

# TEACHING GUIDE FOR PHYSICAL EDUCATION

Grade 8

Quarter II Team Sports (Baseball/Softball)

## LESSON 2

### **Grade Level Standard:**

The learner demonstrates understanding of family health and fitness that help him/her develop and promote family wellness for active lifestyle and quality of life.

<b>Content Standard</b>	<b>Learning Competencies</b>
<p><b><i>The learner</i></b></p> <p>demonstrates understanding of the benefits (fitness, health and wellness) that the family can derive from participating in team sports.</p> <p><b>Performance Standard</b></p> <p><b><i>The learner</i></b></p> <p>engages his/her family members in team sports to promote fitness, health and wellness.</p>	<p><b><i>The learners are expected to</i></b></p> <ul style="list-style-type: none"><li>• relate and discuss the nature and background of baseball and softball;</li><li>• explain the health and fitness benefits derived from playing these games;</li><li>• practice proper and acceptable behavior as in fairness, respect for authority when participating in said games;</li><li>• proficiently execute the basic skills and tactics in baseball and softball;</li><li>• interpret rules and regulations of baseball and softball; and</li><li>• exhibit enjoyment in playing in these games.</li></ul>

### ***Pre- Assessment:***

Ask your students to honestly and individually answer the pre-assessment found on page 2 of the learning material. Set a time limit for them to do it. Ask them to write their answers in their activity notebook.

### ***Let learners compare their answers to the following:***

1. Batting
2. Defensive
3. 12
4. True
5. 3
6. Three(3)
7. True
8. True
9. True
10. Umpire

Together with your students, analyze the results of your pre-assessment to determine where they are in terms of background knowledge and skill and their strengths and weaknesses. These may serve as your basis for planning your instructional activities.

### ***Learning Goals and Targets***

Based on the objectives of the lesson and results of the pre-assessment, let learners define their personal goals and targets to be achieved at the end of this module, ask them to write their goals and targets in their activity notebook.

Make sure that all your learners are able to define their own goals and targets. Tell them to monitor their progress as you proceed with the lesson.

## **PART I: WHAT TO KNOW**

In this part of the module, your learner will be given activities to diagnose, pre-assess, and activate their prior knowledge; communicate their expectations as to what they want to know, be able to know, understand and produce or perform as evidence of their learning. They will also be led to exhibit tentative responses through provocative and critical questions; identify misconceptions and alternative concepts about the lesson based on their responses. They should be informed of the assessment technique to be used for their expected outputs and performances at the end of the module; be provided with the knowledge of team sports specifically baseball/softball; and assess this knowledge by answering the questions at the end of this part of the lesson.

Accept all the answers of your students. However take note of those areas where you need to clarify during the process part. Make sure that your learners are clarified on the expected product and performance at the end of the grading period and how this product and performance shall be assessed.

***Invite them to do Activity1 How much do you know about Team Sports ?***

In this activity, your learners prior knowledge on specific team sports will be diagnosed and pre-assessed. Refer to Activity 1 of the learning material. Use the following to check their answers:

1. Basketball
2. Basketball
3. Basketball
4. Basketball
5. Baseball/Softball
6. Baseball/Softball
7. Basketball
8. Baseball/Softball
9. Baseball/Softball
10. Baseball/Softball
11. Baseball/Softball
12. Baseball/Softball
13. Baseball/Softball
14. Softball
15. Softball

As the learners move further in answering the other questions related to Activity1,you need to facilitate and guide them to ensure that they are on the right track and their answers are really of their own. Always be generous in acknowledging every positive response made by the learner as they answer questions number 4 to 7.

***Invite the learners to do Activity 2: The team sport that I would like to know more about***

This activity will allow your learner to share what he/she knows about team sports at the same time brings out his/her expectations of the lesson, prior knowledge and skills, and the specific team sports he/she wants to learn more about.

***Remind them of these tasks:***

1. Below is a K-W-L chart. Under K column, write three(3) things that you already know about you chosen team sport. Under W column, write 3 things that you want to know more about. Don't write anything yet on the L column.

