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canadien**

**Canadian  
Heritage**

## **Sport Canada**

The mission of Sport Canada, a division of Heritage Canada, is to support the achievement of high performance excellence and the development of the Canadian sport system to strengthen the unique contribution that sport makes to the Canadian identity, culture and society.

**Visit Sport Canada at: [www.pch.gc.ca/sportcanada](http://www.pch.gc.ca/sportcanada)**



Major League Baseball, the world's leading professional baseball organization, is proud to be a part of the Winterball program. Major League Baseball appreciates the hard work and dedication of all Winterball instructors and participants. By demonstrating the skills of the game in an exciting and fun environment, this program continues to increase participation and awareness of baseball in Canada.

**Thanks for being a part of Winterball!!**





# TORONTO BLUE JAYS

The players on the Toronto Blue Jays must have wondered what they had got themselves into as they prepared to take the field in a snowstorm. The date was April 7, 1977 and the occasion was the first game ever for the brand new professional baseball team in Toronto. The players had trained for this big day for many weeks in sunny Florida and were prepared to face the visiting Chicago White Sox. However, they weren't prepared to face blowing snow and freezing temperatures. Perhaps Doug Ault was though – he hit a pair of home runs to lead the Blue Jays to a 9-5 victory.

That was the first of many victories for the team that has been a favourite of sports fans in Toronto, across Ontario and throughout Canada since the late 1970's. A team that struggled in its early years, sometimes losing 100 or more of its 162 games each year, rose quickly to be the very best in all of baseball. In 1992, the Blue Jays beat the Atlanta Braves in the World Series to be crowned as the world champions. The following year, Toronto won the World Series again, beating the Philadelphia Phillies on a dramatic home run from Joe Carter.

Carter is one of many All-Stars that have played for the Blue Jays. Some of baseball's best players have pulled on a Blue Jays uniform down through the years including Dave Stieb, George Bell, Tony Fernandez, Roberto Alomar, Pat Hentgen, Roger Clemens and Roy Halladay.

With a rich history and great players like that, it's not surprising that millions of fans have bought tickets to see the Blue Jays play, first in the old Exhibition Stadium and later in the world-famous Rogers Centre, which opened its doors as the SkyDome in 1989. Only two teams in Major League Baseball, Toronto and Colorado, have played before more than four million fans at home in a single season. The Blue Jays have done it three times thanks to the loyal support of the Club's great fans.

Having won the AL East Crown and made their first postseason appearance since 1993, the Blue Jays fans are now eagerly awaiting for the upcoming baseball season. The Jays hope to build on the success they had in 2015 and enjoy another great season in 2016.

For more on the Toronto Blue Jays, the team's glorious history, its talented players past and present and ticket information, please visit the Club's official website. It can be found at [www.bluejays.com](http://www.bluejays.com).





# WINTERBALL

## *Introduction*

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**W**INTERBALL is a program launched by Baseball Ontario. Baseball Canada, with the support of Baseball Ontario, has moved the program forward by delivering it across Canada. It has the support of Sport Canada, MLB (Major League Baseball) and the Toronto Blue Jays in promoting and delivering this program to your school. It is designed to attract participants to the sport of Baseball.

The primary focus of Winterball is to introduce to children the fundamentals of baseball in a fun manner that is non-competitive and that provides a positive learning experience for all involved.

Designed for students in grades K-6 (aged 6-12 years), Winterball progresses through activities set out in nine different lesson plans. Lessons are taught in three sets (K- Gr. 2, Gr. 3-4 and Gr. 5-6) to ensure students learn at an appropriate skill and ability level.

Winterball is designed to comply easily with the Ministry of Education's current curriculum to ensure quality activities that measure students' progress. The program includes complete and detailed lesson plans with warm-up activities, games introducing skill techniques, cool-down activities, as well as teaching tips, diagrams and a glossary. The teaching manual included provides terminology that is applicable to students of both genders and designed to fit within the education system's guidelines.

### **Goals and Objectives of the Winterball Program**

- To promote an active and healthy lifestyle to children while encouraging them to participate in sport
- Help increase participation in baseball locally, provincially and nationally by introducing the sport in a fun and exciting program
- To teach the fundamentals of baseball while promoting a safe and non-competitive environment that provides children with a fun sport experience that is inclusive of everyone, regardless of gender or physical ability
- To give students the opportunity of working in a teamwork setting, teaching them the importance of working together to achieve a common goal
- To develop a program that helps students realize individual progress on a continual basis.

### **Winterball Expectations**

All students following the teacher's lesson plans detailed in the Winterball program will exhibit proficiency in movement skills while gaining social skills by working and getting along with others.



At the completion of each grade level (K-6), students will demonstrate competency in locomotion, stability and manipulation. Students will also use the principles of movement to acquire skills through body awareness, space awareness, effort and relationship.

Children will also display social skills to cooperate with and respect others while demonstrating fair play, activity etiquette and group interaction.

During the Winterball program, children will also benefit through the practice of daily participation, fitness activity and personal and group safety.

In the enclosed package, you will find an evaluation sheet. We encourage you to take a few moments to complete the form and return it to us, as your input is vital to the growth and improvement of the Winterball program. This form can also be completed online in just a few short minutes at [http://www.winterball.ca/eng\\_doc.cfm?DocID=69&Related=13](http://www.winterball.ca/eng_doc.cfm?DocID=69&Related=13).

We thank our sponsors in assisting us throughout this program's development, as this endeavor would not be possible without their dedication to this important cause.

Active Ontario, Sport Canada and the Toronto Blue Jays contributed to the creation and distribution of equipment, as well as the promotion and marketing of the program to ensure its growth from concept to reality.

The Coaching Association of Canada allowed us to use portions of the book *Getting Started in Baseball* from the 3M NCCP coaching series, which provided valuable insight in preparing the Winterball program.

Finally, the Canadian Centre for Ethics in Sport provided much-appreciated portions of "Fair Play – It's Your Call," which offered perspective into sportsmanship and fun.

Thank you for your participation and attention to this program. We hope you learn a great deal from it and encourage you to contact us should you ever have any questions or concerns.

## **Worksheets**

The last section of this manual contains four 'Baseball Worksheets' (two pages each) for Winterball students. The worksheets teach some of baseball's fundamental rules and concepts through fun and interesting exercises in reading comprehension, vocabulary, and math. Please review the worksheets before copying and handing them out to students, as they may only apply to certain ages/grades.

## **Fan Guide**

The Major League Baseball Fan Guide is also a new addition to the Winterball program. The guide features great action photos of Major League players, an MLB superstar poster, breaks down the basic rules of the game, introduces students to the 30 Major League Clubs and highlights ways for students to keep track of the MLB season and become more involved in the game. Please make sure all Winterball students receive a Fan Guide!!



## **This is Baseball**

'This is Baseball,' Major League Baseball's introductory video to the game of baseball, is included in your Winterball Equipment Pack. This 22-minute video explains the basics of baseball through footage and highlights of real Major League games and showcases all components of the world's premier baseball league. Please enjoy this video with all those participating in the Winterball program. Note: It might help students to view the video before doing the worksheets, but is by no means a mandatory prerequisite.

## **Play Ball!!**

When Winterball is over, there are plenty of opportunities for students to continue to develop their skills by playing baseball in your area. Please encourage all students, boy or girl, beginner or expert, young or old, to sign up with their local baseball league.

All they have to do is contact a provincial association and register in a local region:

- **BASEBALL B.C.** - (604) 586-3310, [www.baseball.bc.ca](http://www.baseball.bc.ca)
- **BASEBALL ALBERTA** - (780) 427-8943, [www.baseballalberta.com](http://www.baseballalberta.com)
- **BASEBALL SASKATCHEWAN** - (306) 780-9237, [www.saskbaseball.ca](http://www.saskbaseball.ca)
- **BASEBALL MANITOBA** - (204) 925-5763, [www.baseballmanitoba.ca](http://www.baseballmanitoba.ca)
- **BASEBALL ONTARIO** - (519) 740-3900, [www.baseballontario.com](http://www.baseballontario.com)
- **BASEBALL QUÉBEC** - (514) 252-3075, [www.baseballquebec.com](http://www.baseballquebec.com)
- **BASEBALL NEW BRUNSWICK** - (506) 451-1329, [www.baseballnb.ca](http://www.baseballnb.ca)
- **BASEBALL NOVA SCOTIA** - (902) 425-5450 Ext. 355, [www.baseballnovascotia.com](http://www.baseballnovascotia.com)
- **BASEBALL P.E.I.** - (902) 569-0583, [www.baseballpei.ca](http://www.baseballpei.ca)
- **BASEBALL NL** - (709) 576-3401, [www.sport.ca/nlbaseball](http://www.sport.ca/nlbaseball)

*Don't forget to visit [www.baseball.ca](http://www.baseball.ca) for all of your baseball information needs.*



# KINDERGARTEN & GRADES 1 & 2

## Lesson 1

### Lesson Objective:

- Progression in the skill of throwing



### Equipment Required:

- Softer balls (Soft/foam/wiffle balls)
- (Optional) Tape, easy to remove from gym wall
- Cones/pylons

### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

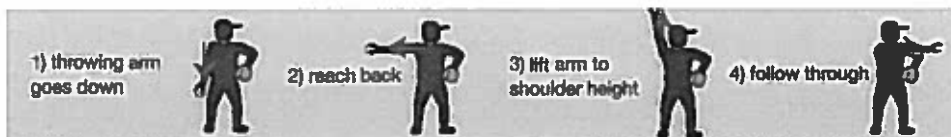
The teacher should review with all students the proper grip on a ball used for throwing.

- Grip 2 fingers over the seams of the ball if possible (3 fingers are acceptable for smaller hands)
- Throwing hand thumb should be pointing down; hand and elbow high
- Full arm extension on release of ball
- Step towards target
- Push off the back foot



With a ball the students should grip the ball properly and show the teacher for review.

Without a ball in the hand, the teacher should show the students the proper throwing technique known as "The Wheel".



## Skill Development:

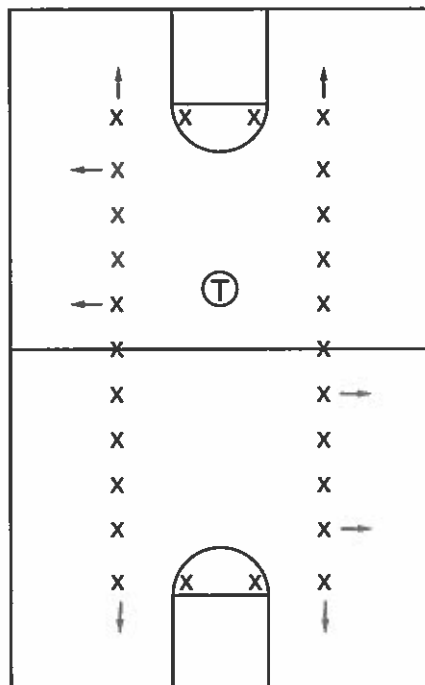
Have the teacher line up all the students around the entire gym, 5 feet away from the wall. Space the students out properly. In a sitting position, students should take a ball in the hand, simultaneously properly grip the ball.

All students should then proceed to position themselves as shown in step 1 of "The Wheel;" progression. Then proceed to step 2 (reach back), step 3 (lift arm to shoulder height), then finish with releasing the ball at the wall and step 4 (follow through). Expect the ball to bounce off the wall. The students should block the ball with their body so that the ball does not go past them. To control the speed of the rebounding ball, do not have the students throw hard at the beginning. Focus on proper technique rather than speed.

## Game 1:

For aiming purposes, pick a spot on the wall that is roughly the same height as students' chest. (Optional) Place a piece of tape at this spot on the wall across from each student. Student should be 5 feet away from the wall. Ask all students to aim/throw at the wall (piece of tape). If they hit the proper spot they receive 1 point.

Select partners for each of the students to play this game. The students should take turn aiming at the tape on the wall and collecting points. Once one player reaches 5 points, allow the student to change partners and start over.



### LEGEND

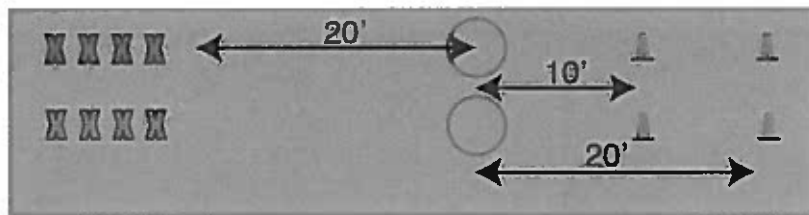
- X STUDENTS
- Ⓣ TEACHER
- ↓ DIRECTION OF MOVEMENT

## Game 2:

Split the students up into equal sized teams, ideally 4 per team. If a team is short a student, have someone go a 2<sup>nd</sup> time. Each team forms a line. 20 feet away is a group of 8 balls (2 per person on the team). The first student from each team runs to the group of balls for their team, and then proceeds to throw the ball towards a first cone 10 feet away. They then take a 2<sup>nd</sup> ball and throw it towards a cone that is 20 feet away. If the 1<sup>st</sup> cone is hit from 10 feet away the team is awarded 1 point. If the 2<sup>nd</sup> cone is hit from 20 feet away the team is awarded 2 points. Once the first student from each team throws 2 balls, have them run back to the line and high five a teammate to signal their turn to go next. First team to complete the relay is awarded an additional 2 points.

Have all of the throwing going in one direction to avoid students from being accidentally hit.

Variations: instead of running, student can hoop.



## Focus Points:

- Grip on the ball
- The Wheel progression for throwing a ball
- Aim at target on follow through



# KINDERGARTEN & GRADES 1 & 2

## Lesson 2

### Lesson Objective:

- Catching, absorb the ball when catching it.

### Equipment Required:

- Soft/foam/wiffle balls



### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

Have each student with a ball in their hand, toss the ball underhand 2 to 4 feet in the air above them. The students should catch the ball with two hands, pulling hands towards the body (ideally chest).

Have the teacher line up all the students around the entire gym, 5 feet away from the wall. Space the students out properly. Tell the students to throw their ball against the wall. The students should then attempt to catch their ball using two hands and pulling the ball into their chest.

### Skill Development:

The teacher should first show the students the skill prior to asking students to complete an activity/game. Some students learn by seeing others do a skill first. The teacher should move around the gym so all students feel supported in skill development. Show the students that if a thrown ball is low or rolling on the floor, it is best to bend at the knees instead of the back to catch the ball.

