

MODULE OVERVIEW

ABOUT THIS MODULE

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Bat and Ball Games introduces students to the critical skills and movement patterns that are essential to sports like softball, baseball, and cricket. Purposeful activities provide fun and challenge for skill development while also introducing foundational concepts, strategies, and tactics.

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1. Motor Skills and Movement Patterns

- ✔ **Standard 1 [E14.3-5b]** Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (3); Throws overarm using a mature pattern in non-dynamic environments (4a); Throws overarm to a partner or at a target with accuracy at a reasonable distance (4b); Throws (overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (overarm) to a large target with accuracy (5b).
- ✔ **Standard 1 [E16.3-5]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches a batted ball above the head, at chest/waist level, and along the ground using a mature pattern in a non-dynamic environment (5a); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✔ **Standard 1 [E25.3-5b]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting (3); Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through) (4); Strikes a pitched ball with a bat using a mature pattern (5a); Combines striking with a long implement with receiving and traveling skills in a small-sided game (5b).

Standard 2. Concepts, Principles, Strategies & Tactics

- ✔ **Standard 2 [E3.3&5a-c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies movement concepts to strategy in game situations (5a); Applies the concepts of direction and force to strike an object with a long-handled implement (5b); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics (5c).
- ✔ **Standard 2 [E5.5c]** Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).

NOTE: Additional standards and outcomes addressed are specified on each activity plan.

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be part of a complete lesson. We recommend the following formula for creating a 30- to 45-minute lesson:

- Instant Activity (not on block plan) *5-10 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Academic Language Quiz

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module’s critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

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SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Two Ball Tossers. At the end of this activity, students would complete the Pre and Goal columns for Throwing (and possibly Catching). Striking, Fielding, and Working Independently would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout each lesson.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of student performance.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Two Ball Tossers & Catch on the Sandlot	Accuracy, Actively Engage, Catch, Manipulative Skill, Overhand, Throw, Underhand, Coordination, Fielding, Follow-Through, Independently
2	Catch on the Sandlot & Throw-Run Derby	Athletic Stance, Fielding, Follow-Through, Overhand, Power, Safety, Throw
3	Two Ball Tossers & Home-Run Derby	Athletic Stance, Balance, Critical Elements, Coordination, Fielding, Responsibility, Safety, Strike
4	Home-Run Derby & Baseball Tag	Fitness, Health-Related Fitness, Personal Responsibility, Skill-Related Fitness
5	Catch on the Sandlot & Sandlot Baseball	Fielding, Mature Skill Pattern, Participation, Safety, Strike, Throw
6	Baseball Tag & Brannboll	Fielding, Mature Skill Pattern, Participation, Safety, Strike, Throw
7	Baseball Tag & Brannboll	Fielding, Mature Skill Pattern, Participation, Safety, Strike, Throw
8	Station Day	Academic Language Review