

TEE BALL TACTICS using the VELs

Level 3 : Health and Physical Education
Interpersonal Development
Personal Learning
Thinking

This unit of work for Year 3/4 students use Learning focus statements from the Physical, Personal and Social Learning strand. Tee Ball is the activity area through which students work towards meeting the relevant standards.

Objectives:

The objectives of this unit are for students to:

- To work in a team to improve tactical thinking in Tee ball
- To take on a role of responsibility
- To develop effective conflict management strategies
- To develop persistence when experiencing difficult tasks
- To monitor and describe their progress in learning
- To develop Tee ball skills
- To use information about game playing to help their team solve problems

Unit Outline:

Students participate in a range of modified Tee ball activities with a focus on developing striking and catching tactics. In teams they participate in these activities and experience team responsibilities, competition, tactical discussions and tactical skill development.

PE Teaching Modes:

TGFU – Teaching Games for Understanding/Games Sense
SEPEP – Sport Education in the Physical Education Program
TPSR – Teaching for Personal and Social Responsibility

Assessment Tasks:

Team Player Student Rubric (lesson 4 and 8)
Student Folders – teacher assessed
Student participation reflections based on TPSR levels
Team Performance Checklist – peer assessment

Resources:

Aussie Sportsfun Australian Sports Commission 1990

Hellison, D. Teaching Responsibility Through Physical Activity Human Kinetics 2003

Ray Breed. Developing Game Sense – Lead up games for Striking/Fielding sports

www.playsport.net/en/activitydetails.cfm

VICTORIAN ESSENTIAL LEARNING STANDARDS

Student participation in the unit **Tee Ball Tactics** makes a contribution to students achieving a range of Victorian Essential Learning Standards.

Strand	Domain	Dimension	Key Elements of Standards Students:	Evidence of Learning	Assessment
Physical, Personal and Social Learning	Health and Physical Education	Movement and Physical Activity	<p>Demonstrate a broad range of complex motor skills and apply them to basic sport-specific situations.</p> <p>Begin to use basic games' tactics.</p> <p>Work with others to achieve goals in both co-operative and competitive situations.</p> <p>Explain the concept of fair play and respect the roles of officials.</p>	<p>Perform manipulative skills such as catching and striking a ball from a tee.</p> <p>Demonstrate tactics of hitting ball away from fielders/placing fielders to prevent scoring.</p> <p>Adhere to rules of game/accept umpires decision/encourage team mates and describe the roles of officials</p>	<p>Teacher observations</p> <p>Team folders</p> <p>Sign and agree to the Fair Play Agreement</p>
	Interpersonal Development	Building Social Relationships	<p>Work with others to reduce, avoid and resolve conflict.</p>	<p>Teacher describes students behaviour using the TPSR levels</p>	<p>Self assess TPSR levels after each lesson</p>
		Working in Teams	<p>Co-operate with others in teams for agreed purposes, taking roles and following guidelines established within the task.</p> <p>Describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.</p>	<p>Participate in a realistic context in assigned roles, developing knowledge and skills, team identity and social interaction skills</p>	<p>Teacher observation</p> <p>Team Performance Checklist</p> <p>Team Player Student rubric</p>
Personal Learning	The Individual Learner	<p>Students work co-operatively with peers, seeking and giving relevant feedback.</p>	<p>Be challenged through peer support, peer encouragement and trust</p>	<p>Teacher observation</p>	
	Managing Personal Learning	<p>Students demonstrate a positive attitude towards their learning.</p>	<p>Take ownership and responsibility for their learning</p>	<p>Team Player Student rubric</p>	
Interdisciplinary Learning	Thinking	Creativity	<p>Apply creative ideas in practical ways and test the possibilities of ideas they generate.</p>	<p>Contribute to team tactical discussions</p>	<p>Teacher observation</p>

Lesson 1

1. Explain objectives of the Unit to students:
 - To work in a team to improve tactical thinking in Tee ball
 - To take on a role of responsibility
 - To develop effective conflict management strategies
 - To develop persistence when experiencing difficult tasks
 - To monitor and describe their progress in learning
 - To develop Tee ball skills
 - To use information about game playing to help their team solve problems
2. Introduce TPSR (Teaching for Personal and Social Responsibility) levels.
3. Form 8 equal ability teams.
4. Brainstorm team names.
5. Select roles: coach – secretary – captain – tribunal – manager – statistics – trainer – scorer – equipment - first aid - player.
6. Write role responsibilities. (See Appendix 1)
7. Explain team folders.
8. Discuss main intention of Striking/Fielding games:
 - For the batter to strike the ball away from fielders and the fielders to be in positions to stop the ball and reduce running time.