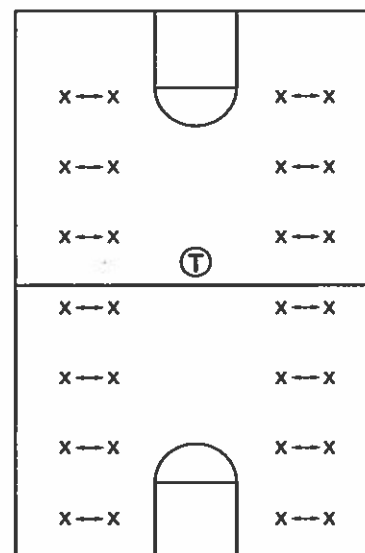
## Game 1:

In partners, with 1 ball, position the students standing 1 foot apart, facing each other. The students then take turns tossing the ball underhand to their partner and their partner should catch the ball with two hands. When both students have successfully caught the ball, they each take a small step back and continue the game. If the ball is dropped, both students must take a small step forward, never getting closer than 1 foot apart. The object of the game is to reach a distance of 5 feet apart.

If a few groups finish before the others, mix those groups up and have them start again.

### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- ↓ DIRECTION OF MOVEMENT



## Game 2:

In groups of 2, with each student having a soft ball, position the students 5 feet apart. Have both students sit on the floor. When directed by the teacher, have each student role a ball to their partner at the same time. Upon properly catching the ball, next have the students bounce the ball towards each other. Once properly completed, the final progression is for the students to toss the ball underhand to their partner. Once all three items are completed, have the students move to a kneeling position knees and continue the 3 parts of the game. Once the students are completing proper catches at this stage, continue on to kneeling on one knee (same side knee as throwing arm). Once students accomplish this, move them to their feet and continue the final portion of the game.

The goal is to get to your feet and complete all 3 parts prior to a set time from expiring. Switch partners and try again.



### Focus Points:

- Catch with two hands
- Bend at the knees if ball on ground

# KINDERGARTEN & GRADES 1 & 2

## Lesson 3

### Lesson Objective:

- Throwing to partner

### Equipment Required:

- Softer balls (Soft/foam/wiffle balls), different sizes



### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

Pick a spot on the wall that is chest high (students height) for each student to aim at. (Optional) Place a piece of the tape on the wall across from each student. The students should be 5 feet away from the wall.

Have the student throw the ball against the wall. The students should attempt to catch the ball using two hands and bringing ball into their chest.

### Skill Development:

Remind the students of proper grip on the ball and proper throwing steps.

When catching a ball, see below.

- Thumbs together, palms facing out for high balls.
- Little fingers together, palms facing out, for low balls.
- Arms should be extended in front of the body ready to catch.
- Bring the ball into the body (give with the ball) as it is caught.



## Game 1:

All the students pair up and start in a sitting position, 5 feet apart, with 1 ball per pair. The ball starts with students on same side. This allows the teacher to view everyone throwing in the same direction. The teacher can add a 1-2-3 verbal instruction so that everyone throws on the 3 count. All the students start on the teachers command. The object is for both students in the pairing to throw the ball, and in turn catch the ball properly. Throw the ball 2 feet high to your partner. Upon the direction from the teacher, the students then throw the ball back and forth several times.

Partners then go to the wall and in a standing position, toss the ball at the wall 2 feet higher than previously. The student should alternate throwing and catching. The goal is to catch 5 balls each without allowing one to drop to the floor.

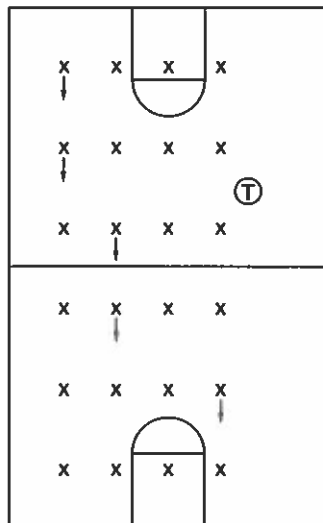
Variation: Depending on the skill level, both students would simultaneously toss their balls against the wall and then catch their partners' ball.

## Game 2:

Split the class up into 4 teams all looking towards the same end of the gym. Space the students roughly 5 feet behind each other for 1 long line per group. Space the lines roughly 10 feet from each other.

Give the first person from each team a soft ball and have them turn around and toss the ball to the 2<sup>nd</sup> teammate in line. If a good throw and a good catch occurs, the 2<sup>nd</sup> person in line turns around and continues by tossing the ball to the next teammate.

Variations: you can also make more lines, or have students that successfully throw the ball run to the end of their line so that the line becomes continuous (until you run out of space in gym).



### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- ↓ DIRECTION OF MOVEMENT

## Focus Points:

- Grip on the ball
- The Wheel progression for throwing a ball
- Aim at target on follow through
- Catching with two hands and bringing the ball into the body

# KINDERGARTEN & GRADES 1 & 2

## Lesson 4

### Lesson Objective:

- Receiving a ground ball

### Equipment Required:

- Foam balls
- Gym balls
- Wiffle balls



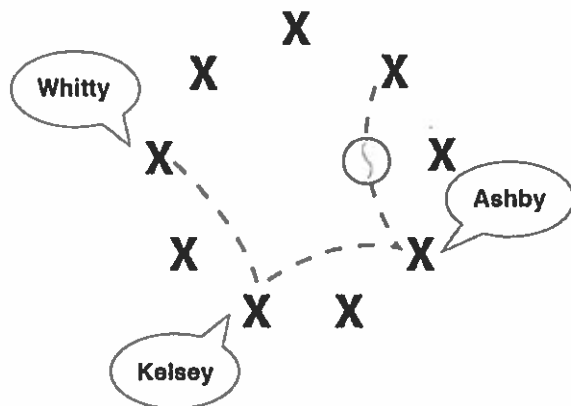
### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

Split the student into 3 groups, with an odd number of students in each group if possible. Have the students stand in a circle. The teacher gives a ball to one player (if a circle has even numbers, then give a ball to two different students). At the start signal, the student with the ball throws the ball underhand to the second player to their right. While throwing the ball, they must say the name of the student catching the ball.

Once the students become comfortable with one ball, the teacher can add a second, third and fourth ball. See how many balls the players can handle at the same time.



## Skill Development:

The teacher is to have students focus on communication when relaying the ball to each other. The students are only to forward the ball to their classmate when the classmate is ready to receive the ball. Focus should be on the technique of the skill. Speed when doing a skill will develop if a solid base of the skill is established first.

### Game 1:

Spread all of the soft (foam/gym/wiffle) balls along the wall at one end of the gym. Do not use hard indoor balls. An empty bag is to be placed at the other end of the gym against the wall. Spread out the students throughout the gym. The entire group works together as a team vs. the stop watch. The object is to get all of the balls from one end of the gym into the empty bag at the opposite end of the gym. Balls can only be passed to the person next to you, meaning you cannot throw the ball from one end of the gym to the other over students heads. Students cannot run with the ball. The balls can only move by tossing them to their classmate. It is a massive relay race to get all balls from one end into the bag at the opposite end.

Ensure only 1 ball is being tossed to a student at a time.

Mark the time and try again to beat the previous record.

### Game 2:

In each corner of the gym, place 3 balls. The teacher stands in the middle of the gym with a bag and the rest of the soft balls. Students spread out throughout the gym. On the teachers' instruction, all the balls in each corner are to make their way into the teachers' bag at the center of the gym. Students cannot run/walk with a ball in hand. They can only toss it to a classmate once they are prepared to receive the ball (watching for the throw). At the same time, the teacher starts to roll out balls from the bag into vacant areas of the gym. These balls are also to be thrown and caught by students and returned to the teachers bag.

Set a time limit for this game, and at the end of the game, count how many balls are not placed back into the bag in the middle of the gym.

Restart game and try to beat the previous record.

### Focus Points:

- Communication
- Watch the ball at all times
- Ensure person is looking at you before you toss the ball



# KINDERGARTEN & GRADES 1 & 2

## Lesson 5

### Lesson Objective:

- Hitting & fielding the ball.

### Equipment Required:

- Cones
- Gym ball (soft balls)



### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

Have the teacher line up all the students around the entire gym, 5 feet away from the wall. Space the students out properly. Have the students use the open palm of their hand to hit the ball towards the wall. They should attempt to catch the ball once it bounces off of the wall.

Students are not to hit the ball when it is above their chest height.

### Skill Development:

The students should focus on eye-hand coordination. This item is key to not only these activities and games, but to all sports in general. Teacher should both explain and demonstrate the activities of skills as this gives a visual explanation to students who need it. The teacher should circulate and provide feedback on positioning and body action.

## Game 1:

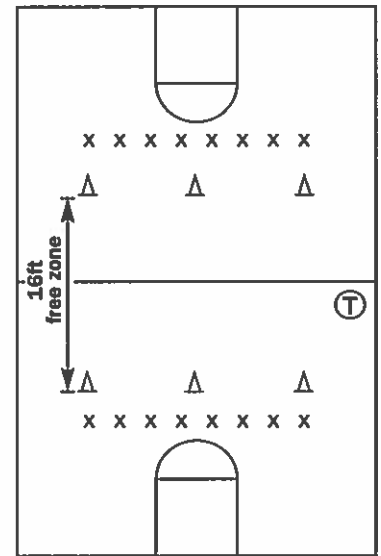
Split the students up into 2 teams. Set cones 8 feet apart on either side of a line in the middle of the gym, creating a 16 foot free zone. No students are allowed in this free zone during activity.

Line up the two teams across the gym, facing each other. Each student has one gym ball (soft ball) in their hand. Each student is to hit the ball with the open palm of their hand, never hitting the ball above their chest. When a student hits a ball, they are to direct the ball towards the other teams' line. As a ball comes towards a student, they are to catch the ball and immediately hit the ball back towards the other team (again, use open palm of the hand to hit ball).

The object is to have all of the balls at the other side of the gym. If a ball is in the free zone, that ball is declared dead.

### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- △ CONES



## Game 2:

Split the students up into teams of 4, with 1 ball each. Have 1 student be the hitter and 3 others be the fielders. The 3 fielders form a semi circle, 5 feet from the batter and 4 feet apart. Have the batter's back toward the middle of the gym. Move the groups around the gym so they are equally spaced out.

Have the hitter with the ball in one hand, extend their hand to eye level. As they drop the ball, they hit the ball with the open palm of their other hand. Fielders catch the ball and toss it back to the hitter. The goal is to hit the ball to all 3 fielders. Once a hitter completes this goal, 1 of the fielders switches positions with the hitter. The game continues until all fielders have been a hitter.

The goal is to see what team has all participants complete the hitters position in the shortest amount of time.

Variations: If there is a slower team, have them only hit to 2 of the 3 fielders before switching hitters.

## Focus Points:

- Direct ball when you want to hit it by moving angle of hand.
- Eye-hand coordination.
- Watch the ball until you hit the ball.
- Catch with two hands.



# KINDERGARTEN & GRADES 1 & 2

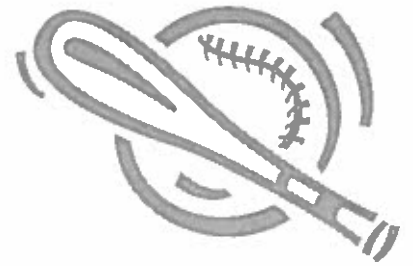
## Lesson 6

### Lesson Objective:

- Batting and base running

### Equipment Required:

- Foam bat
- Gym ball (soft balls)
- Cones



### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:



Split the students into 4 teams, 1 group per foam bat. Mark a start line approximately 15 feet from the back wall of the gym. Mark a finish line approximately 40 feet away from the start line. Have the 1<sup>st</sup> person in each team take the foam bat and spread out along the start line. One person from each team should be 5 feet past the finish line. Everyone else on each team should be behind the student with the bat, back against the wall.



One at a time the students take a swing at an imaginary ball, drop the bat, and run as fast as possible through their finish line. They continue until they receive a high five from a teammate that's 5 feet past the finish line. The runner then assumes that teammate's position to give the next runner a high five. After a student gives the runner a high five, they walk back (out of the way of runners) to the end of their teams' line.



### Skill Development:



Teacher should demonstrate for students the proper stand for batting. Have them work in partners to practice the movement of batting without equipment. Teacher should move around the gym and provide feedback on stand and position.

**Variations and progression:**

**A** Close feet (compact stance)  VS  Wide feet (wide stance)

**B** Straight legs  VS  Bent legs

**C** High hands  VS  Low hands

**D** Bat pointing straight up  VS  Lying on shoulder

**E** Complete swings without ball

➔ **Key points:**

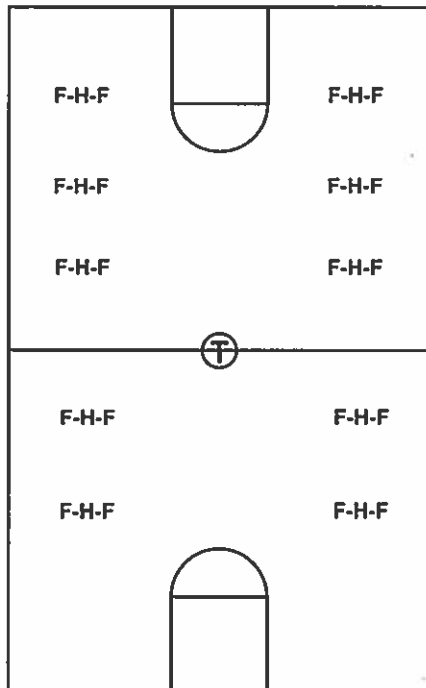
- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

## Game 1:

Separate the students into teams of 3, each team having 1 soft ball. Two students on a team are fielders and the other student is known as the hitter. Line up all the teams so they are all facing the same way. Place a fielder on either side of the hitter, roughly 5 feet away.

The batter faces the fielder with the ball, the ball tosser. The fielder tosses the ball underhand to allow the hitter to make contact with the open palm of their hand. If the hitter misses, the other fielder standing 5 feet behind the hitter catches the ball, and they become the ball tosser for the hitter. If the hitter hits the ball, the fielder who catches the ball trades positions with the hitter.

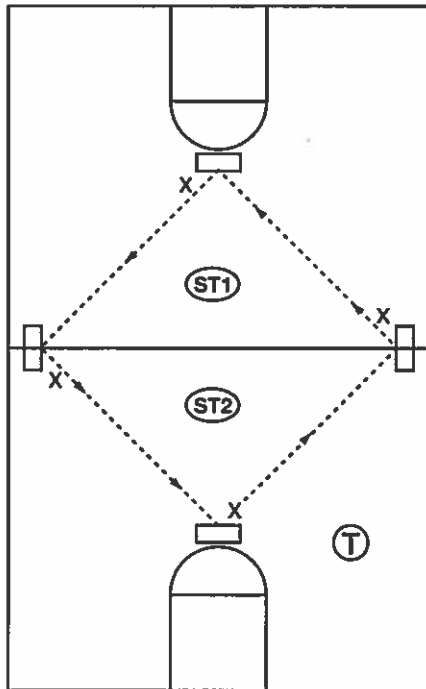
Ensure that all 3 team members get the chance to be the hitter.



## Game 2:

Identify 4 large spots on the gym floor as bases (safe areas), each base is 30 feet away from the other. Players can only run counter-clockwise (the normal direction that players run around the bases). Two students are in the middle of the 4 bases (middle of the large diamond shape made by the 4 bases). All students spread themselves around on the bases (staying in the safe areas).

