: Moving for Life (3rd edition).**

Social and Health Research Center, INC
921 Matagorda Street
San Antonio, Texas 78210
(866) 676-7472
(210) 533-8886
(210) 533-4107 (fax)

Authors
Roberto P. Treviño, M.D.
Director
Social and Health Research Center, INC

Tinker D. Murray, Ph.D., FACSM
Professor
Department of Health and Human Performance
Texas State University

Charles P. Mullaney III
Physical Education Teacher
Social and Health Research Center, INC

Find us on the World Wide Web at: <http://www.SAHRC.org>

Copyright©2015 Social & Health Research Center, INC

Designed by: 247 Advertising
San Antonio, Texas
(www.247-advertising.com)

Notice of rights

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the publisher. For more information on getting permission for reprints and excerpts, contact the Social & Health Research Center.

Notice of Liability

The information in this book is distributed on an “As is” basis, without warranty. While every precaution has been taken in the preparation of this book, the author shall not have any liability to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by the instructions contained in this book.

Publisher
Presa Publishing LLC: San Antonio, Texas 78210

ISBN: 978-1-936109-95-1

Printed and bound in the United States of America



Printed on recycled paper.

Basketball

Lesson 1

■ Name of Activity:

Dribble Knock-Out

Objective:

- Students will demonstrate basic dribble skills.
- Students will protect the basketball with non-dribbling arm.
- Students will demonstrate an ability to maintain Moderate-to-Vigorous Physical Activity (MVPA) for 50% of the lesson time.

Equipment:

- 1 basketball per student
- Containers (barrels) or cart to hold basketballs
- Pinnies

Warm-Up:

- ✓ Play space is a basketball court (add a second court if too crowded).
- ✓ Designate 4 students as “taggers;” they wear pinnies.
- ✓ Each student (including taggers) has a basketball and is dribbling.
- ✓ On your signal, taggers attempt to tag as many students as possible without losing control of their basketballs. If a tagger tags without control of the basketball, the tag doesn't count.
- ✓ If dribbler is tagged, student must dribble around outside of the court one time.
- ✓ If dribbler loses control of the basketball, student must dribble around outside of court one time.
- ✓ Continue for 2 minutes then change taggers.
- ✓ Add taggers if the students are not active enough.

■ ACTIVITY:

1. Either half-court, full court, or multiple courts are utilized according to class size.
2. Each student has basketball.
3. On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students.
 - a. Students protect their basketballs with movement and with non-dribbling arm.
4. If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game.



Basketball

Lesson 1

■ Cool Down:

- ✓ Have students return basketballs to receptacles.
- ✓ Students sit and cool down stretch.
- ✓ Ask students:
 - What are the keys to dribbling?
 - Why is dribbling with your arm out so important?

■ SUNNY SIDE

Drink a lot of water a day. Water is good for your body and it better than soda. It has no sugar or calories and it keeps you hydrated.

■ STANDARDS ADDRESSED

NASPE National Standards P.E. 1,2,3,4,5,6

TEKS Kinder 1,2,3 3.1 ABCJ 3.2 AB 3.3 AB 3.4 AD 3.5 A 3.6 AB 3.7 ABC

TEKS 1st 1,2 4.1 ABEFG 4.2 ABD 4.3 AE 4.4 BD 4.5 A 4.6 AB 4.7 ABCD

TEKS 2nd 1,2 5.1 BCFKLE 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC



Basketball

Lesson 10

■ Name of Activity: Never Ending Knockout

Objective:

- Students will demonstrate skill in dribbling.
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson time.

Equipment:

- 1 basketball per student
- Pinnies
- Cones

Warm-Up:

- ✓ Students can either play half-court basketball games or shoot with a partner on a different basket.



■ ACTIVITY:

1. Object of game: stay on the same court for as long as possible.
2. Two basketballs per court.
3. Students line up at top of circle inside the key (usually played at free throw line).
4. First student in line shoots and tries to make basket before second person in line makes a basket.
5. If the first student makes a basket before the second student, he or she passes basketball to next student in line and runs to back of the line.
6. If the second student makes a basket before the first student, the first student takes a basketball from cart and dribbles around gym or courts.
7. The second student is now trying to make a basket before the third student makes a basket.
8. Once knocked out, students get a ball from the closest location and dribble around gym or courts once counter clock wise, then put basketball away and join next game one court. This makes the game continuous and all students stay involved.

Basketball

Lesson 10

■ Cool Down:

- ✓ Collect equipment.
- ✓ Students stretch.
- ✓ Ask students:
 - What has been your favorite part of the basketball unit?
 - What is your best basketball skill? Why?
- ✓ Play either basketball or pig ball with friends at home.