Activity 1 – In Coming

- 4 teams in each corner of a square.
- In centre of square there are 4 zones. 2 with a tee and ball. 2 with tennis racket and tennis ball.
- The first player runs to centre zone and hits ball back to team from the hoop.
- Team members field the ball back to their corner.
- When ball is returned the batter runs back to their team, tags the next player to run to centre and hit ball.
- When all players have had a bat then rotate to next corner.



Variations:

- Modify the size of the playing area.
- Modify the type of racket
- Modify the number of player.

Lesson 2

Discuss TPSR levels. Focus on level 2 characteristics.
 Discuss and create "Fair Play Agreement".
 List fair play characteristics then choose 5 and write onto contract.
 Each team member sign's it. (See Appendix 2)

Activity 1 – Wheel Relay

Set up

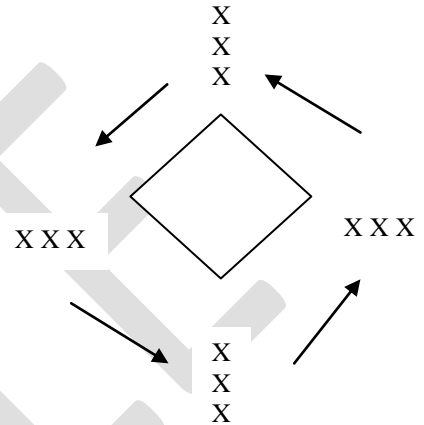
4 teams around 4 bases.

Aim

First player of each team runs around diamond then tags the next player in team.

Conditions

Must touch each base with your foot.
 Rotate base position and repeat 4 times.



Game – Line Ball

Set up

2 teams, 1 batting and 1 fielding

Aim

Batter hits ball and tries to run home before the ball is fielded

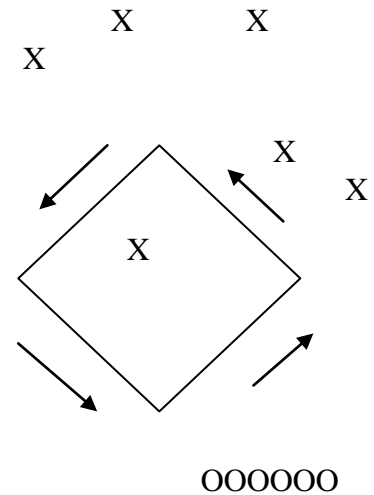
Conditions

The batter hits the ball off the tee and runs the bases.

The ball is fielded and ALL fielders run to line up behind the person who stopped the ball.

The batter tries to reach home plate before the fielders are lined up and call 'stop'.

Each batter has a turn then teams change.



Lesson 3

Discuss TPSR levels by revising Level 2: Involvement and participation. Discuss examples in a PE lesson, the playground and at home.

Discuss and hand out team folders which include: team name - list of responsibilities - fair play contract - Tee Ball rules – stretches - score sheet - field positions - tribunal note pad - TPSR levels - coloured role tags.

Activity 1 – Hit 4 and Go

Aim: To score as many runs as possible before all 4 balls are returned to the hoop.

Rules:

- 2 teams.
- Batter has 4 balls to be hit from the tee in succession.
- After 4 balls have been hit batter attempts to run around a cone and back as many times as they can.
- Fielders field all balls and return them to the hoop.
- When all balls are back fielding team calls 'stop'.
- Team with highest tally wins.

Encourage teams to have tactical meetings to create collective solutions and strategies.

Focus questions and tactical decisions to be made:

Batting	Fielding
<p>Where should you place the ball to score most points? Look for a space between fielders.</p>	<p>Where should you place the fielders to cut down the batters time? Place fielders in all areas to reduce batters options.</p>
<p>What type of hit should I use? In the air. On the ground.</p>	<p>How can the fielders get to the ball quickly? Fielders need to attack the ball on the run and back up team mates.</p>
<p>Should I play safe or take risks? Depends on the score and stage of game.</p>	<p>What is a good fielding position? Wide stance, eyes on the ball and hands ready in front of the body.</p>
<p>Where should you hit balls to create maximum time for scoring? Look for spaces. Move fielders away with successive hits of the ball.</p>	<p>How do you get all the balls back to the 'catcher' in the least time? Use team mates in a line to get balls back quickly.</p>

Game – Stuck on 1st Base

Set up

2 teams.