On the teachers' command, all students run in a straight to the next counter-clockwise base. The students do this while attempting to avoid the tag of the 2 students in the middle. If a student is tagged, they switch spots with the student who tagged them. They are now 1 of the 2 students in the middle.



### LEGEND

X	STUDENTS	□	BASES
Ⓣ	TEACHER	Ⓢ1	STUDENT 1
↓	DIRECTION OF MOVEMENT	Ⓢ2	STUDENT 2

### Focus Points:

- Run through the finish line (first base in real game)
- Direction in which you run from base to base
- Watch the ball all the way as you swing to make contact

# KINDERGARTEN & GRADES 1 & 2

## Lesson 7

### Lesson Objective:

- Teamwork and base running

### Equipment Required:

- Soft balls
- Soccer type goal (or empty equipment bag)
- Foam bats
- Batting tee

### Safety Considerations:

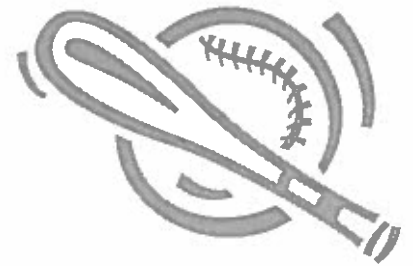
Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

Place students into groups of 2 with 1 ball per person. Each pair is spread out across the center line of the gym. On the teacher's command, the partner with the ball throws the ball as far as they can towards one end. The partner without the ball goes and retrieves the ball. Once everyone has returned to the centre line, the teacher has the ball retriever throw their ball towards the other end. This continues until each student has a chance to throw several times (suggested 10 to 15 time each).

### Skill Development:

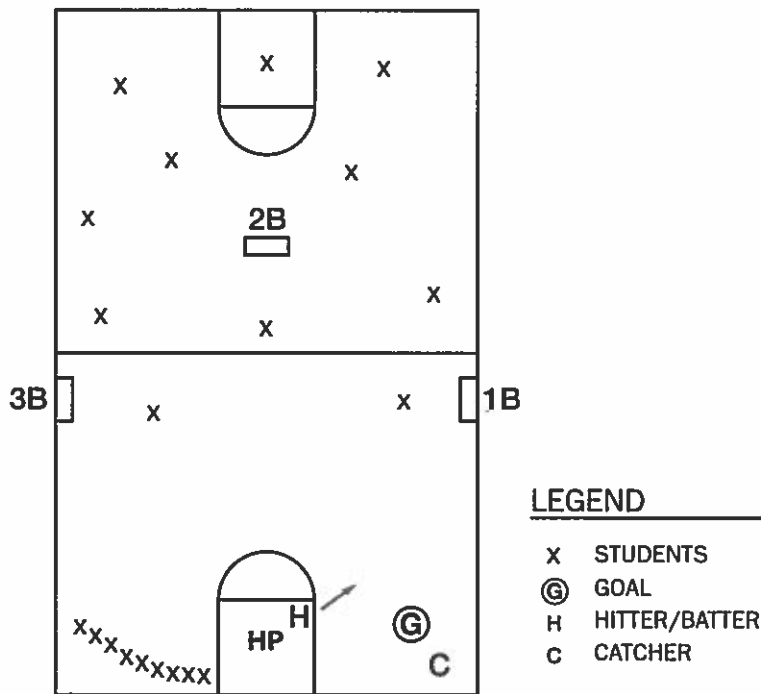
Teacher should review proper technique for throwing at target, catching with two hands, and movement when hitting a ball. If student cannot complete drill/skill, adjust as needed. If student cannot hit moving ball, have then hit off a tee. Use different size balls as student skills improve.



## Game 1:

Mark off your gym floor like a baseball field with three bases and the home base. Divide the students into 2 teams. You also need some sort of goal like a small soccer goal (or empty bag). Set the goal to the right of the home plate but away from the base so you can have some room in between the two. The team that is in the outfield must stand 20 feet from the batting tee. The team must pick 1 student to be in front of the goal because he or she is the goal catcher for their team. The object is for the team who is 'up to bat' (in a signal file line) to throw the ball out into the outfield and run around as many bases as possible before the outfield throws the ball to their catcher who in turn must throw the ball into the goal to stop the runner on the base they currently occupy. If the runner makes it all the way around to home base then it is a point. If the catcher throws the ball into the goal when the runner is on third then they have to stay on third until the next thrower is up to throw. Each player on each team gets one turn up to throw. Once everyone has thrown, the 2 teams switch positions. If someone in the outfield catches their ball then they are out, even if the ball bounces off the wall or ceiling. There are no three outs, everyone gets a turn. It is important to remember that the outfield cannot throw the ball into the goal. The catcher for that team must do so after receiving it from the outfield.

Variations: The thrower can add a second ball to be rolled in another direction on the field.



## Game 2:

Setting up: Divide students into 2 teams. Number each player on each team (ex. 1-10 if you have 10 teammates). If you have an odd number, give an athletic student 2 numbers. Get the teams to sit down facing each other, on opposite sides of a basketball court. Put two bats and two balls in the middle of the court, and set the goals up in the 2 far ends. Have all the students on the side sit towards the middle of the side wall.

	Students	
G O A L	bats and balls	G O A L
	Students	

Playing the game: Call out a number. The 2 players with that number (1 from each team) run into the middle, grab a bat and have to try to hit the ball through their goal. The first to do so gets a point for their team. They then sit down and another number is called. You can also call 2 or 3 numbers at a time and play as mini-teams.

The conclusion of this game is when a certain number of points are reached or time has expired.

### Focus Points:

- Communication on relay of ball
- Proper throw at target is better control than fast turn and throw
- Aim where you throw
- Angle of bat will help direct ball to where you want it to go

# KINDERGARTEN & GRADES 1 & 2

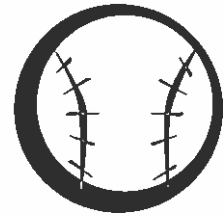
## Lesson 8

### Lesson Objective:

- Hitting & Fielding

### Equipment Required:

- Foam balls (larger ones)
- Batting tee
- Bat
- Cones



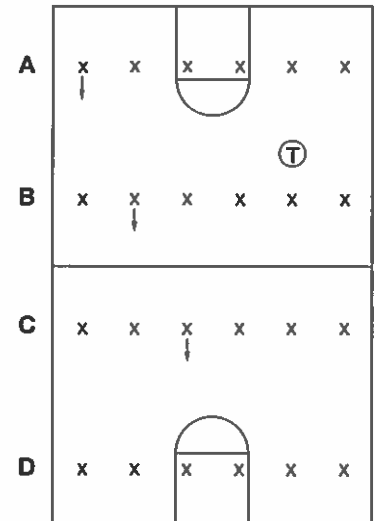
### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

Have students split into teams of 4, 1 ball per team. Have 1 person on each team stand at one end of the gym by the wall, this person called A. Have these A students spread themselves out along the wall. Other teammates stay in a straight line with their teammate and spread out toward the other end of the gym. The last person in line is at the opposite end of the gym at the wall. You should have long lines of 4 people running the length of the gym.

On the teachers' command, the A teammate with the ball runs towards B (first teammate in line). Teammate A stops three feet in front of B. These two students toss the ball back and forth until 2 proper catches are achieved. Teammate B then takes the ball and runs toward the next teammate (C) (stopping 3 feet away) and plays catch like before. Once the line is done, the activity is over for round one. Change the position of people within the line until everyone can be teammate A, B, C, and D.



### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- ↓ DIRECTION OF MOVEMENT

## **Skill Development:**

Teacher should move throughout the gym to ensure proper execution of the skills involved. Encourage positive reinforcement by students to each other to help build sportsmanship and self confidence with-in all. Break a skill down into smaller parts if student struggling. If you combine multiple skills into an activity and activity breaks down due to basic skill not being executed properly, stop the activity to work on the individual skill before continuing.

## **Game:**

In this game, students try to earn as many points as possible by hitting a wiffle ball across the gym. Each student has the chance to earn at least 1-3 points per hit. The defensive team must work together to prevent points from being scored.

Prior to the lesson, set up the gym as follows: 3 rows of cones, with the first row starting at the 3-point circle of the basketball court, the second row placed at half court, and the third row placed at the opposite 3-point circle. The points for the rows are 1, 2, and 3 respectively.

Divide the students into 2 teams. The batting team will take turns to see how far they can hit a ball off of a tee. If the ball hits the wall in the air across the gym, the team receives 5 points. Place the tee at the end of the gym and all students not on the batting team can cheer on their teammate.

The objective of the defensive team is to stop the ball before it goes through a row of cones. The farther the ball goes, the more points awarded according to the point ruling. If a ball is caught in the air, then no points are given. Once everyone on the hitting team has had a turn, switch teams.

There are NO rules as to where the students stand (except that they must start behind the first point row). The students as a team discuss where to place people to make sure the ball travels the least. As a teacher, stress working together as a team to come up with a plan/strategy.]

## **Focus Points:**

- Bend knees and not only back to pick up ball rolling on the ground
- Use body to help block the ball
- Proper stance and swing while watching the ball will help with making contact





# KINDERGARTEN & GRADES 1 & 2

## Lesson 9

### Lesson Objective:

- Hitting, Fielding, Running

### Equipment Required:

- Foam balls (larger ones)
- Wiffle balls
- Batting tee
- Bat
- Soft gym balls

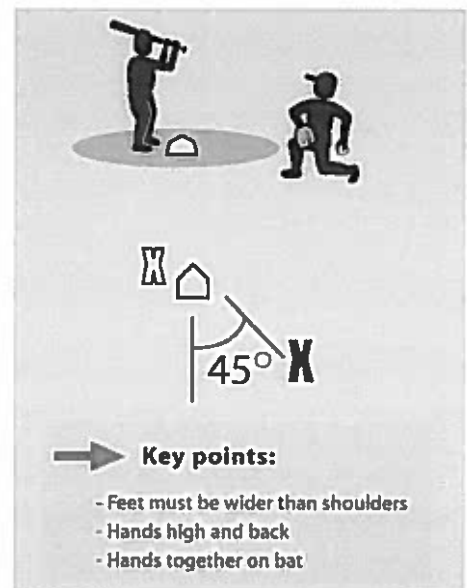
### Safety Considerations:

Check the playing area for any hazards. Make sure the students are dressed properly for active movement. During game activity, instruct the students to throw the balls in the proper direction and not at other students. When the students retrieve balls, make sure they are careful not to be hit.

### Entry Activity:

Have the class split up into groups of 3 with 2 wiffle/gym balls each. Have these groups spread out around the wall of the gym, roughly 8 feet from the wall. One person acts as the batter, and they take a batting stance towards the wall as if the pitcher was the wall. One person acts as the pitcher, but rather than be the pitcher in front of the batter (at the wall), they are location at 45 degrees beside the batter. Simply ask the player to hit the ball tossed underhand. Get the pitcher to kneel in front and to the side of the hitter and toss the ball with little arc in front of them. After the hitter has had 4-6 quality hits, get the students to switch. The pitcher should keep the delivery consistent so that hitters can find their timing.

The third person acts as the ball retriever, to help collect the balls after they are hit by the batter. The ball retriever stands 3 feet behind the batter in case they miss, but also ready to chase the ball if hit. To help with the skill of hand eye, the batter will swing with only their arms, no bat in hand. The batter will hit the ball using the open palm of their hand.



Variation: You can also split class up into 4 groups, 1 per foam bat. Use waffle balls if using this format and have batter stand in a corner of the gym. Have pitcher stand up and stand farther away for protection from batted ball.

## **Skill Development:**

Gather your students and ask them to place one knee on the ground. The teacher demonstrates and explains the key points related to the activity or game. Modify the distance between players according to their level of ability.

### **Game 1:**

Split the class up into 2 teams. Have the teacher stand at one end of the gym with a number of soft balls. Teams should be 20 feet away from the teacher with 20 feet between teams. Each team creates a long line going towards the far end of the gym, all standing. First person in line steps forward by 5 feet. At the same time, the teacher will roll 1 ball at each line. The student catches their ball and runs to the teacher and places the ball in the teachers' hand. The student runs back to their line, gives a high five to the 2nd person in line, and sits at the back of the line. The 2<sup>nd</sup> person in line steps forward 5 feet and receives a ball rolled by the teacher. This continues until all students are seated.

Goal is to have everyone in your line seated before the other team.

### **Game 2:**

Split the class into teams of 4 or 5, each with 1 soft ball. One student (pivot) will have the ball in their hand and the other students create a semi circle round them, standing roughly 5 feet away from the student with the ball and 3 feet away from each another. Start the drill out with all players on 1 knee. Each student with the ball will have 1 minute to make as many throws back and forth with their teammates. Record the score of catches for each group.

Once all teammates have the opportunity to be the pivot, add up all the catches for the team. Play the game again and try to beat the individual teams' score.

## **Focus Points:**

- Watch the contact of the ball with your open hand/bat.
- Catch the ball properly before you get ready to throw it

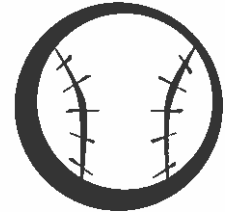


## Lesson Objective:

- To develop the movement skills associated with throwing.

## Equipment Required:

- 1 soft ball (foam ball, wiffle ball, etc.) for each student.
- Hula Hoops, pylon markers.
- Bean bags, foam balls, frisbees, etc.



## Safety Considerations:

Check playing area for any hazards. Make sure students are dressed properly for active movement. During activities, make sure students are aware of loose balls rolling around as they are running.

## Entry Activity: PYLON RELAY

Six pylons are spread around the gym on the lines bordering the gym to make optimal use of the space. The pylons are numbered. The students will be divided into six groups, one group at each of the pylons. Movements are on paper and stuck to the pylons to remind the students of the required movement.

The teacher demonstrates each movement from pylon to pylon staying on the line. When ready, the students begin the cycle travelling from pylon to pylon doing the movements required at each one. The cycle ends when the students return to their original pylon. No passing allowed! Don't begin to move until the person ahead of you reaches the back of the line at the next pylon.

**Marker 1** - walk forward fast and down low

**Marker 2** - walk backwards quickly

**Marker 3** - run fast

**Marker 4** - slide step

**Marker 5** - skip step

**Marker 6** - hop on one foot

## Skill Development:

Teacher should demonstrate for students the proper positioning for throwing a ball overhand and underhand. Have the students stand approx. 3m away from a wall and have them practice throwing different ways. Once they have completed 3 catches, have the students take a step back. The teacher should move around the gym and provide feedback on stance and position.

## Game: HOOP TOSS

Students remain in the six teams that they were in for the entry activity. Working around a basketball net or a hula-hoop/ target on the wall, have students line up in front of the target and the game will be to throw the ball or other object of their choice at the target. Points are scored if the ball goes through or hits the inside of the target. One person within the team stays below the hoop to return or chase the object that was thrown. Play the game for a set period of time having a student in the group keeping score at each station. Throwing is at chest level and/or higher.