■ SUNNY SIDE

Remember to warm up and cool down when doing any type of exercise. By doing so, you will prevent injury and stiff muscles.

■ STANDARDS ADDRESSED

NASPE National Standards P.E. 1,2,3,4,5,6

TEKS Kinder 1,2,3 3.1 ABCJ 3.2 AB 3.3 AB 3.4 AD 3.5 A 3.6 AB 3.7 ABC

TEKS 1st 1,2 4.1 AB EFG 4.2 ABD 4.3 AE 4.4 BD 4.5 A 4.6 AB 4.7 ABCD

TEKS 2nd 1,2 5.1 BC FKL E 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC



Bienestar/NEEMA

Physical Education Activities

3rd - 5th Grade
Unit 8 - Softball



Moving for Life

3rd Edition

**Bienestar/NEEMA K 5th Grade
Physical Education Activities: Moving for Life (3rd edition).**

Social and Health Research Center, INC
921 Matagorda Street
San Antonio, Texas 78210
(866) 676-7472
(210) 533-8886
(210) 533-4107 (fax)

Authors
Roberto P. Treviño, M.D.
Director
Social and Health Research Center, INC

Tinker D. Murray, Ph.D., FACSM
Professor
Department of Health and Human Performance
Texas State University

Charles P. Mullaney III
Physical Education Teacher
Social and Health Research Center, INC

Find us on the World Wide Web at: <http://www.SAHRC.org>

Copyright©2015 Social & Health Research Center, INC

Designed by: 247 Advertising
San Antonio, Texas
(www.247-advertising.com)

Notice of rights

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the publisher. For more information on getting permission for reprints and excerpts, contact the Social & Health Research Center.

Notice of Liability

The information in this book is distributed on an “As is” basis, without warranty. While every precaution has been taken in the preparation of this book, the author shall not have any liability to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by the instructions contained in this book.

Publisher
Presa Publishing LLC: San Antonio, Texas 78210

ISBN: 978-1-936109-95-1

Printed and bound in the United States of America



Printed on recycled paper.

Softball

Lesson 1

■ Name of Activity: Underhand Throwing

Objective:

- Students will refine underhand throwing pattern.
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.

Equipment:

- 1 super soft softball
- 1 batting tee for each group
- Set of bases or cones
- Rubber softball bats for every 2 students



Warm-Up:

- ✓ Divide students into 6 groups and assign each group to a different station.
- ✓ There are 6 stations:
 - Jump Rope
 - Push-ups (or modified push-up)
 - Jumping Jacks
 - Sit-ups
 - Lunges
 - Step-ups (on aerobic steps or bleacher)
- ✓ Students rotate when music is paused or stopped.
- ✓ Students have 45 seconds per station and 15 seconds to rotate to next station.

■ ACTIVITY:

1. Have students show their underhand tossing skill.
2. Ask 1 (or a group of) student(s) who were successful at underhanding toss to demonstrate technique for the rest of class.
3. Highlight positive points of their techniques as students are tossing softball using an underhand technique.
4. Review key components of making an underhand toss.
5. **Toss:** Step toward target with opposite foot and release softball toward target.
6. Students model technique.
7. As students model toss, circulate to ensure that each student is demonstrating proper technique.
8. Students return to their grids and form triangle formations.
9. Groups underhand toss super soft softball in a clockwise direction.
10. Groups pass in clockwise direction for 1 minute and then switch to counter clockwise for another minute.
11. Divide students into groups of 3 and assign each group to a grid, 1 softball per group.
12. Number students 1, 2 or 3.
13. #1 and #3 will be leaders, while #2 starts in middle of grid.
14. #1 and #3 will toss softball using an underhand toss back and forth trying to avoid interception by #2.
15. Each successful toss between #1 and #3 will count as a point.
16. Each toss that is deflected or intercepted by #2 will count as a negative point (negative points should be subtracted from total number of positive points earned). Total should never go below zero.

Softball

Lesson 1

■ ACTIVITY (Continued):

17. #1 and #3 have 3 minutes to see how many successful tosses and catches they can make.
18. At the end of 3 minutes, students rotate so that #3 is in middle.
19. Again, #1 and #2 will have 3 minutes to make as many passes as possible.
20. After 3 minutes, students rotate a last time so #1 is now in middle.
21. Students keep track of how many successful passes they had with each partner.
22. Move around space and observe tossing form.
 - a. Variation: If students are proficient with underhand toss, they may choose to use an overhand toss.

■ Cool Down:

- ✓ Students return equipment.
- ✓ Students form semi-circle around you.
- ✓ Lead class in stretches that focus on upper body (shoulders, biceps, triceps, chest, etc.).
- ✓ Ask students:
 - What are examples of other skills that require an underhand throwing motion?
 - What are the proper steps to remember and follow when completing a proper underhand toss?
 - Why is it important to learn the proper underhand toss technique?