Aim

Batting team hits from the tee and runs to 1st base and back home to score a run.

Conditions

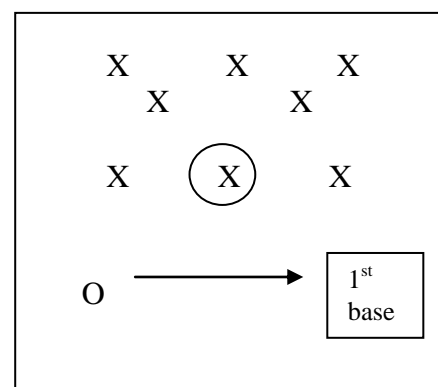
Runners may stay at 1st base as long as they want, but if not home by the last hitter they are out.

All batters bat then teams swap.

Fielders get you out by catching on full or throwing the ball to the fielder in the hoop

while the runner is stuck between home base and 1st base.

OOOOO



Lesson 4

Introduce Team Player Student rubric and discuss the purpose of the rubric.

(See Appendix 3) - **Assessment Task**

Discuss issues raised in the rubric and how they apply to the Striking/Fielding game.

Activity 1– Rapid Fire

Set up

2 teams, 1 batting and 1 fielding

Batter uses 3 batting tees.

Divide fielding area into scoring zones.

Aim

To hit all balls off the tees and score runs

Conditions

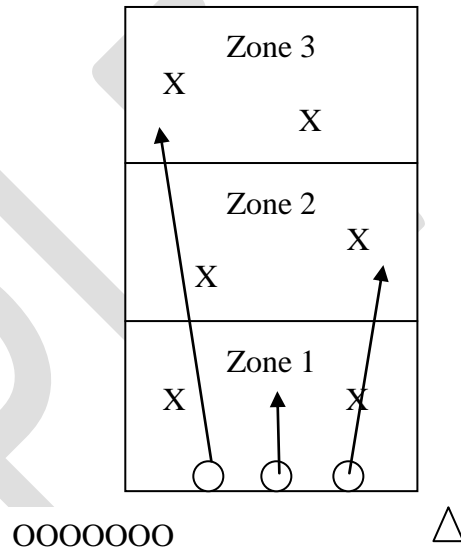
Batter hits all balls off tees.

The zone in which the ball is fielded within scores that many runs.

Fielders cannot move out of their zones until ALL balls have been hit.

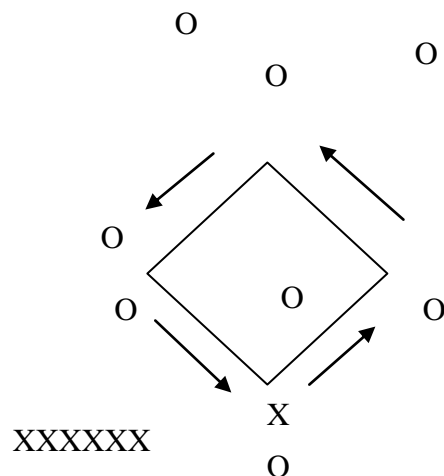
When balls hit batter runs around cone for extra points.

When all balls back on the tees call “stop”.



Game – Tee Ball

- 2 teams.
- Batting team hits from the tee and runs to 1st, 2nd, 3rd and home bases.
- Fielders get you out by catching the ball or throwing the ball to the fielder on the base you are running to before you touch the base.
- All batters have a turn then swap teams.
- (see Tee ball rules sheet in team folders)

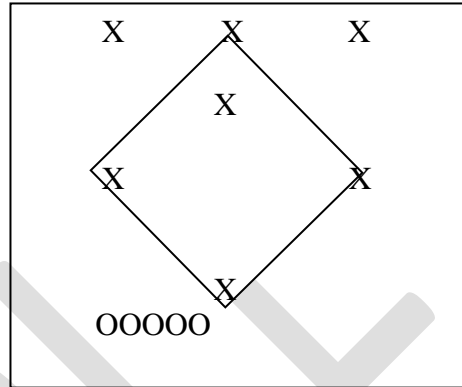


Lesson 5

Revisit the TPSR levels. Discuss level 3: Working with greater self responsibility. Discuss examples in a PE lesson, the playground and at home.
Discuss Tee ball rules. (See Appendix 4)