### Cool Down:

Have students jog around the gym, then walk around the gym forwards, walk around the gym backwards. Once they are done have them sit in a circle with each student demonstrating a different body stretch.

## Focus Points: OVERHAND THROWING

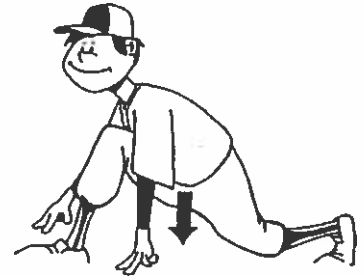
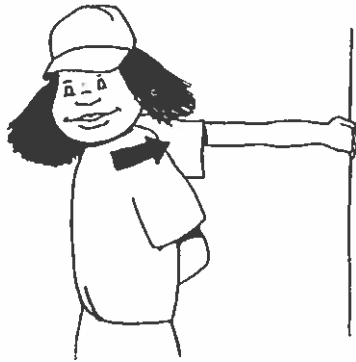
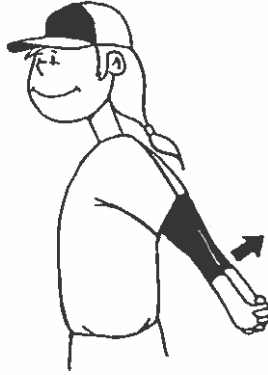
- Grip 2 fingers over the seams of the ball if possible (3 fingers are acceptable for smaller hands)
- Throwing hand thumb should be pointing down; hand and elbow high
- Full arm extension on release of ball
- Step towards target
- Push off the back foot

### Diagram:

### GRIP



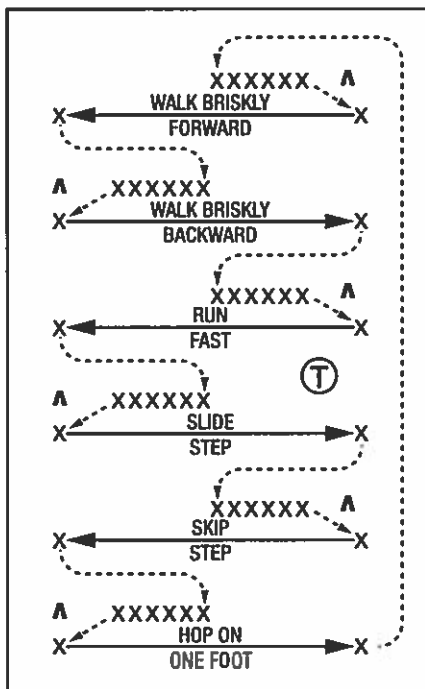
# STRETCHING FOR BASEBALL



# Diagrams: GRADES 3 & 4 LESSON #1

- Stretch and hold the positions shown - don't bounce or jerk!
- Hold each position for 15 seconds, then relax and move on to the next exercise.
- As you progress, hold the positions longer (up to 30 seconds) and add more repetitions (do two or three of each exercise).

## PYLON RELAY

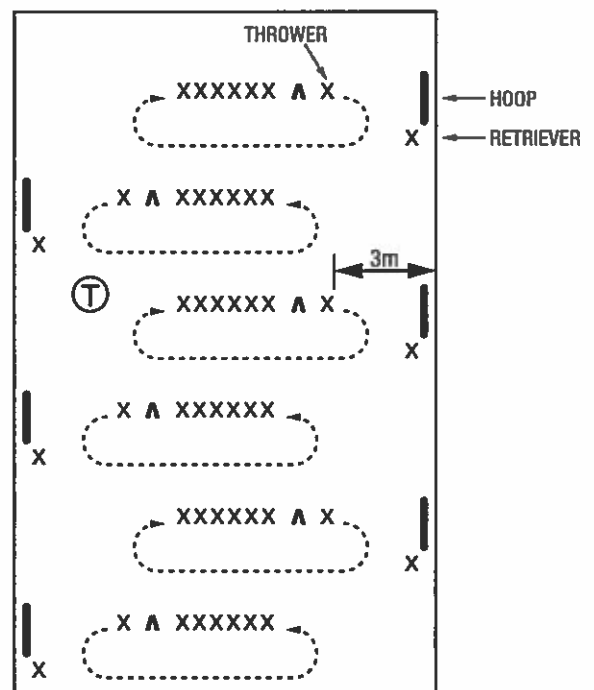
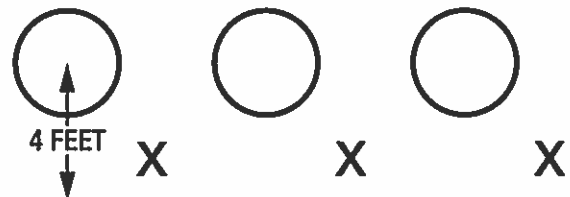


### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- A PYLONS
- X HOOPS
- DIRECTION OF MOVEMENT

## HOOP TOSS

- HOOP SECURED TO WALL CENTRE 1.5 m FROM FLOOR
- MOVE STUDENTS BACK TO INCREASE DIFFICULTY
- HAVE ONE STUDENT RETRIEVE OBJECT
- VARY OBJECT THAT IS THROWN

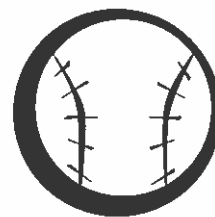


## Lesson Objective:

- To develop accurate throwing skills through group and solo activity.

## Equipment Required:

- 1 ball (foam ball, wiffle ball, etc.) for each student.
- 2 large beach balls.
- Pylon markers.
- Various throwing objects (bean bags, frisbees, foam balls, playground balls) – three per station.



## Safety Considerations:

Check playing area for any hazards. Make sure students are dressed properly for active movement. During game activity, instruct students to throw the balls at the target only and not at other students. When students retrieve balls make sure they are careful not to be hit.

## Entry Activity: CIRCUS CATCH

The students are each given a light large ball. Each student should practice throwing the ball high in the air and completing a body movement like clapping, crow hopping, spinning, hopping on one foot or a combination of different movements and then catching the ball.

## Skill Development:

Teacher should demonstrate for students the proper positioning for catching high and low balls. Have the students practice in groups of 3 or 4 throwing and catching to each other, focusing on proper execution (see focus points). The teacher should move around the gym and provide feedback on stance and position.

## Game: WIPEOUT

2 Large beach balls are positioned in the centre of the gym. The class is divided into 2 groups. Each group is positioned on opposite end lines designated by cones at least 10 m from the centre of gym. For each team designate one ball retriever to toss the balls back to their team from centre court. Each student should have a foam ball or another soft ball to use. Each group stands side by side behind their end line. The object of the game is to force the beach balls to cross the opposing teams end line.

This will be accomplished by throwing the foam balls at the beach balls to direct its path to the opposite end line. Students may not step over the end line to throw balls. They may not use any body part to prevent a ball from crossing their end line. Each time a beach ball passes over the end line, a point is scored.

**Cool Down:**

Students get a partner and face each other. Position partners so partner A can see the teacher and partner B cannot. The teacher will demonstrate body stretches focusing on arms. Partner A must do what the teacher is doing and partner B must follow what A is doing. Partners will switch positions at halfway point.

**Focus Points: RECEIVING**

- Thumbs together, palms facing out for high balls.
- Little fingers together, palms facing out, for low balls.
- Arms should be extended in front of the body ready to catch.
- Bring the ball into the body (give with the ball - soft hands).

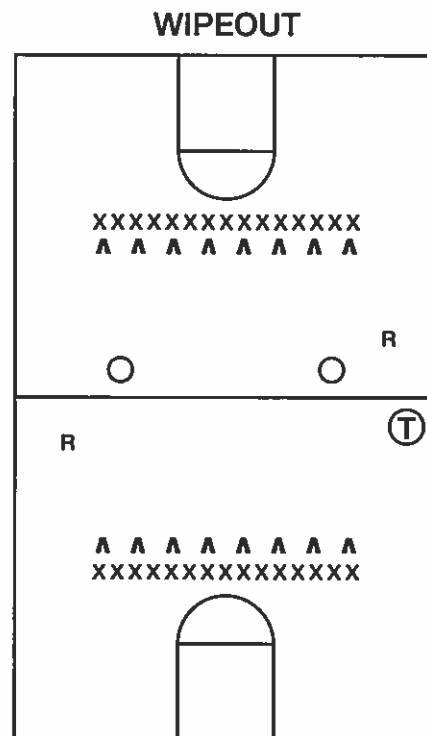
**OVERHAND THROWING (from Lesson #1)**

- Grip 2 fingers over the seams of the ball if possible (3 fingers are acceptable for smaller hands).
- Throwing hand thumb should be pointing down; hand and elbow high.
- Full arm extension on release of ball.
- Step towards target.
- Push off the back foot.

**Diagram:**

LEGEND

- X STUDENTS
- Ⓣ TEACHER
- R RETRIEVER
- A PYLONS
- BIG BALLS



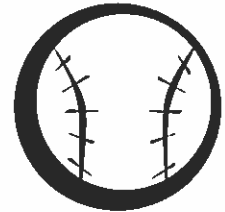


## Lesson Objective:

- To develop the skills associated with catching ground balls.

## Equipment Required:

- 1 soft ball (foam ball, wiffle ball, etc.) for each student.
- 4 large balls, volleyball, etc.



## Safety Considerations:

Check playing area for any hazards. Make sure students are dressed properly for active movement. When fielding ground balls make sure students keep their fingers pointing down. Use soft foam balls until students get used to the movement.

## Entry Activity:

Have students jogging around the gym and when the teacher blows a whistle the students stop and have to bounce and catch the ball using different actions (standing tall, crouching low, through one leg, etc.). The teacher will specify what activity the students will perform on each whistle.

## Skill Development:

Teacher should demonstrate for students the proper positioning for fielding ground balls. Have the students practice in pairs, rolling the ball to each other and fielding the ball. Make sure they focus on the proper execution (see focus points). The teacher should move around the gym and provide feedback on stance and position.

## Game: CIRCLE BALL

a) Divide class into groups of 8-10 students. Each group forms a circle standing with their feet wide apart touching the foot of the other person. Students bend over and clasp their hands together like an elephant's trunk. A large ball may be used for this activity. The ball is moved around the circle by swinging the trunk (arms) to keep the ball from going between a person's legs.

b) Remain in the circle from above, except one student who is in the centre of the circle. (Try using different size balls. Smaller balls will make it more difficult.) The centre player tries to roll the ball between the circle players' legs. The circle players use their legs and hands to try to stop the ball from going through as in fielding ground balls. Once the ball goes through a player's legs, that person exchanges places with the person in the centre. Try to give the students enough time so everyone has a chance to be in the middle. If the circle is taking a long time, ask them to switch.

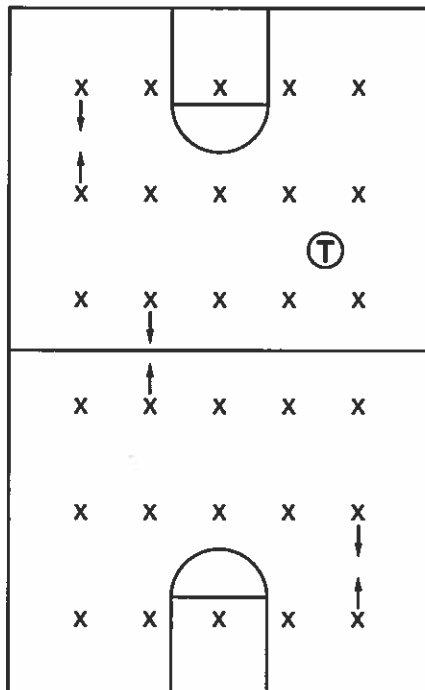
## Cool Down:

Have the students walk around the gym and at every line they come to, have them put their feet together, then crouch down low, stand back up and continue walking. Once they have completed one lap have the students get a partner and face each other sitting on the floor with their legs stretched out in front of them. Each pair should have a ball. Have the one student roll the ball to his/her partner and when he/she has released the ball, touch his/her toes and hold the stretch for 10 seconds. The partner that receives the ball must hold the ball high over his/her head and stretch holding it for 10 seconds. The partner with the ball then rolls it back and they switch roles. Have the students do this activity 5 times.

## Focus Points: FIELDING GROUND BALLS

- Keep feet shoulder width apart with weight on the balls of the feet.
- Bend knees and hips so the back is parallel to the ground. Keep hands down and slightly forward, just touching the ground with the palms up.
- Keep the head down and watch the ball all the way to hands.
- Bring the ball into the middle of the body.
- Field ball directly in front of body if possible.

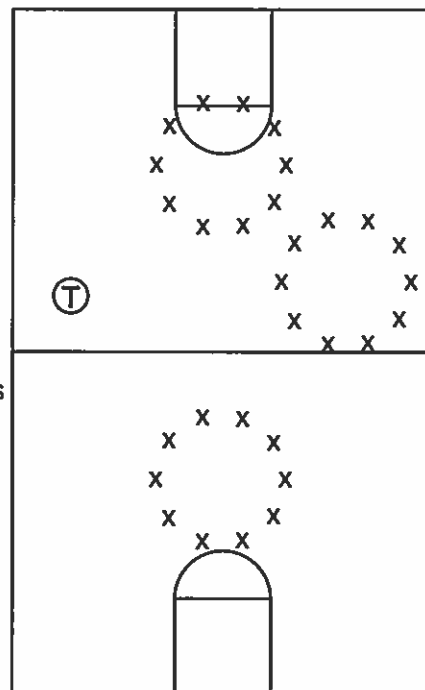
## Diagrams: FIELDING GROUND BALLS



ROLLING, BOUNCING SOFT  
BALLS TO EACH OTHER  
EMPHASIZING TECHNIQUE  
(SEE FOCUS POINTS)

ELEPHANT  
BALL  
&  
CIRCLE  
BALL

USE VARIOUS  
SIZES  
OF BALLS

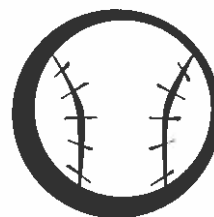


### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- ↓ DIRECTION OF BALL

## Lesson Objective:

- To develop the movement of the crow hop, an important part of baseball and the basis of a catch and throw combination.



## Equipment Required:

- 1 soft ball (foam ball, wiffle ball, etc.) for each student.

## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. When fielding ground balls make sure students keep their fingers pointing down. Use soft balls until students get used to the movement.

## Entry Activity: TRIANGLE TAG

Students get in groups of 5. Three students join hands and form a triangle. One student is inside the triangle and another student is outside the triangle. The student on the outside tries to tag the student on the inside as the triangle moves to protect the inside player from getting tagged. Students rotate positions after every minute.