Name: _____ Chosen Team		
Sport: _____		
<b>K-What you <i>KNOW</i></b>	<b>W-What you <i>WANT</i> to know</b>	<b>L-What you've <i>LEARNED</i></b>
1. Basic rules of the game	1. Difference of team sports challenge to individual or combative sports	1.
2. Some prominent players of baseball, national/international	2. Who made the rules of Softball/Baseball	2.
3. Basic/elementary skills like batting, catching and base running	3. What are the specific skills in Baseball/Softball that we can't find in other sports	3.

2. After accomplishing this task, share the things you **KNOW** and the things you **WANT** to **KNOW** to the class.

***Have them work on Activity 3: Team Sport Engagement Survey***

The result of this survey serves as reference for planning the sequence of learning activities on team sports to be introduced and corresponding skills to be taught. Then invite learners to do the following tasks:

1. Reflect on your participation in team sports by responding to the survey questionnaire below.

<b>SURVEY QUESTIONS</b>	<b>BASKETBALL</b>		<b>BASEBALL</b>		<b>SOFTBALL</b>	
	YES	NO	YES	NO	YES	NO
1. Do you have experience in playing team sports?						
2. Do you play team sports often?						
3. Do you play team sports with friends?						
4. Do you play team sports with your family?						
5. Are you a member of the school varsity team?						
6. Do you participate in community sports programs?						
7. Do you enjoy participating in team sports?						
8. Do you consider the benefits derived from playing team sports?						
9. Are there team sports enthusiasts in your family?						
10. Do you plan to make team sports one of your lifetime fitness activities?						

2. Just put a checkmark ( ✓ ) on the corresponding column below the sport for your responses. It's quite easy, right? So go on, grab a pen and accomplish the questionnaire.
3. Collect the questionnaire for profiling. The result of the survey may help you in designing your succeeding activities in team sports.

***Engage the learners in Activity 4: Can You Meet My Expectations?***

Introduce the learners expected output and performances, which will be evaluated at the end of the lesson.

***Explain to them the criteria for assessment to ensure understanding of the different expected outputs***

Remind them as well that at the end of the lessons, the expected outputs for them to accomplish are those defined in pages 6 and 7; Learning Module II.

***Make them do Activiy 5: Lecture-Discussion (Multi-Media-Aided Presentation is Encouraged)***

Refer the learner to the lecture on baseball and softball found in Appendix A. You may also consider the digital copy of the lecture that goes with this learning material. Ask them to read the lecture carefully to be able them answer the given questions. After which their knowledge on the following contents shall be assessed.

- Nature and background of baseball and softball
- Facilities and equipment needed
- Proper playing attire and shoes
- Scoring system
- Conduct of the game
- Rules and regulations

***Make them do Activity 6: Pick, Pass and Throw (Assessment for knowledge)***

(Refer to the learning materials; pages; 7 to 8 )

***Here's how to do it:***

Group the class into 5. Each group will have their question to answer for five minutes. After the given time, ask them to pass the question to other group and then get question from the other and so on. Groups will use manila paper for answers and present it to the class. (Refer to the learning materials; pages; 7 to 8 )

## **Part II: PROCESS**

Commend learners. Let them prepare for various learning resources and learning experiences that will enable them to make sense of the information, develop, rethink, validate, and revise their understanding of team sports.

### ***Activity 1: Baseball and Softball Basics***

This activity aims to introduce your learner to the the basic skills in baseball and softball and the mechanics on how each skill is properly executed. On the CD provided with this module is a demonstration of the basic skills. Make them watch carefully because in the next set of activities, they will also demonstrate the skills.

In case you dont have the CD,you can ask local or home grown basebal or softball player to demonstrate the skills for your learners.Tell learners to watch and observe him/her intently so that they will be able to perform the different basic skills after the demonstration.

#### ***Emphasize to them these basic skills to be learned:***

- throwing
- pithcing
- catching
- batting
- running or base running

#### ***Begin the show/ demonstration:***

Tell your learners to find a place where they feel comfortable. Refer to the learning material for this activity.

#### ***Have them do Activity 2: Skill Development Activities***

This activity provides an opportunity for your learners to demonstrate the basic skills they have learned previously. They will be given five skill stations as demonstration areas.