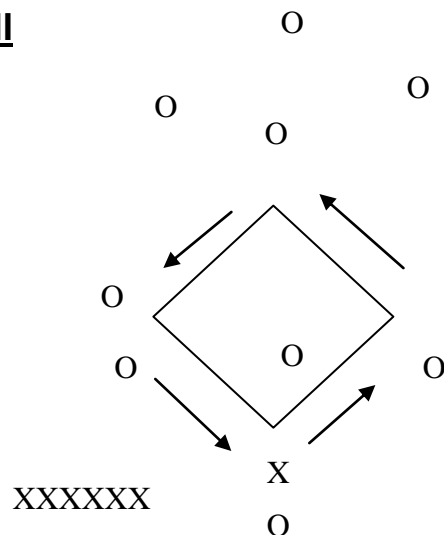
Activity 1 – Beat the Ball

- 2 teams and assume normal fielding positions.
- Batter hits ball and attempts to run all the bases before the fielding team fields the ball and throw it to 1st, 2nd, 3rd and home base.
- If the ball beats the runner home, the runner is out.
- If the runner beats the ball home they score 1 run.
- Each batter bats and then swap.



Game – Tee Ball

- 2 teams.
- Batting team hits from the tee and runs to 1st, 2nd, 3rd and home bases.
- Fielders get you out by catching the ball or throwing the ball to the fielder on the base you are running to before you touch the base.
- All batters have a turn then swap teams.
- (see Tee ball rules sheet in team folders)



Lesson 6

Revisit TPSR levels. Discuss level 4: Caring for others. Discuss examples in the PE lesson, the playground and at home.

Become familiar with the Team Performance Checklist (See Appendix 5)

Activity 1 – Zone Ball

Aim: To score as many points as possible by placing ball in scoring zones.

Rules:

- Each batter gets 3 hits after which batter change.
- Ball hit from tee and points earned according to where the ball is fielded.
- Field divided into 3 zones. 1 point for near zone/ 2 points for middle/ 3 for far zones.
- If caught on full then no score but not out until all 3 hits. Tally team total.

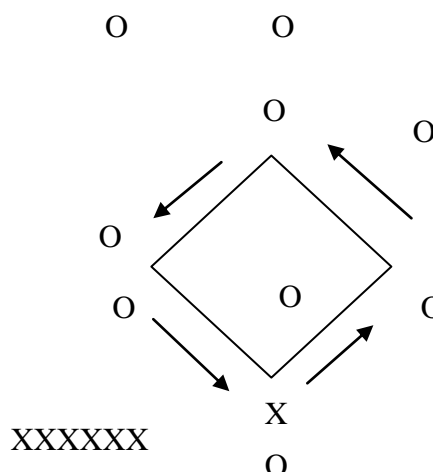
Encourage teams to have tactical meetings to create collective solutions and strategies.

Focus questions and tactical decisions to be made:

Batting	Fielding
<p>Where should you place the ball to score most points? Look for a space between fielders. Choose the space in the preferred scoring zone.</p>	<p>Where should you place the fielders to reduce scoring opportunities? Place fielders in all zones to reduce batters options.</p>
<p>What type of hit should I use? In the air. On the ground.</p>	<p>How can the fielders get to the ball quickly? Fielders need to attack the ball on the run and back up team mates.</p>
<p>Should I play safe or take risks? Depends on the score and stage of game.</p>	<p>What is a good fielding position? Wide stance, eyes on the ball and hands ready in front of the body.</p>

Game – Tee Ball

- 2 teams.
- Batting team hits from the tee and runs to 1st, 2nd, 3rd and home bases.
- Fielders get you out by catching the ball or throwing the ball to the fielder on the base you are running to before you touch the base.
- All batters have a turn then swap teams.
- (see Tee ball rules sheet in team folders)



Lesson 7, 8, 9

Create a list of helpful team calls to say during the competition. (See Appendix 6)

Teams compete in a series of Tee ball games using the sports education (SEPEP) approach.

8 teams play 2 games.

Teacher supervises umpires and recording of the Team Performance Checklist.

After each lesson display ladder.

In conclusion – teams hand in team folders. – **Assessment Task**

SAMPLE

Roles in Sport
Captain
The captain's
responsibility is to ...

Roles in Sport
Coach
The coach's
responsibility is to ...

Roles in Sport
First Aid
The first aid's
responsibility is to ...

Roles in Sport
Player
The player's
responsibility is to ...

Roles in Sport
Manager
The manager's
responsibility is to ...

Roles in Sport
Secretary
The secretary's
responsibility is to ...

Roles in Sport
Tribunal
The tribunal's
responsibility is to ...

Roles in Sport
Statistics
The statistics
responsibility is to ...