## Skill Development:

Teacher should demonstrate the proper footwork for a crow hop. Explain to the students how the crow hop is beneficial in a game situation. Have the students practice the footwork of a crow hop without a ball and then with a ball. The teacher should move around the gym and provide feedback on stance and position. (See Focus Points).

## Game: CROW HOP

Align students around the gym facing a place on the wall where they can throw a ball. On the teacher's command "crow," all students take a crow hop and throw the ball at the wall so the ball hits the wall at chest height and comes right back to the thrower. The student fields the ball correctly (either ground ball or in the air) and returns to the original spot. Teacher calls "ready" and all students are ready to take another crow hop, teacher calls "crow" and process is repeated.

(This can be made into a progressive game with success rate and targets.)

## Cool Down:

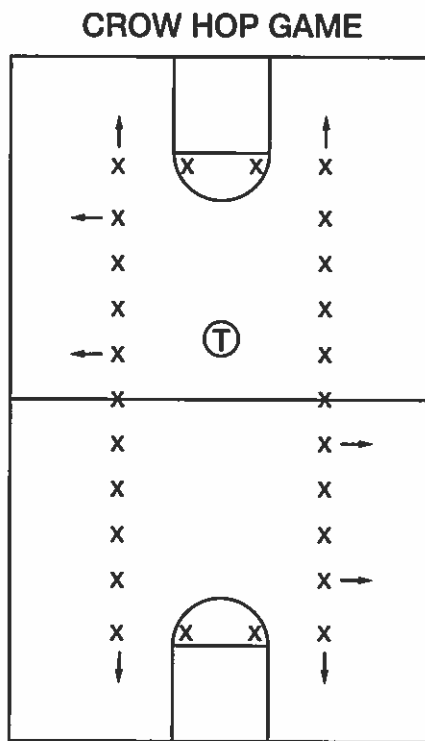
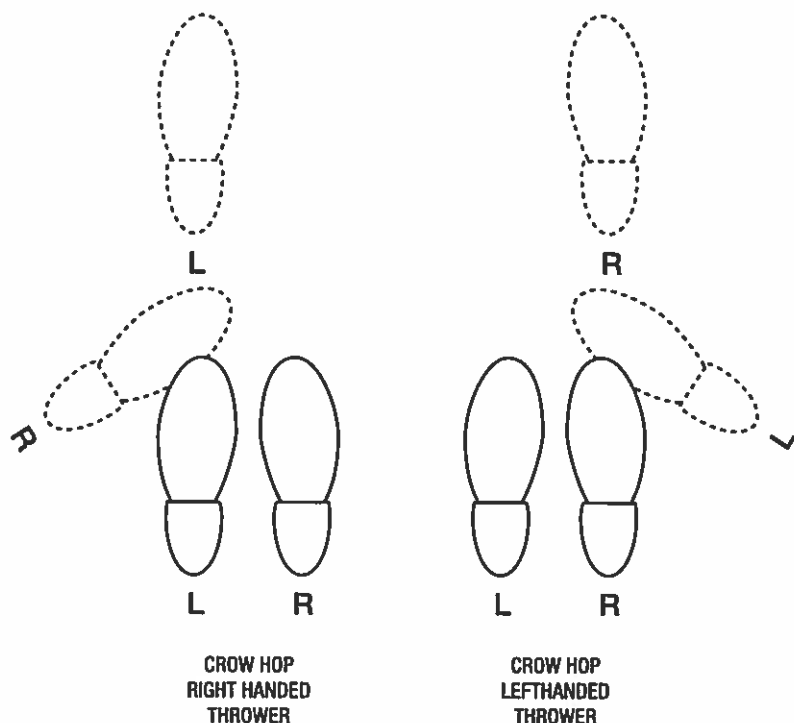
Have students jog around the gym, then walk around the gym forwards, then walk around the gym backwards. Have students follow teacher through a full body stretching routine. Have students tell why it's important to stretch.

## Focus Points: CROW HOP

- Emphasize a small hop.
- Replace front foot with back foot.
- Knees should be bent.
- Weight should be on the balls of feet.
- One fluid movement.

Throwing side foot replaces non-throwing side foot. ie. If you're throwing with your right hand then you use a little hop to switch your balance from your left foot to your right foot. Now step in the direction of the throw with left foot. If left-handed then do exactly the opposite.

## Diagrams: CROW HOP



- LEGEND**
- X STUDENTS
  - T TEACHER
  - ↓ DIRECTION OF MOVEMENT

## Commands: "Ready...Crow"

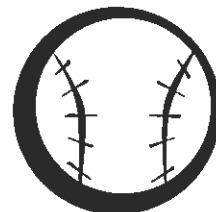


## Lesson Objective:

- To teach awareness of body movement around a baseball diamond.
- To initiate batting skills.

## Equipment Required:

- 1 soft ball (foam ball, wiffle ball, etc.) for each student.
- 8 mats.
- Pylons, large foam or rubber balls.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. Use soft balls until students get used to the movement.

## Entry Activity: PICKLE TAG

Divide the gym in half with pylons. Have 4 mats set up on each side of the gym representing the bases from a baseball diamond. Divide the class evenly, half on either side of the gym. Have the four mats as bases and one student as the pickle for each side. Then have each student running around in the formation of the diamond from home plate to first to second to third, then back to home. Two students are allowed to stop on the mats at a time, which are safety zones. The pickle is running all over the gym not necessarily in the diamond formation trying to tag the other students. Once a player is tagged the pickle and the player switch roles.

## Skill Development:

The teacher explains the steps involved in making contact with a pitched ball, teaching hand-eye coordination. Students work in pairs practicing pitching and hitting. The pitcher uses a large foam ball and gently provides an underhand toss to the batter. The batter uses a fist to try to hit the ball. The batter hits the ball towards the wall. Once the ball has been hit, the players switch positions. The teacher should circulate and provide feedback on positioning and swinging. Make sure batter stands on the right or the left side of the plate relative to the pitcher. Hit the ball with the front hand first, then with the back hand.

## Game: DANISH ROUNDERS

Divide class into 2 teams, one team at bat and the other team out in the field. The gym is set up to resemble a baseball diamond. The pitcher throws an underhand pitch to the batter. The batter tries to hit the ball with his/her hand. Whether the batter hits the ball or not, he/she must

run to first base and farther if possible. The fielding team tries to return the ball to the pitcher, who must then touch the pitcher's base. If the pitcher touches the pitcher's base with the ball before the batter makes it to a base, the batter is out. Any number of batting players may be on the base at the same time, and on any strike or hit they may choose to remain on base or run to the next one. But when the pitcher puts down the ball, any base runner who is off a base is considered out. Play continues until every member of the team has had a turn at bat. The teams then switch positions. A point is scored when a player makes it to 4th base.

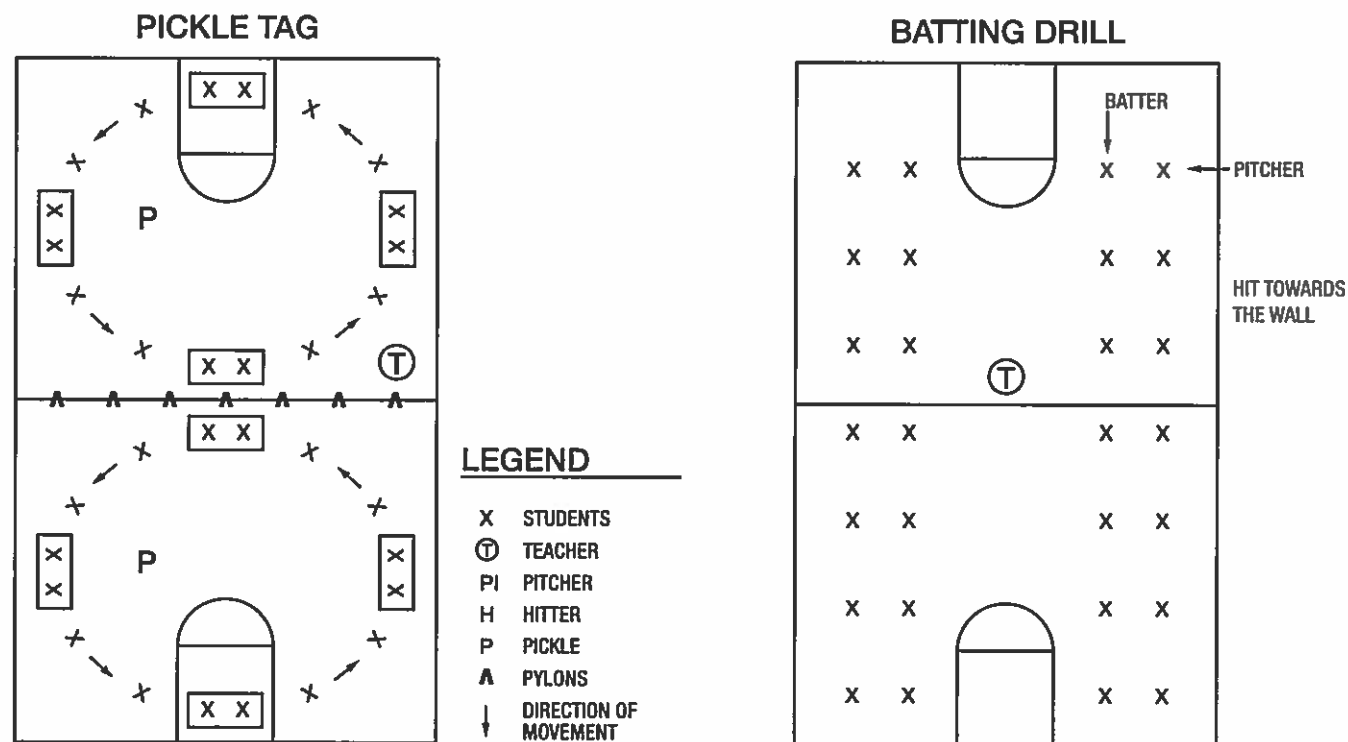
### Cool Down:

Have students jog around the gym, then walk around the gym forwards, then walk around the gym backwards. Once they are done have them sit in a circle with each student demonstrating a different stretch.

### Focus Points: HITTING

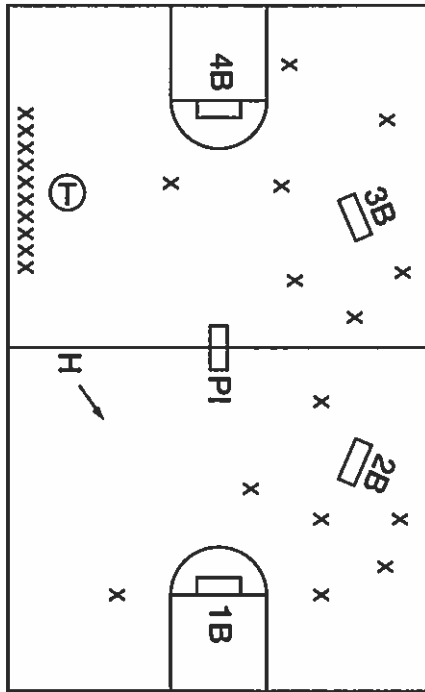
- Watch the ball at all times.
- Stand 90° to the person that is throwing the ball.
- Take a small stride with front foot to hit the ball when it is in front of the batter.

### Diagrams:



# Diagram Continued:

## DANISH ROUNDERS



### LEGEND

- X STUDENTS
- Ⓟ TEACHER
- PI PITCHER
- H HITTER
- P PICKLE
- ▲ PYLONS
- ↓ DIRECTION OF MOVEMENT

## Lesson Objective:

- To learn how to properly hold a bat.
- To develop the hand-eye co-ordination required to swing a bat and hit a ball.

## Equipment Required:

- 1 ball (foam ball, wiffle ball, etc.) for each student.
- Pylons.
- 4 Bases.
- Ropes, racquets and/or paddles.
- Batting tee.
- Wiffle ball and foam bat.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. Make sure students are aware of other students when swinging a bat or racquet.

## Entry Activity: **PRETZEL**

Scatter pylons randomly around the gym floor. On the teacher's signal, have students move around the gym by walking, jogging, skipping, and sliding in all directions. Students move over, around and beside cones without touching them. On stop signal from teacher, students freeze to the nearest cone and use different body parts to touch the cone. E.g. using a foot, an elbow, a knee, etc., this will help students learn balance and control. At each cone the students must use a different body part, and can't repeat any.

## Skill Development:

Teacher should demonstrate the proper grip for holding a baseball bat. Have students work in pairs and give each pair a racquet, paddle, stick or rope. Have students show each other the proper grip. The teacher should move around the gym and check to make sure the grip is correct.

## Game: **WIFFLEBAT BASEBALL**

Divide the class into 2 teams; one team at bat, the other in the field. A student from the batting team makes 4 attempts to hit a wiffle ball from a tee. When the ball has been hit (and even if it's not) the batter must run around the bases. The fielder who gets the wiffle ball must throw it to the pitcher who places it in a hula-hoop. A larger ball is taken from the hula-hoop, given to



a player in the field who then throws the ball at a target on the wall. When the target is hit, the play must stop. A fielder may only attempt to hit the target once, and then he or she must pass the ball to the next fielder to try. If the batter makes it around the bases before the target is hit, a point is scored. After everyone has had a chance at bat, the teams switch positions. Players in the field must rotate after each hit. The ball can only be thrown from the position of the fielder. The fielder cannot carry the ball to the target. Variation of the game is to allow runners to stop on bases.

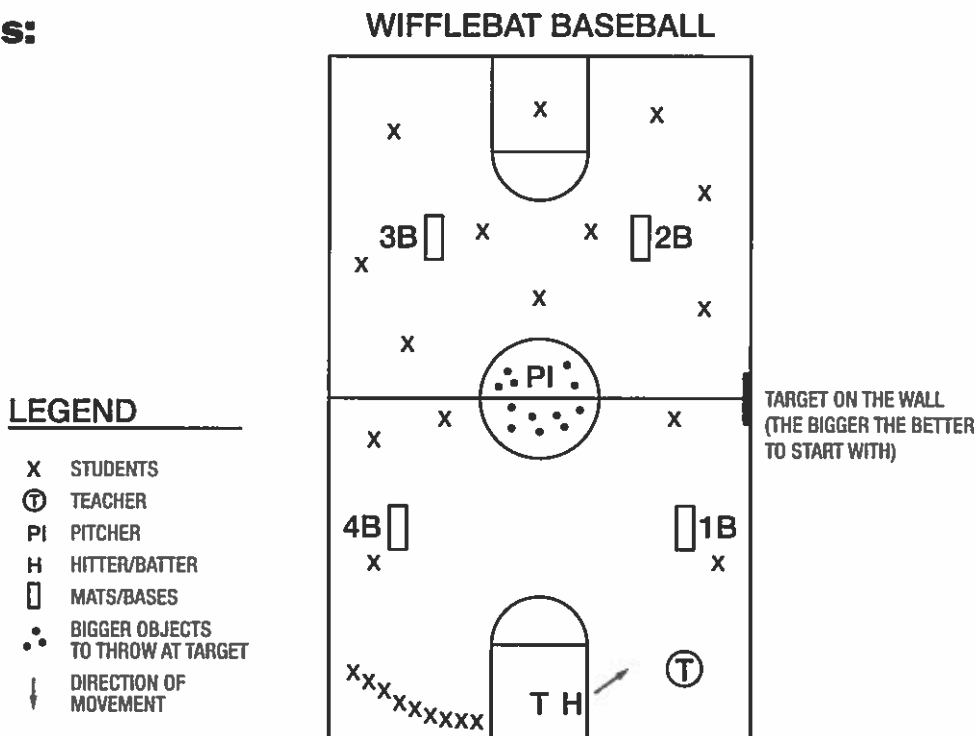
## Cool Down: STRETCHING SIMON

Students spread out around the gym in viewing distance of the teacher. The teacher plays Simon says but focuses only on stretching exercises. If someone does an activity that Simon doesn't say, that student must quickly run once around the gym and then come back to join the group. Teachers should focus on holding stretches and stretching arms and legs.