Always remind them to consider the following before starting activity: warm-up exercises and safety precautions. In this activity they will need the following :

- aseball or softball ball
- playing area (a baseball/softball diamond/improvised diamond/gym)
- gloves

- bat
- protective gears (mask, sheen guards, body protectors)
- proper playing outfit with a good pair of playing shoes

***Remind them of the basic drill lessons to be learned as those done in the previous activity***

- throwing
- pitching
- catching
- batting
- runnin or base-running

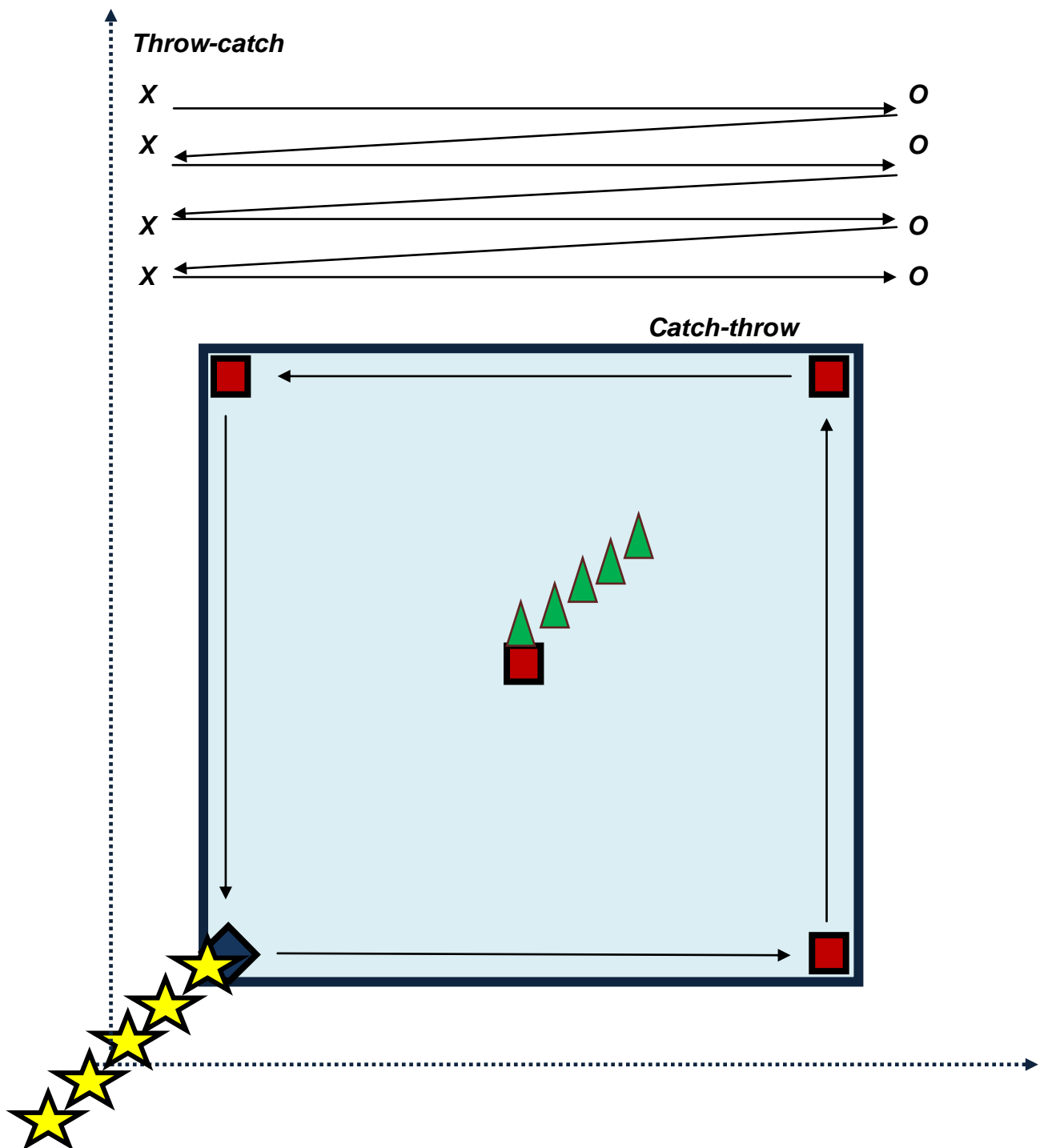
For your reference, here are the charts for the Drill Sequence and Drill Illustrationn.

