

TEE BALL TACTICS

Level 3 and Level 4: Movement and Physical Activity

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 demonstrate Tee Ball skills
- To provide information about game playing to help their team solve problems

Modified Tee Ball activities with a focus on developing tactical thinking. Students will participate in these activities and experience tactical discussions and tactical skill development.

PE Teaching Strategies:

Games Sense
SEPEP – Sport Education
TPSR – Teaching for Positive Relationships

Assessment Tasks:

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

Resources:

Australian Sports Commission 1990, *Aussie Sportsfun* Canberra.

Hellison, D. (2003). *Teaching Responsibility Through Physical Activity*. 2nd Edition. Champaign, IL: Human Kinetics.

Pill, S. (2010). *Play with Purpose*. 2nd Edition. Hindmarsh, SA: Australian Council for Health, Physical Education and Recreation (ACHPER).

AUSTRALIAN CURRICULUM

Movement and Physical Activity – Year 3 and Year 4

...previous learning in movement to help students develop greater proficiency across the range of ... combine movements to create more complicated movement patterns and sequences. Through participation ... develop their knowledge about movement and how the body moves. They do this as they explore ... interests and learn about the benefits of regular physical activity. The Year 3 and 4 curriculum ... through movement personal and social skills such as leadership, communication, collaboration,

... in a ... the feat ... also provid ... problem-solving.

Areas and Descriptions

Moving our bodies			Learning through movement	Learning through movement
<p>Practise and refine fundamental movement skills in different movement situations.</p> <p>Perform movement sequences which link fundamental movement skills.</p> <p>Practise and apply movement concepts and strategies.</p>			<p>Engage in physical activity and ...</p>	<p>Adopt inclusive practices when participating in physical activities.</p> <p>Apply innovative and creative thinking in solving movement challenges.</p> <p>Understand basic rules and scoring systems, and demonstrate fair play when participating.</p>
Active play and minor games	Challenge and adventure activities	Fundamental movement skills		Rhythmic and expressive activities

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Achievement standards

By the end of Year 4, students recognise strategies for managing change. They examine influences that ... responses vary and understand how to interact positively with others in different situations. Students interpret ... healthy and safe choices. They understand the benefits of being fit and physically active. They describe the con ... resources available locally to support their health, safety and physical activity. Students apply strategies for working ... decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and ... skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create ... using fundamental movement skills and the elements of movement.

Australian curriculum overview for Tee Ball unit

		Content Descriptions	Evidence of Learning	Assessment
Motor and physical activity	Understanding movement	<p>Refine fundamental movement skills in various movement situations</p> <p>Understand movement concepts</p> <p>and well-being</p> <p>Combine the elements of time, objects and people into movement sequences</p>	<p>Demonstrate the skill of hitting and catching the ball</p> <p>Demonstrate attacking and defending play to create scoring opportunities</p> <p>Participate in regular physical activity reflecting on their feelings about participation</p>	<p>Teacher observation</p> <p>Team Performance Checklist</p> <p>Self-assessment using the TPSR levels after each lesson</p>
	Learning through movement	<p>Adopt inclusive practices when participating in physical activities</p> <p>Apply innovative and creative thinking in solving movement challenges</p>	<p>Ability to accelerate and decelerate when hitting the ball</p> <p>Others to...</p> <p>Test alternative challenges and effectiveness of each...</p>	<p>Team Performance Checklist</p> <p>Team player rubric</p> <p>Portfolio Folder</p>

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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

Introduce TPSR (Teaching for Personal and Social Responsibility) levels.

Form 8 equal ability teams.

Form team names.

Roles: coach – secretary – captain – tribunal – manager – statistics – trainer –

first aid - player.

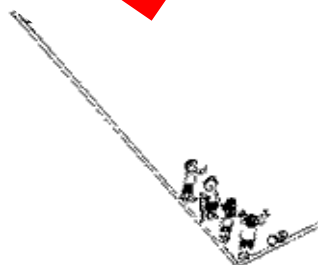
Responsibilities. (See Appendix 1)

Striking/Fielding games:

Positioning: batter away from fielders and the fielders to be in positions to

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- 4 teams in each corner.
- In centre of square the batter has a tee and ball. 2 fielders with a 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.