## Focus Points: PROPER GRIP

- Hold the bat with fingers not palms.
- Align knuckles ("Door knock knuckles").
- Watch for transition of weight from back to front foot.
- Keep hands together.

## Diagrams:



# GRADES 3 & 4

# Lesson 7

## Lesson Objective:

- To develop throwing, catching and hitting skills through group activity.
- To foster team co-operation and fair play.



## Equipment Required:

- 4 or 5 bases or mats.
- 1 type of bat (foam bat, racquet, paddle, or have students use a closed fist).
- 1 ball (playground ball, foam ball, volleyball, wiffle ball, etc.).

## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. During the game, make sure bases are clear to allow students to run around the bases without bumping into anyone.

## Entry Activity: STRETCHING SIMON

Students spread out around the gym in viewing distance of the teacher. The teacher plays Simon says but focuses only on stretching exercises. If someone does an activity that Simon doesn't say, that student must quickly run once around the gym and then come back to join the group. Teachers should focus on holding stretches and stretching arms and legs.

## Skill Development:

Teacher should demonstrate for students the proper stance for batting. Have them work in partners to practice the movement of batting without equipment. The teacher should move around the gym and provide feedback on stance and position.

## Game: ICICLE

Divide class into 2 groups, 1 team at bat and the other team in the field. Spread mats around the gym to resemble a baseball diamond. The teacher pitches the ball; the batter then tries to hit the ball and continues to run the bases. The fielders must toss the ball to 5 fielders. Each fielder receiving the ball yells out what number he/she is in order of receiving the ball. ie: 1, 2, 3, 4, 5. The 5th fielder to receive the ball yells "icicle" and the batter must freeze. When the batter becomes an icicle he/she must freeze on the mats or base and is required to stand on

it for the rest of he/she team's at bat. Once everyone hits, the teams switch positions. Teams only get points when the batters cross home plate or base.

**Variation:** Runners may stop on a base without being put "out."

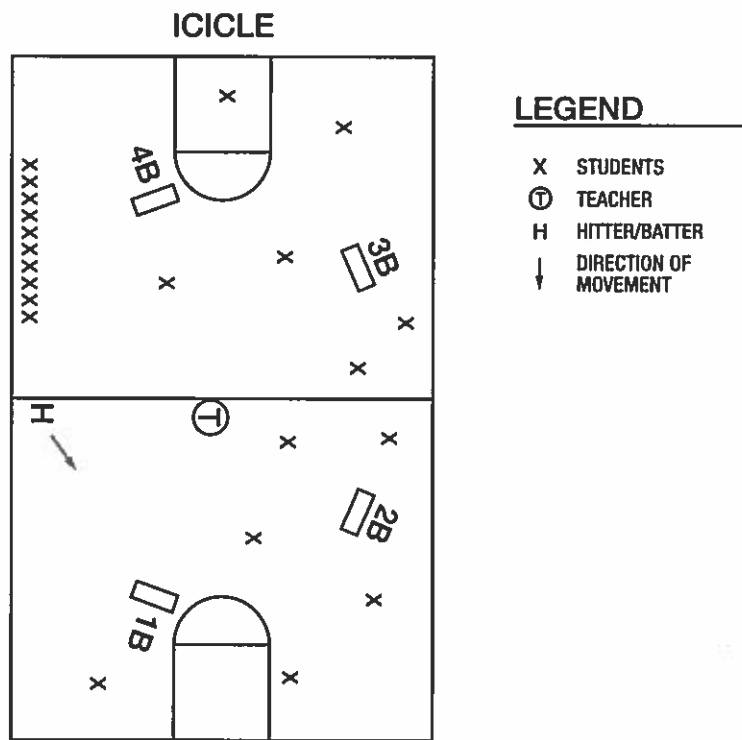
## Cool Down: STRETCHING SIMON

Have students skip one lap around the gym, then slide step one lap, then walk briskly around the gym for one lap. Lastly have students slowly walk one lap around the gym.

## Focus Points: BATTING STANCE

- Weight slightly greater on back foot.
- Weight should be on balls of feet.
- Feet shoulder width apart.
- Hand closer to the pitcher should be on bottom of bat, close to the knob.
- Look at the pitcher.
- Arms away from body.
- Bat positioned with two hands in line with back foot.
- Take short stride (10-15 cm) with front foot directly toward pitcher.
- Swing bat on a level path.

## Diagrams:

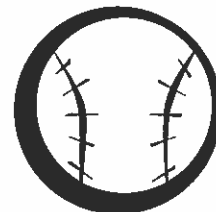


## Lesson Objective:

- To develop the hand-eye coordination required to swing a bat and hit a ball.
- To develop the coordination skills necessary in team play.

## Equipment Required:

- 1 ball (foam ball, wiffle ball, etc.) for each student.
- 4 Pylons.
- 3 bases.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. Make sure students are aware of other students and all equipment when running during the game.

## Entry Activity: MUSICAL MOVEMENT

Have students walk around the gym, each with a ball. Play music and while the music is playing, have the students practice different walks. Have them walk with stiff legs and wobbly legs, have them walk in circles and straight lines, have them do the monkey walk. When the music stops they have to throw the ball in the air and catch it 3 times. When the music starts again have them do interactive movements with other students. Have them give a person a "high five," have them grab a partner and practice different passes (overhand, underhand, bounce pass, grounder, etc.) using only one of the balls and not both.

## Skill Development:

Teacher should review proper hitting techniques with students. Have students work in pairs and give each pair a racquet, paddle, stick or rope and a ball. Have them practice pitching and hitting in pairs. The teacher should move around the gym and check to make sure the positioning is correct.

## Game: PYLON BALL

The students are divided into 2 teams, batters and fielders. There are 3 bases on the floor; home plate, and 2 "out bases" where first and third would normally be. Instead of second base there are 4 pylons in a row extending straight out into the field. The teacher pitches the ball to the batter who is at home base. After the batter hits the ball he/she must run to the pylons,

run around the first one and take a chance on running around each one thereafter. The batter must return to home plate before the fielders on the "out bases" catch the ball as it is relayed from other fielders. Otherwise the batter is out. The ball must be thrown to the fielder at the "out base" and may not be carried. Teams only get points when the batter crosses the home plate. The batter scores one run for every pylon he/she runs around if he/she makes it back to home plate without being out. All members on the team must go up to bat and then the teams switch positions. The team with the highest score wins. (The batter is automatically out if a fly ball is caught.)

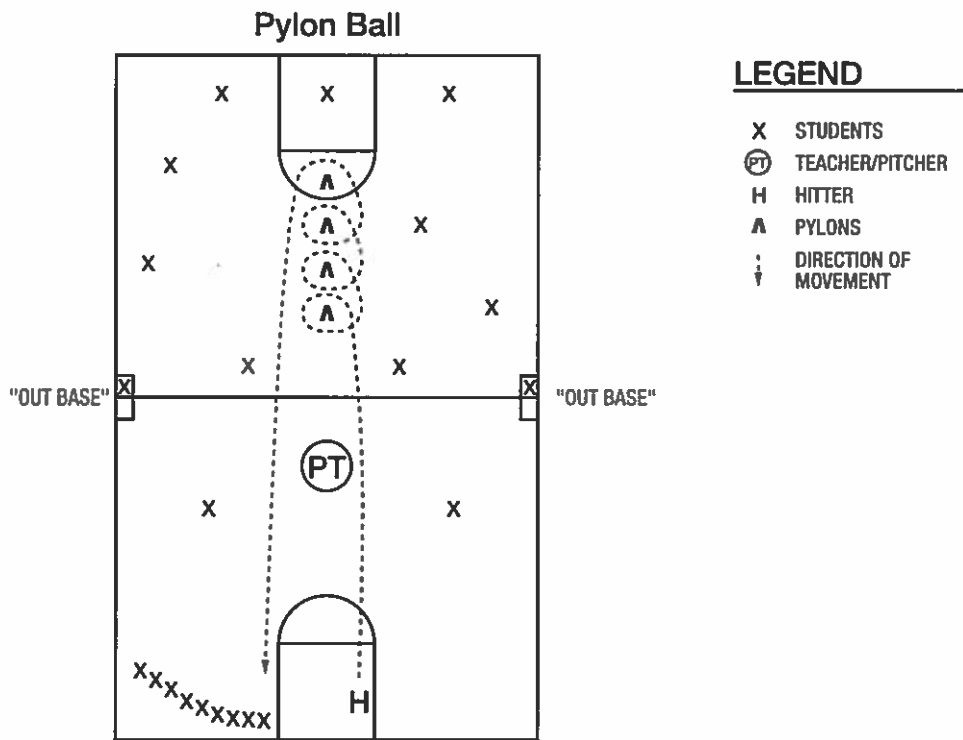
### Cool Down:

Have students jog around the gym, then walk around the gym forward, then walk around backwards. Once they are done, have them sit in a circle with each student demonstrating a different body stretch.

### Focus Points: BATTING STANCE

- Take a small stride towards the pitcher on contact.
- Hips should rotate towards the pitcher on follow through.
- Hit against the front foot.
- "Squish the bug" (pivot) with back foot.
- Hit the ball in front of front foot.
- Follow through.

### Diagrams:

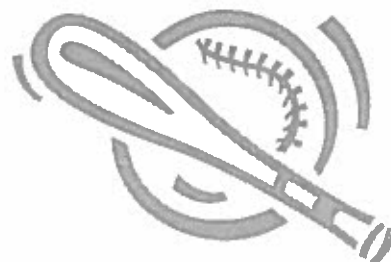


## Lesson Objective:

- To have students learn to evaluate themselves based on their individual progress.

## Equipment Required:

- 1 soft ball (playground ball, volleyball, wiffle ball, etc.) for each student.
- Pylons, Hula-hoops, Paper targets.
- 4 bases.
- Batting tee, foam bats.
- Wiffle ball and bat.
- Piece of paper and pencil for each student.
- Stop watch.
- Pre-planned individual sheets.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed for active movement. Make sure students are aware of the other activities taking place at the other stations.

## Entry Activity:

Have students walk once around the gym, jog once around the gym and then complete a full body stretching routine.

## EVALUATION STATIONS

Give each student a recording sheet and pencil.

### Running Station

Do this activity first using the entire gym area and all students. Have 4 bases set up on the floor like a baseball diamond. Taped area on floor is best. Timer starts clock on first movement of runner at home. Runner touches all four bases in fastest possible time. Record the times on recording sheet.

Now divide students into 3 equal groups and position each group at 1 station. Have the students complete the tasks at each station and record their individual scores.

## Throwing Station

**The throwing station will have 3 different activities**

**1. Beanbag throw** - Have 4 pylons in a row 5m from student. Each student has 5 attempts to hit the target, to score number of pylons hit/5. Have each student go 1 at a time. Station will have 5 beanbags.

**2. Ball throw** - Have target on the wall (either hula-hoops or tape) Using 5 balls, give the students 5 chances to try to hit the target 1 at a time. Scoring # of times they hit the target/5.

**3.** Have a hula-hoop approx. 10 feet away from students and have 5 frisbees for students to use. The students will have 5 chances to try to get the frisbees into the hula-hoops 1 at a time. They score for themselves the number of frisbees in the hoop/5.

## Catching Station

Give each student a ball. How many times can a student throw a ball in the air and catch it? How many times in a row can students throw a ball at the wall and catch it? Have them work in pairs to see how many times they can successfully throw and catch the ball with a partner. Have the partner count and record.

## Hitting Station

Set batting tee 15m from wall. Set pylons directly in front of tee at 5m and 10m. Batter hits the ball off the tee 3 times. Scoring includes 1 point for hitting the ball, 2 points for hitting the ball in the air past the first pylon, 3 points for hitting the ball past the 2nd pylon and 4 points or home run for hitting wall in the air.

At conclusion with all students: Set up 4 hitting stations, one on each wall of gym. Hit towards the wall. Have pitcher (soft tosser) on an angle pitch to the batter 3 pitches. Batter hits ball towards wall. Count how many times batter hits the ball. (Soft toss drill)

(Please note for a right-handed batter the pitcher or soft tosser is on the left side and for a left-handed batter the pitcher or soft tosser is on the right side!).