**Drill Sequence:**

	Station I	Station II	Station III	Station IV	Station V
<b>TEAM SPORT</b>					
<b>Baseball/Softball</b>	<b>Throwing</b>	<b>Catching</b>	<b>Pitching</b>	<b>Batting</b>	<b>Running</b>

**Drill Illustration:**

**Station 1 And 2: Throwing and Catching**



***Have learners assess their own performances in this activity***

Here you shall assess how your learners have acquired the basic skills in softball/baseball. Tell them to put a checkmark on the column corresponding to their response to the items given in the Self-Assessment Tool based on how well they did in each drill station. Make them consider the criteria given before they start the activity. Proficiency in the execution of skills - 40%, ability to follow



instruction - 30%, behavior during the drill - 30%.Refer the following for the equivalent ratings:

Advance:	90% and above
Proficient:	85-89%
Approaching Profficiency:	80-84%
Developing:	75-79%
Beginning:	74% and below

SELF-ASSESSMENT TOOL ON BASIC SKILLS IN BASKETBALL					
Name:		Section:		Date:	
STATION DRILLS	Advanced	Proficient	Approaching Proficiency	Developing	Beginning
Station 1: Throwing					
Station 2: Cathcing					
Station 3: Pitching					
Station 4: Batting					
Station 5: Running					

***Have the learners do Activity 3: Rules to count!***

Discuss the rules and regulations of baseball and softball games.  
 \_Refer to learning material for this activity.

***Ask learners to do the following:***

1. The following table shows the most crucial aspects of baseball and softball when it comes to rules and regulations. Be guided accordingly as to how you should play the games. Remember, we're talking here of amateur basaeball/softball, not of professional baseball/softball yet, because in professional baseball/softball like in International Baseball Federation (IBF) or Little League Baseball, rules and regulations are highly technical.

<b>ASPECTS OF THE GAME</b>	<b>THINGS TO CONSIDER</b>
TEAM COMPOSITION	9 Players per team (Pitcher, Catcher, 1st Baseman, 2nd Baseman, 3rd Baseman, Short Stopper, Right Fielder, Left Fielder, Center Fielder)
START OF PLAY	As the Chief Umpire announces "PLAY"/Toss-coin (whichever team wins the toss-coin, that team decides whether they start with offense or defense play)
DURATION OF THE GAME	Seven Innings
Ball "In" And "Out" of play	The ball is in play if it is batted and lands on safe zone or within the 90-degree foul line; it's out of play if it lands outside the safe zone or outside the foul line
TIME-OUTS	
SUBSTITUTIONS	Two Substitutions per inning (in case of injuries or upon decision of the coach in case substitution is needed for a better play)
REGULAR FOULS/VIOLATIONS	Batter unable to strike pitched ball in strike zone (strike is awarded); three strikes results to an "out", next batter resumes; three outs results to change of play/inning;  Base-runner/s unable to reach base and tagged; batted ball is caught before it hits the ground;
SERIOUS OFFENSES/MISCONDUCTS	Assault to an opposing player Disrespect to officials
OVERTIME	In case of tie, one inning each team is given
OFFICIALS OF THE GAME	Chief umpire 1st base umpire 2nd base umpire 3rd base umpire Scorer Time-keeper (in case innings are timed)

2. You can discuss more about the aspects of playing baseball/softball as indicated in the table above. You might as well tell your learners to do some research on this matter to enrich their knowledge on baseball/softball rules and regulations. Remember some of the amateur rules indicated and discussed by you may vary depending on the tournament or league agreements like for instance number of innings in a game, substitution, number of time-outs per inning and others.
3. Remind them to consider the following before starting the activity: proper attire, warm-up exercises, safety precautions.
4. This time, ask them to form three groups . Groups 1 and 2 will play first while group 3 will manage and officiate the game. Make sure that participation among all teammates is maximized. In the meantime, you may consider a game of 3-5 innings as your class time allows you to. Below is the schedule of games and officiating officials:

Game 1	Group 1 vs. Group 2	Officials: Group 3
Game 2	Group 2 vs. Group 3	Officials: Group 1
Game 3	Group 3 vs. Group 1	Officials: Group 2

5. Encouraged them to make the best out of their performance in this activities because their performance will be rated as follows:

***Criteria for Assessment: On Skill Execution while playing***

Proficiency in the execution of skills in baseball/softball	30%
Ability to adapt or use skills to certain baseball/softball situations	40%
Behavior in playing baseball/softball	30%
	100%

***Criteria for Assessment: On Officiating***

Appropriateness of calls and signal	30%
Fairness and equality	40%
Coordination with other officials and behavior in officiating	30%
	100%

***Engage them in Activity 4: Baseball/Softball Developmental Activities***

In this activity, they will be provided with lead-up activities to enable them realize that the basic skills, when combined together, can be applied efficiently and effectively in playing softball or baseball. Refer to learning material for this activity.