■ SUNNY SIDE

By eating healthy meals you will feel better about yourself.

■ STANDARDS ADDRESSED

NASPE National Standards P.E. 1,2,3,4,5,6

TEKS Kinder 1,2,3 3.1 ABCJ 3.2 AB 3.3 AB 3.4 AD 3.5 A 3.6 AB 3.7 ABC

TEKS 1st 1,2 4.1 AB EFG 4.2 ABD 4.3 AE 4.4 BD 4.5 A 4.6 AB 4.7 ABCD

TEKS 2nd 1,2 5.1 BCFKLE 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC



Softball

Lesson 10

■ Name of Activity:

Pitcher Batting

Objective:

- Students will learn pitching skills.
- Students will practice batting skills.
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.

Equipment:

- 2 bats and 2 super soft softballs per group.
- Set of bases or cones

Warm-Up:

- ✓ Students form new groups of 2; 1 batter and 1 fielder with 1 bat and 1 super soft softball per pair.
- ✓ Pairs find space along a wall.
- ✓ Partners stand side-by-side at a cone located 10' from wall partner, who bats it against wall.
- ✓ Partner #1 fields softball off wall and tosses it back to partner.
- ✓ Each partner has 1 minute of batting time.
 - Variation: Students can hit into open space instead of against a wall

■ ACTIVITY:

1. Students form groups of 3; 1 pitcher and 2 batters with 2 bats and 2 super soft softballs per group.
2. Pre-select a student who displays strong throwing skills to be team leader for this activity.
3. Pitcher pitches softball to each batter in rotation.
4. As pitcher pitches softball to batter #1, batter #2 practices swinging bat.
5. After hitting softball, batter #1 lays down his or her bat and fields softball, returning it back to pitcher.
6. Batter #1 will try again if he or she misses softball. If a batter consistently misses softball, he or she may use a tee.
7. As batter #1 is fielding, pitcher pitches to batter #2.
8. Repeat until each batter has received an equal number of opportunities to bat.
9. During lead-up to "Pitcher Batting", teacher assistant visits each group and introduces proper batting techniques used when hitting from a pitcher.
10. Batting from a Pitcher: Similar to batting from a tee, locate softball at pitcher's release, watch softball all the way from pitcher, time swing so that softball is contacted slightly in front of lead foot.
11. Introduce proper technique for pitching underhand to a batter.
 - a. Start with feet together; step forward with foot opposite throwing hand; extend throwing arm forward in an underhand throwing motion while bending the knees, release and follow through.
12. Students form groups of 8; 1 batter and 7 fielders, 1 bat and 1 softball per group.

Softball

Lesson 10

■ ACTIVITY:

13. Assign each group to a grid, 1 fielder at each base, a pitcher and 2 outfielders. And stand cones next to bases.
14. To begin, pitcher pitches softball to batter who hits it into play.
15. Fielder nearest softball fields it and throws it to first baseman who catches it and knocks down cone before throwing softball to second baseman.
16. Second baseman catches softball, knocks down cone and throws softball to third baseman.
17. Third baseman catches softball, knocks down cone and throws softball to catcher.
18. Catcher catches softball and knocks down cone behind home plate.
19. While fielders field and throw, batter is running bases trying to beat softball back to home plate.
20. If batter beats softball back to home plate, then he or she gets to bat again.
21. If fielders get softball back to home plate before batter, then outfielders rotate so that there is a new batter.
22. Batter becomes pitcher, pitcher goes to first, first baseman goes to second, second baseman goes to third, third baseman goes to left field, left fielder goes to right field, right fielder becomes catcher, and catcher becomes batter.

■ STANDARDS ADDRESSED

NASPE National Standards P.E. 1,2,3,4,5,6
 TEKS Kinder 1,2,3 3.1 ABCJ 3.2 AB 3.3 AB 3.4 AD 3.5 A 3.6 AB 3.7 ABC
 TEKS 1st 1,2 4.1 ABEFG 4.2 ABD 4.3 AE 4.4 BD 4.5 A 4.6 AB 4.7 ABCD
 TEKS 2nd 1,2 5.1 BCFKLE 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

■ Cool Down:

- ✓ Students return equipment.
- ✓ Students form semi-circle around you.
- ✓ Lead class in stretches that focus on upper and lower body.
 - Challenge students to practice a game at home.

■ SUNNY SIDE

Remember to warm up and cool down when doing any type of exercise. By doing so, you will prevent injury and stiff muscles.





Moving for Life