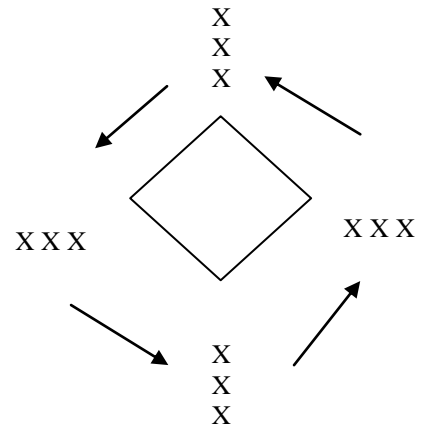
Lesson 2

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

4 bases.

1 player runs around
 1 player in



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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.

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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 possible.
- Fielders get all balls and return them to the hoop.
- First team back fielding team calls 'stop'.
- Team with most runs wins.

Practical meetings to create collective solutions and strategies.

to be made:

		Fielding
Where should you place the fielders to cut down the batter's options? Look for a space between the batter and the hoop.		How should you place the fielders to cut down the batter's options? Place fielders in all areas to reduce batters options.
What type of hit should you aim for? In the air. On the ground.		How should you get to the ball quickly? Run to the ball on the run and back to the hoop.
Should I play safe or take risks? Depends on the score and stage of game.		How should you be ready in the field? Be ready in the field.
Where should you hit balls to create maximum time for scoring? Look for spaces. Move fielders away with successive hits of the ball.	How should you be ready in the field? Use team communication.	How should you be ready in the field? Be ready in the field.

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.

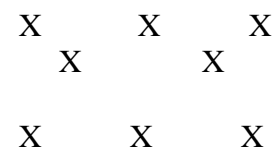
Conditions

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

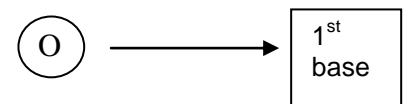
All batters bat then teams swap.

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

while the runner is stuck on 1st base and 1st base.



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Lesson 4

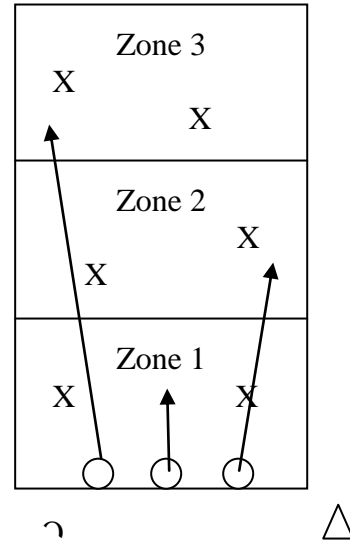
Introduce Team Player Student rubric and discuss the purpose of the rubric.

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

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

Activity 1– Rapid Fire

ing and 1 fielding
tees.
scoring zones.
score runs

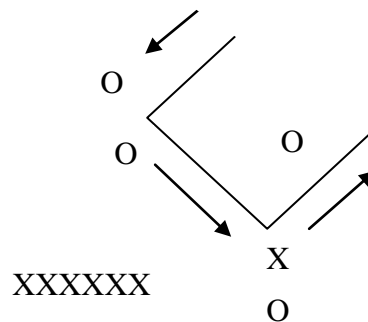


w.
Fielder
until ALL
When balls r.
for extra points.
When all balls back c
“stop”.

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Game

- 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)

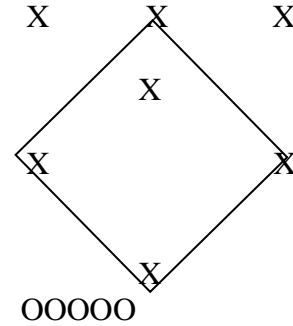


Lesson 5

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)

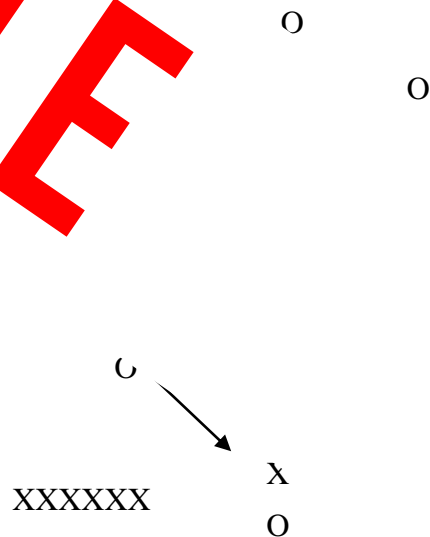
Activity 1 – Beat the Ball

- 2 teams and assume normal fielding positions.
- Batter hits ball and attempts to run bases before the fielding
- Fielder catches the ball and throw it to home base.
- If runner home, runner home, runner home



SAMPLE

- 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.