## Cool Down:

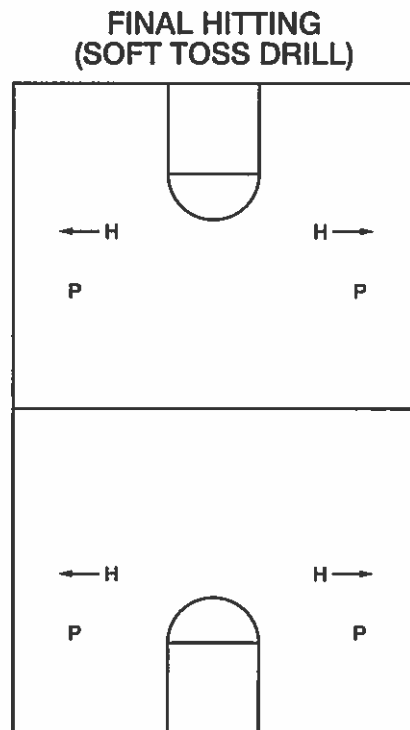
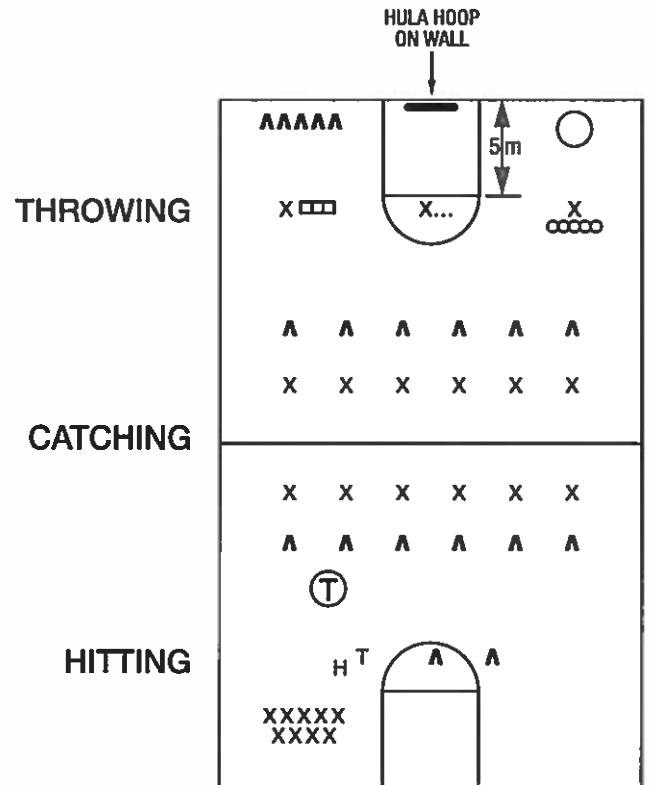
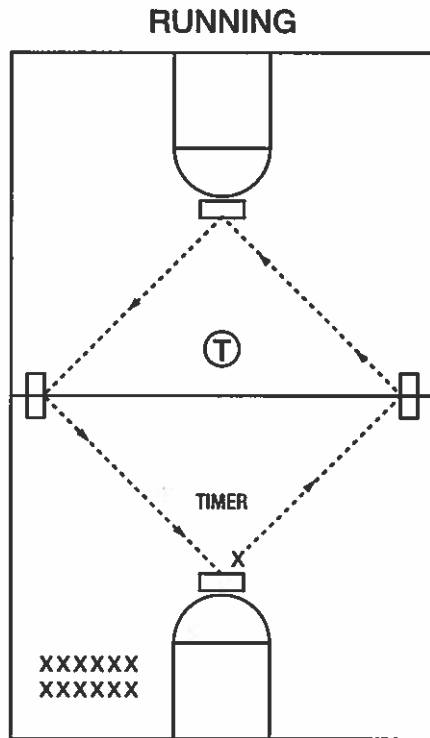
Have the students pick their own favorite cool down activity.

## Focus Points: SUMMARY

- Emphasize the fundamentals taught in previous lessons.
- Emphasize having fun.
- Make tasks attainable.
- De-emphasize scores.
- Rotate through.



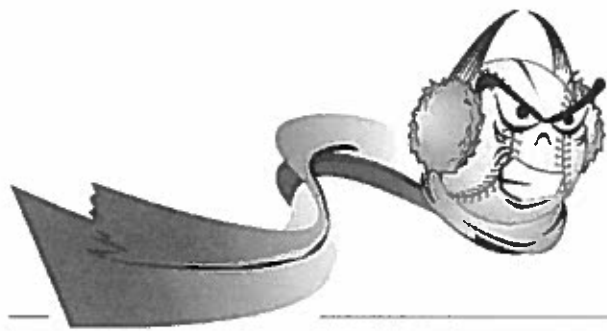
# Diagrams:



## LEGEND

- |   |               |      |           |     |                       |
|---|---------------|------|-----------|-----|-----------------------|
| X | STUDENTS      | □    | BASES     | ... | SOFTBALLS             |
| ⊙ | TEACHER       | ○    | HULA HOOP | T   | BATTING TEE           |
| H | BATTER/HITTER | ▣    | BEAN BAGS | Λ   | PYLONS                |
| P | PITCHER       | ○○○○ | FRISBEES  | ↓   | DIRECTION OF MOVEMENT |





# Winterball Progress Sheet

Name \_\_\_\_\_

Class \_\_\_\_\_

Running: Time 1. \_\_\_\_\_

Time 2. \_\_\_\_\_

## Throwing:

## Catching:

1. Bean Bag Throw \_\_\_\_\_ / 5

1. Air Catch \_\_\_\_\_ / 5

2. Ball Throw \_\_\_\_\_ / 5

2. Wall Catch \_\_\_\_\_ / 5

3. Frisbee Toss \_\_\_\_\_ / 5

3. Partner Catch \_\_\_\_\_ / 5

## Hitting:

## Soft Toss Drill:

1st Hit \_\_\_\_\_ / 5

1st Contact: Yes or No \_\_\_\_\_

2nd Hit \_\_\_\_\_ / 5

2nd Contact: Yes or No \_\_\_\_\_

3rd Hit \_\_\_\_\_ / 5

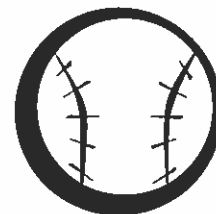
3rd Contact: Yes or No \_\_\_\_\_

## Lesson Objective:

- To develop the skills associated with throwing during group activity.
- To foster team co-operation and fair play.

## Equipment Required:

- 1 ball for each pair of students.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement.

## Entry Activity: TRIANGLE TAG

Students get in groups of 5. Three students join hands and form a triangle. One student is inside the triangle and another student is outside the triangle with a ball. The student on the outside tries to tag the student on the inside with the ball as the triangle moves to protect the inside player from getting tagged. Students rotate positions after every minute.

## Skill Development:

Teacher should demonstrate proper grip on the ball. Two fingers on top, thumb underneath. Have students stand 1m from the wall and just using hand action, flick the ball at the wall. Emphasize the wrist action and NO ARM action. Move students 3m from wall and have students hold throwing arm with a right angle at the elbow. Elbow at shoulder height. Student faces wall directly and throws ball at the wall using arm action starting from 90° set up. Remember wrists flick at the end. Finally, move student 10m from the wall. Have student rotate body, take arm back with elbow high and step towards wall with non-throwing foot and throw the ball with follow through.

## Game: OSTRICH BALL

Students split into groups of 10. The group then splits into 2 teams of 5 players. The gym is divided into 3 sections playing cross-court. Four players from each team scatter on their side of the court. The other player from each team stands on the opposite end of the court behind the players of the opposing team and becomes the ostrich. Each team tries to pass the ball to its ostrich, while the other team can try to intercept the pass. If the ostrich catches the ball, that team gets two points. If the opposing team intercepts the ball, it gets one point. Once the throw is made, the multi-team tries to throw ball to its ostrich. Game goes on back and forth.

## Cool Down: STRETCHING SIMON

Students spread out around the gym in viewing distance of the teacher. The teacher plays Simon Says but focuses only on stretching exercises. If someone does an activity that Simon doesn't say, that student must quickly run once around the gym and then come back to join the group.

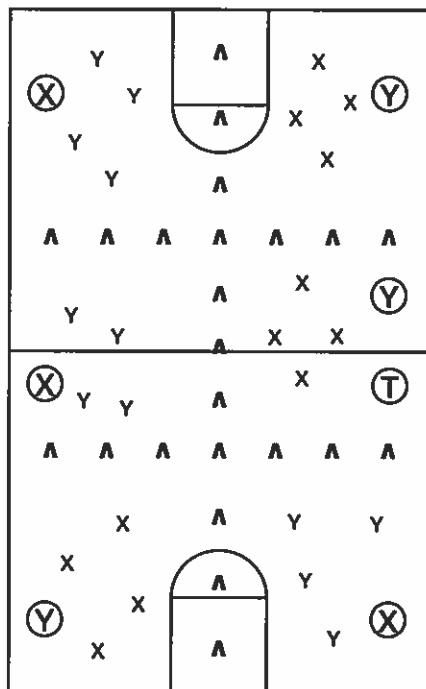
Teachers should focus on holding stretches and stretching arms and legs.

## Focus Points: THROWING

- Review basic fundamentals.
- Grip 2 fingers over the seams of the ball if possible (3 fingers are acceptable for smaller hands).
- Throwing hand-thumb should be pointing down; hand and elbow high.
- Full arm extension on release of ball.
- Step towards target.
- Push off the back foot.

### Diagrams:

OSTRICH BALL



OBJECT IS FOR X'S TO SET THE BALL TO ⊗  
 Y'S TRY TO INTERCEPT THEN Y'S TRY  
 TO GET BALL TO ⊗  
 X'S TRY TO INTERCEPT  
 NO STUDENT MAY CROSS OVER PYLONS

### LEGEND

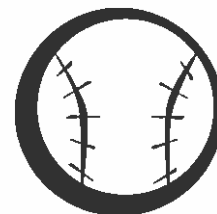
- X - Y STUDENTS
- ⊕ TEACHER
- ⊗ ⊙ OSTRICHES
- Λ PYLONS

## Lesson Objective:

- To develop catching skills and movement through group activity.
- To foster team co-operation and fair play.

## Equipment Required:

- 1 racquet for teacher.
- 5 or 6 large light balls or balloons.
- 2 or 3 balls for each group of 5 or 6 students.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. During game, ensure students are aware of other groups moving around them. Make sure students remember proper position of fingers when catching a ball. Fingers should point up when the ball comes above the waist, fingers point down when the ball is below the waist.

## Entry Activity: ACTION/REACTION

Students are paired up facing each other. One student initiates a stretching exercise and the partner mirrors/imitates the stretch. The first pair to complete and imitate 10 different stretching exercises, sit down and high five each other 3 times is declared the winner. (Make sure each pair completes the stretching exercise.)

## Skill Development:

Teacher should demonstrate for students the proper positioning for catching a high ball and a low ball. Players work in groups of five or six with 2 balls per group. Players with the balls begin passing to other players in the group. Have them practice different passes to each other. When students get used to passing 2 balls, have a third ball added.

## Game: MEATBALL AND SPAGHETTI

Students get in groups of 3 and scatter around the gym. The groups of 3 must form a line and hold hands (like a piece of spaghetti). The teacher stands in the centre of the gym and with a paddle or racquet continuously hitting a large, light ball or balloon for the strands of spaghetti to catch. Once the ball comes towards the spaghetti the group that is going to catch it must call "meatball" so the other groups of spaghetti know to move out of the way. The spaghetti must move together and position themselves for the ends of the spaghetti to come together to catch

the ball. They must hold hands at all times. Once the ball is caught, the players must rotate positions. The ball is thrown back to the teacher. Keep the game up until every team has caught the ball at least twice. This game works really well using a badminton raquet and birdies.

### Cool Down:

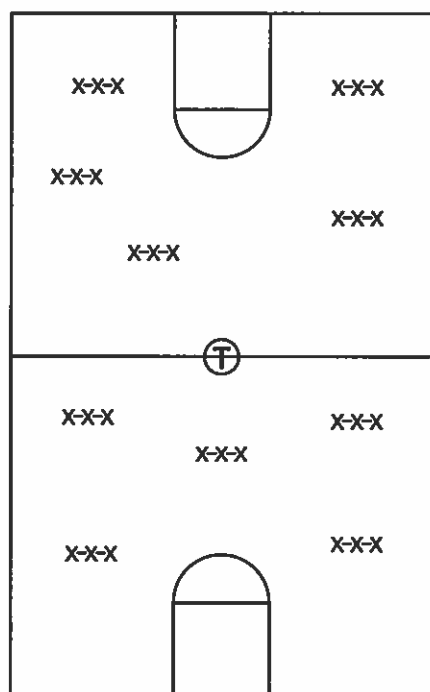
Have students skip one lap around the gym, then have students slide step one lap around the gym. After slide step have the students walk briskly around the gym, and lastly have students slowly walk one lap around the gym. Students then do a full body stretching routine.

### Focus Points: RECEIVING

- Thumbs together, palms facing out for high balls.
- Little fingers together, palms facing out, for low balls.
- Arms should be extended in front of the body, ready to catch.
- Bring the ball into the body (give with the ball) - Soft Hands.

### Diagrams:

MEATBALL & SPAGHETTI



### LEGEND

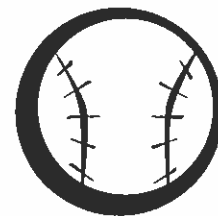
- X STUDENTS
- Ⓣ TEACHER

## Lesson Objective:

- To develop the skills associated with receiving during group activity.
- To foster team co-operation and fair play.

## Equipment Required:

- 1 ball for each pair of students.
- Pylons.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. Make sure students know not to be too aggressive during the “keep away” game.

## Entry Activity: SHUFFLE UP

1. Have students line up side by side on a line. When the teacher blows the whistle, the students will shuffle sideways and when the whistle blows a second time, the students shuffle the opposite way. Continue until the students have an understanding of the movement.

## SCORO

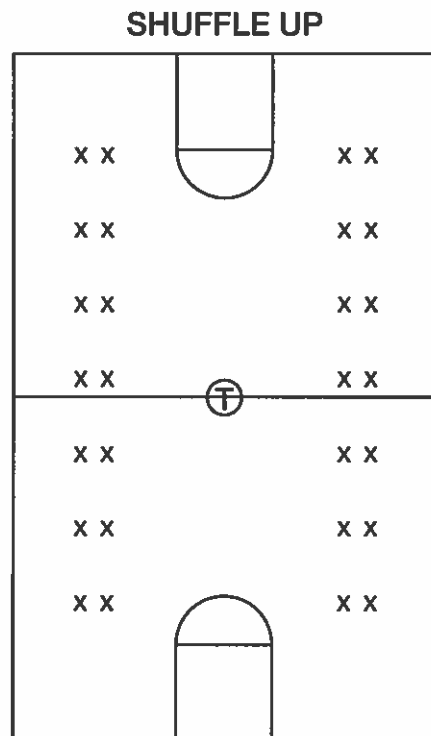
2. Have the students work in groups of 4. Each group of 4 gets 2 balls and 2 pylons to be set up as a goal. Two players roll grounders towards the goal and 2 players field the balls by guarding the goal. The players take turns in each position. The roller stands 8m from fielder and rolls the ball to the fielder, who is guarding the goal. The fielder may not move until the ball is in motion. The fielder scores one point if the ball is blocked. The roller scores one point if the ball goes through the goal. Each fielder and roller get 4 tries.

**Stress:** Keeping knees bent, staying low to the ground, keeping one hand close to the ground.

## Skill Development:

Teacher should demonstrate for students the skill of catching a ball while moving. Have the students line up at the end of the gym in partners facing each other approx. 10m apart. Have the students pass the ball back and forth to one another while using slide step or shuffle step to move down the floor. Have them change the types of passes and use different size balls.

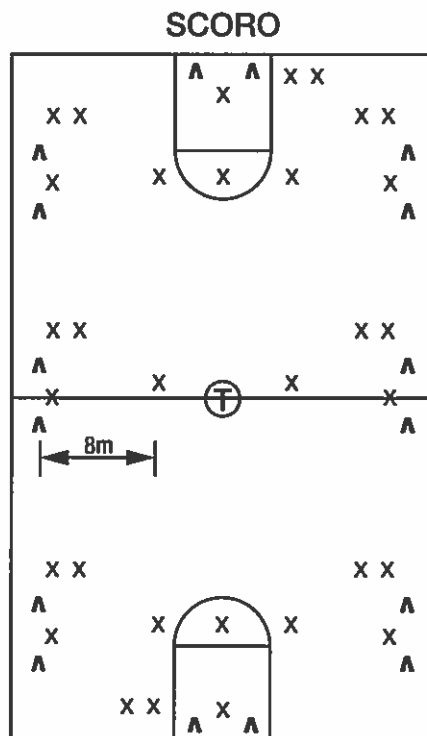
## Diagrams:



### LEGEND

- X STUDENTS
- Ⓣ TEACHER

ALL STUDENTS  
FACE SAME WAY.  
SHUFFLE ON  
WHISTLE.  
SHUFFLE OTHER  
WAY ON SECOND  
WHISTLE.  
TEACHER - EMPHASIZE  
ALL STUDENTS GOING  
RIGHT OR LEFT



### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- ▲ PYLONS

ROTATE  
PAIR AFTER  
2 ATTEMPTS

## Game: **BASEBALL SOCCER**

Divide group into 2 teams - one team in field, one team at bat.