***Have them do Activity 5: Checking Your Understanding***

In this activity, assess the learners' understanding of the benefits of participating in team sports. You can ask them to present their responses in any form they are comfortable with. Tell them to do this activity in their activity notebook.

**Expected outputs may include any of the following:**

- reaction/position letter
- poster and slogan and
- essay

Give feedback, and even appreciation to your learner's outputs in this activity to motivate them more to pursue the succeeding activity.

### **Part III. REFLECT AND UNDERSTAND**

In this phase, provide them with other learning resources and learning experiences for them to enrich and broaden their understanding of the lesson.

#### ***Have them do Activity 1: Living Legends***

In this activity, give learners opportunities to rethink and refine their understanding of team sports by listening to invited resource persons as they speak on how team sports influenced them as an individual and as a member of the family.

In the absence of an invited guest, both you and your learner can utilize available resources like recorded interviews or written materials like autobiographies feature articles and others that have something to do with team sports. You may refer to learning material for this activity

Again, give as much appreciation to your learners' outputs as you introduce them to the next activity.

#### ***Have them do Activity 2: How good is your aim if you wont pull the trigger.***

See if the learner's outputs are quite impressive! Give them a "thumbs up!" Encourage them do the same in the next activity.

Ask learners to list down their goals on their personal, family and community involvement in baseball or softball and team sports in general. This activity aims to reaffirm their commitment in making team sports their lifetime fitness endeavor.

The following is an example of an output of this activity. Encourage your learners to have other modes of presentation employing their creativity and resourcefulness in this challenge. Use another paper in recording your output in this activity.



***Invite them to do Activity 3: The Final Challenge***

In this part of the lesson, your learners will give, show and prove what they have learn the lesson by way of accomplishing the K-W-L chart, which they have started accomplishing in Part I of the learning sequence. will be tasked to share three things they have learned from participating in softball and baseball and in team sports in general.

You have to make sure that your learners will answer completely the K-W-L chart by enumerating and explaining the benefits of participating in team sports in promoting health, fitness and wellness.

K-What you <b>KNOW</b>	W-What you <b>WANT</b> to know	<b><u>L-What you've LEARNED</u></b>
1.	1.	1.
2.	2.	2.
3.	3.	3.

## **Part IV. WHAT TO TRANSFER**

This activity aims to finally let your learner synthesize and apply what they have theoretically and practically learned in the previous phases of the learning sequence. Decision making, critical thinking and sportsmanship will be revealed and developed. Your learner performance during this activity will be rated according to the following criteria: appropriateness of skills, execution of skills and behavior during performance

### ***Make them do Activity 1: Mini-Team Sport Tournament (Assessment of Performance)***

Refer to the learning material as to how your learners be assessed in this activity

### **Web Sources:**

<http://www.softballperformance.com/softball-history/>

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

<http://www.buzzle.com/articles/softball-rules-and-regulations.html>

<http://www.wiaawi.org/Sports/Softball/RulesRegulations.aspx>

<http://en.wikipedia.org/wiki/Baseball>

<http://www.britannica.com/EBchecked/topic/54751/baseball>

<http://www.libertyball.com/coachcorner/Baseball%20Handbook.pdf>

<http://www.infosports.com/zdr/tm/jzm.html>

[http://en.wikipedia.org/wiki/Baseball\\_clothing\\_and\\_equipment](http://en.wikipedia.org/wiki/Baseball_clothing_and_equipment)

<http://www.baseball-rules.com/basicbb.ht>

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Berlage, Gai Ingham. "Women In Baseball: The Forgotten History". London: Greenwood Publishing 1994:208

Alexander, Charles C. *Our Game: An American Baseball History*. New York: MJF, 1991.

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