Each hit from tee and points earned according to where the ball is fielded.

Field is divided into 3 zones. 1 point for near zone/ 2 points for middle/ 3 for far zones.

Out then no score but not out until all 3 hits. Tally team total.

Have tactical meetings to create collective solutions and strategies.

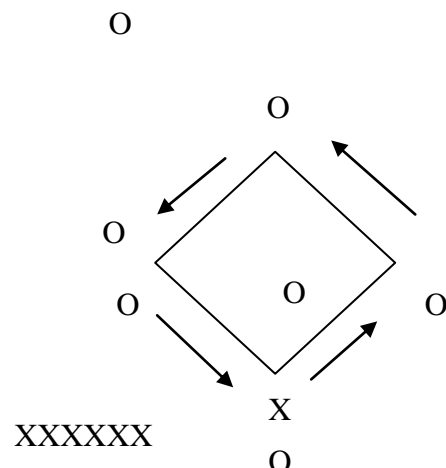
to be made:

Fielding	
<p>Where should I place the fielders to reduce scoring opportunities? Look for a space Choose the space</p>	<p>Fielders in all zones to reduce batters</p>
<p>What type of hit should I expect? In the air. On the ground.</p>	<p>Fielders get to the ball quickly? Catch the ball on the run and</p>
<p>Should I play safe or take risks? Depends on the score and stage of game.</p>	<p>Fielders ready</p>

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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.

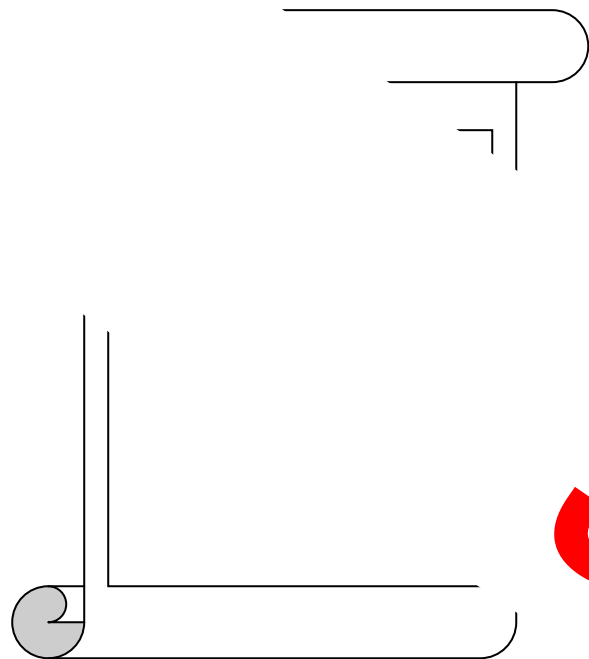
• play 2 games.

• uses umpires and recording of the Team Performance Checklist.

• play ladder.

• ladders. – **Assessment Task**

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

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

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

Man
The manager's responsibility is to ...

Roles in Sport
Secretary
The secretary'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 ...

Equ...

The equipment
responsibility is to .

Roles in Sport
ver

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Fair Play Agreement

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

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

Team Player – Student rubric

	ALWAYS	OFTEN	SOMETIMES	NEVER
BEHAVIOUR		I mostly behave appropriately	I sometimes ignore what is expected behaviour	I ignore what is expected behaviour
RESPONSIBILITY	I take responsibility for my actions	I 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 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 sometimes co-operate in all activities	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 recognise and celebrate the talents of others	I do not recognise and celebrate the talents of others

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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.

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.

Base runners may only run when a team member hits a FAIR ball. Running is not permitted. A base runner must run to the next base when a team member is advancing team member. All base runners must touch each base until the ball is hit.

Fouls A foul ball is a ball that is hit into the foul territory outside the base.

Strikes Strikes are NOT counted.

Players out A batter is out if:

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

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Tee Ball Tactics Team Performance Checklist

Team Name _____

Team Members _____

Criteria	Max. score for each criteria	Game 1 versus _____	Game 2 versus _____	Game 3 versus _____	Game 4 versus _____
<p>During</p> <p><i>Encouragement</i> Always encouraging (4), (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>	2				
<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>	3				
<p>Total points</p>	20				

SAMPLE

Tee Ball Tactics Team Performance Checklist

Team Name _____

Team Members _____

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

SAMPLE