Roles in Sport
Trainer
The trainer's
responsibility is to ...

Roles in Sport
Scorer
The scorer's
responsibility is to ...

Roles in Sport
Equipment
The equipment's
responsibility is to ...

Roles in Sport
Player
The player's
responsibility is to ...

Fair Play Agreement

	<i>Fair Play Characteristics</i>
1	
2	
3	
4	
5	

On signing this Fair Play Agreement I agree to follow these rules to be a good sport at all times:

Team Player – Student rubric

	ALWAYS	OFTEN	SOMETIMES	NEVER
BEHAVIOUR	I always behave appropriately	I mostly behave appropriately	I sometimes ignore what is expected behaviour	I ignore what is expected behaviour
RESPONSIBILITY	I always take responsibility for my actions	I often take responsibility for my actions	I sometimes take responsibility for my actions	I do not take responsibility for my actions
FEEDBACK	I seek feedback from my peers	I often accept feedback from my peers	I sometimes accept feedback from my peers	I do not accept feedback from my peers
CO-OPERATION	I always co-operate in all activities	I can co-operate in small groups	I am beginning to co-operate	I am un-cooperative and interact negatively
SUPPORT	I always support and encourage team mates	I often support and encourage team mates	I sometimes support and encourage team mates	I never support and encourage team mates
ATTITUDE TO OTHERS	I recognise and celebrate the talents of others	I often recognise and celebrate the talents of others	I sometimes say 'put downs' to others	I say 'put downs' to others

Rules for Tee Ball

Strategy Two teams take it in turn to bat and field. All players play. Fielding positions are regularly rotated and everyone has a bat in every innings. An innings is completed after every player in a team has had a bat.

Batting The ball is hit from a tee. Once the ball has been hit, the batter must run to first base. To be safe the batter must touch the bases before the ball is fielded and thrown to the base fielder.

Running bases A base runner may only run when a team member hits a FAIR ball. Base stealing is not permitted. A base runner must run to the next base if forced by an advancing team member. All base runners must keep their foot touching the base until the ball is hit.

Fouls A foul occurs if the batter hits a ball into the foul territory outside bases 1 and 3.

Strikes Strikes are NOT played

Players out A batter is out if:

1. A hit ball is caught on the full
2. The ball is fielded and thrown to a base before the batter arrives.
3. The bat is thrown.

Tee Ball Tactics Team Performance Checklist

Team Name _____

Team Members _____

Performance Criteria	Max. score for each criteria	Game 1 versus	Game 2 versus	Game 3 versus	Game 4 versus
<p><u>Before Game scores</u> All team members shake hands with opposite team.</p>	2				
<p><u>During Game</u></p> <p><i>Encouragement</i> Always encouraging (4), usually (3), often (2), sometimes (1), seldom (0)</p> <p><i>Accepting umpire's decision</i> Reduce 1 point for each disagreement. Minimum points = 0</p> <p><i>Shared team participation</i> Reduce 1 point if a player dominates. Reduce 1 point if a player isn't included fairly. Minimum points = 0</p> <p><i>Sportsmanship</i> Reduce 1 point if a player argues with opposition or deliberately disrupts play. Minimum points = 0</p>	4 3 3 3				
<p><u>After Game</u> All team members shake hands with opposite team.</p> <p><u>Result</u> Win = 3 points, draw = 2 points, loss = 1 point</p>	2 3				
Total points	20				

Tee Ball Tactics Team Performance Checklist

Team Name _____

Team Members _____

Performance Criteria	Max. score for each criteria	Game 5 versus _____	Game 6 versus _____	Game 7 versus _____	FINAL _____
<p><u>Before Game scores</u> All team members shake hands with opposite team.</p>	2				
<p><u>During Game</u></p> <p><i>Encouragement</i> Always encouraging (4), usually (3), often (2), sometimes (1), seldom (0)</p> <p><i>Accepting umpire's decision</i> Reduce 1 point for each disagreement. Minimum points = 0</p> <p><i>Shared team participation</i> Reduce 1 point if a player dominates. Reduce 1 point if a player isn't included fairly. Minimum points = 0</p> <p><i>Sportsmanship</i> Reduce 1 point if a player argues with opposition or deliberately disrupts play. Minimum points = 0</p>	4 3 3 3				
<p><u>After Game</u> All team members shake hands with opposite team.</p> <p><u>Result</u> Win = 3 points, draw = 2 points, loss = 1 point</p>	2 3				
Total points	20				

Our Team Calls Worksheet



Our Team Calls