Using a soft sturdy large ball the pitcher rolls the ball on the floor (ground) towards the "batter." The "batter" kicks the ball into play. Baseball rules now apply. The "batter" runs the bases and the fielders get him/her "out" by touching any base when the runner is off a base. Teacher is umpire and counts the runs. When everybody has "hit," change teams from fielders to "batters" and vice versa.

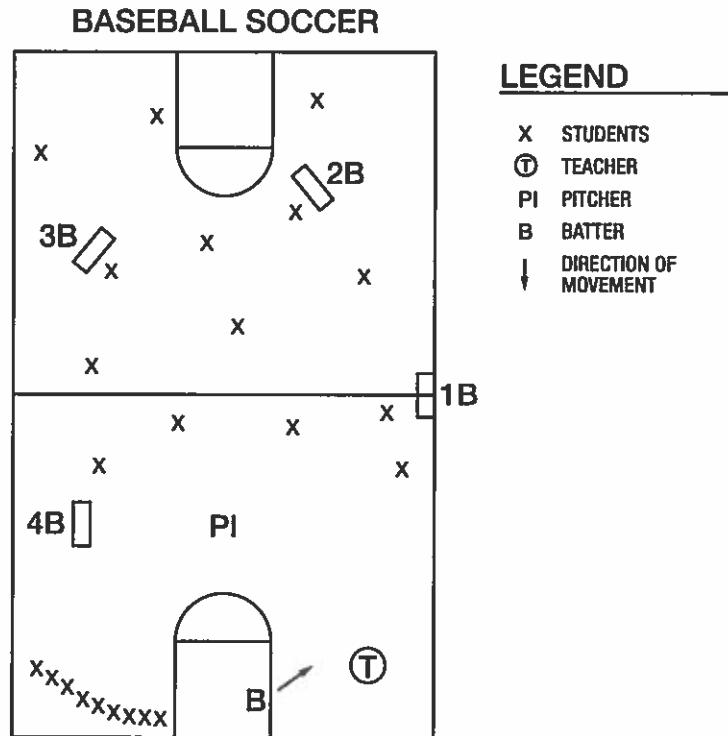
## Cool Down: **BASE TAG**

Set up four bases (mats), one, two or three, chosen to be "it." Bases are safe areas. Only three players at a time may be on one base. Players on base must do stretching exercise. When new student approaches base, first one on base must leave base.

# Focus Points: RECEIVING WITH MOVEMENT

- Shuffle-step to move short distance laterally.
- Cross-over-step to move long distance laterally.
- Knock the ball down.
- Position body in front of ball as much as possible.

## Diagrams:



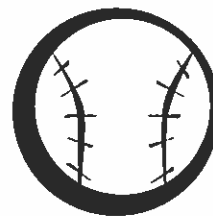


## Lesson Objective:

- To develop the movement skill of the crow hop, an important part of baseball and the basis of a catch-and-throw combination.

## Equipment Required:

- 5 pylons.
- 1 ball for every pair of students.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. During game, ensure students are aware of others and are not blocking the play.

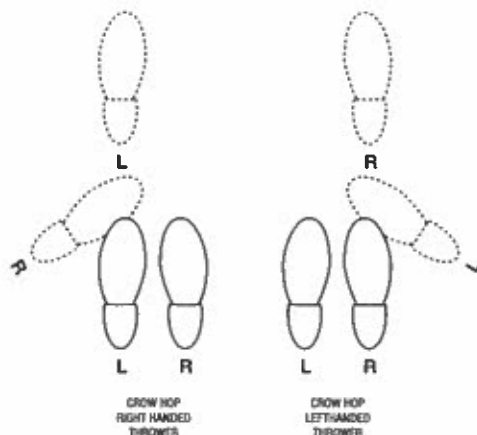
## Entry Activity: SLITHERING SNAKE

The students stand side by side around the perimeter of the gym with their arms outstretched and touching the shoulder of the person next to them. The first person in line gets down low and slide steps under the arm of the first person next to them and around the back, then through the arm of the second person and around the front in an "S" formation. The second person in line immediately follows the first person in line. Each player continues to follow the player before them until the "snake slithers all the way around the gym and every person has played"

## Skill Development:

Teacher should demonstrate the proper footwork for a crow hop. Explain to the students how the crow hop is beneficial in a game situation. Have the students practice the footwork of a crow hop without a ball and then with a ball. The teacher should move around the gym and provide feedback on stance and position.

## Crow Hop Diagram:



## Game: CROWING

Pair students up. Stand across from one another on each side of the gym facing each other. One partner has a soft ball. Teacher yells "crow". Student with the ball takes crow hop and throws the ball to partner. Partner catches ball, takes crow hop and throws ball back to original partner. Teacher waits for all original partners to have ball back and yells "crow" again. Process is repeated after three attempts. Teacher starts crow on other side.

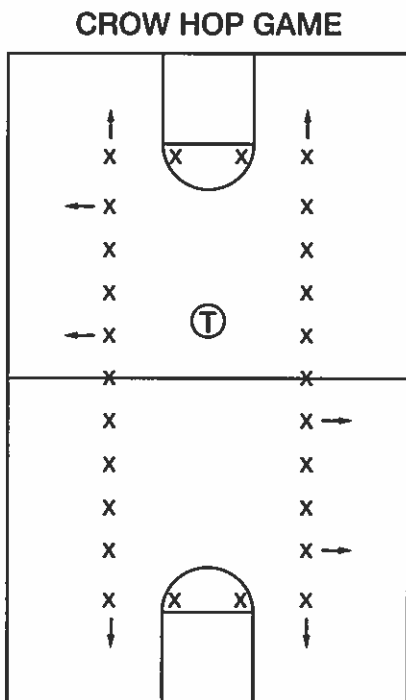
### Cool Down:

Have students walk one lap around the gym. Once they have completed one lap, have the students get a partner and face each other sitting on the floor with their legs stretched out in front. Each pair should have a ball. Have the one student roll the ball to their partner and when they have released the ball they should touch their toes and hold the stretch for ten seconds. The partner that has received the ball must hold the ball high over their head and stretch, holding the ball for 10 seconds. The partner with the ball then rolls it back and they switch roles. Have the students do this activity 5 times.

### Focus Points: CROW HOP

- Quick short movements.
- Allow body to turn 90° to throw from throwing foot.
- Step into target, toes of front foot pointing at the target.
- Practice the "hop" as a shuffle-step.
- Do "crow hop" as a lead-up to throw.
- Left-handed throwers need to use opposite footwork to right-handed throwers.

### Diagram:



ALL BALLS START CROW ON SAME SIDE OF GYM.

IF ACCURACY IS PROBLEM  
ALTERNATE WITH EVERY SECOND  
PAIR THROWING FOLLOWED BY  
OTHER PAIR.

#### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- ↓ DIRECTION OF MOVEMENT

# GRADES 5 & 6

# Lesson 5

## Lesson Objective:

- To develop the skills associated with team play.

## Equipment Required:

- One bowling pin.
- 2 pylons.
- 4 bases.
- 1 foam soccer ball.
- 4 rings.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. During game, ensure students are aware of others and are not blocking the play.

## Entry Activity:

Have students jog one lap around the gym and do a full body stretch.

## Skill Development: 4 Ball

Teacher should discuss catching and throwing with movement. Have students get into groups of 4. One student has the ball and stands 10m in front of the other 3. The first player in line moves to the right or left and the player with the ball throws the ball in that direction. Once the ball is caught the player that caught the ball takes the place of the thrower and the thrower moves into line with the other players. Have the students practice until each player has caught the ball twice. The teacher should move around the gym and provide feedback on proper techniques.

## Game: KICKBALL BOWLING

Four bases are positioned in the gym as a baseball diamond. The class is divided into 2 teams: batters and fielders. Six rings are placed around the gym in various positions. The batter stands in front of the bowling pin, which is placed behind home plate. The fielders assume their regular baseball positions. The pitcher rolls the ball to the batter, who kicks it and begins running around the bases collecting the rings as he/she passes each base. The fielder who gets the ball must pass it to the pitcher, who then rolls the ball at the pin. When the pin is knocked down play stops and the batters score is equal to the number of rings he/she has collected while running the bases. If the pitcher misses the pin, the catcher rolls it back to the pitcher for another try. If the batter gets all six rings and touches home base before the pin is knocked down, the turn is over. The batter then puts the rings back where he/she picked them up. The fielders switch positions every time the pin is knocked down by the pitcher. They cannot play the same position twice until everyone has had a chance at each position. When everyone on the batting team has had a turn at bat, the teams switch positions and the player order stays the same.

If the ball is caught on a fly, the ball is passed to the pitcher and the play continues. When the batter is running, he or she cannot interfere with the fielders and the fielders cannot interfere with the runner.

### Cool Down:

Students jog one lap of gym. On whistle, all students stop and do three upper body stretches for 30 seconds each. Students jog another lap of gym in opposite direction. On whistle, all students stop and sit on floor, doing three lower body stretches for 30 seconds each. Stand up jog on the spot for 15 seconds.

### Focus Points:

Emphasize the basic fundamentals of throwing and receiving.

### Diagrams:

#### Overhand Throwing

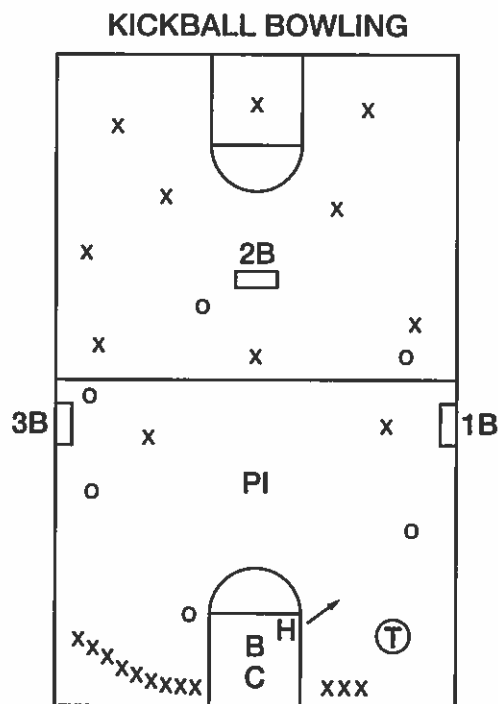
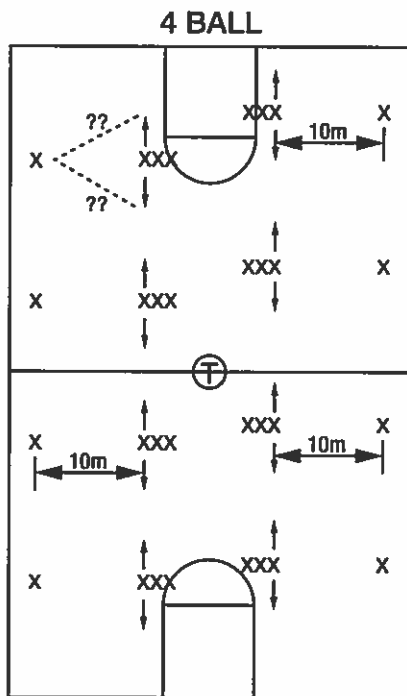
- Grip 2 fingers over the seams of the ball if possible (3 fingers are acceptable for smaller hands).
- Throwing-hand thumb should be pointing down; hand and elbow high.
- Full arm extension on release of ball.
- Step towards target.
- Push off the back foot.

#### Receiving

- Thumbs together, palms facing out for high balls.
- Little fingers together, palms facing out, for low balls.
- Arms should be extended in front of the body ready to catch.
- Bring the ball into the body (give with the ball) as it is caught.

#### LEGEND

- X STUDENTS
- Ⓣ TEACHER
- PI PITCHER
- H BATTER/HITTER
- B BOWLING PIN
- C CATCHER
- O RINGS
- ↓ DIRECTION OF STUDENT MOVEMENT
- ⋮ DIRECTION OF BALL MOVEMENT

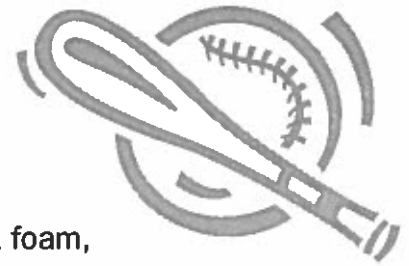


## Lesson Objective:

- To develop the hand-eye co-ordination associated with batting.

## Equipment Required:

- Targets on a wall at stations (wall markers, hula-hoops etc.).
- Throwing objects – 2 per station.
- 4 bases set up like a baseball diamond.
- 4 batting tees and balls (soft foam, wiffle).
- 4 foam bats.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. During game, ensure students are aware and ready to receive batted balls.

## Entry Activity: HIT A TARGET

Do a light jog around the gym. 30 seconds of jumping jacks. Divide the students into 4 equal groups. Have the groups line up at one end of the gym. In front of each group there should be:

- A hula-hoop with a foam ball in it halfway to the center line.
- A base on the centre line.
- A target on the wall at the other end of the gym with a batting tee 5m from wall.

On the teacher's signal the first student in each line must run to their hula-hoop and pick up the ball. They must throw the ball in the air, clap their hands behind their back and catch the ball. Then they run to the base at centreline, touch it, and then move on to the batting tee, put the ball on the batting tee and hit ball at target on the wall. After hitting the ball, the retriever picks up the ball, puts it back in the hula-hoop and then tags next teammate to start.

## Skill Development:

Teacher should demonstrate for students the proper stance for batting and proper grip. Have them work in partners to practice the movement of batting with a racquet or paddle. The teacher should move around the gym and provide feedback on proper swing and grip.

## Game: THE GRAND SALAMI

Divide the students into two teams – batters and fielders. The object is for the batter to stay up for as long as possible. There is a home plate and a first base set up in the gym. At home base the batter uses a racquet, foam bat or just the batter's fist to try and hit the pitched ball or object.

When the ball is hit the batter must run and touch first base and run back to home to get a point. The batter stays at bat until he/she gets out. The batter is out if the fielder catches the ball on a fly or if a fielder touches home base with the ball before the batter does. Once every batter has a chance to bat, the teams will switch positions.

### Cool Down:

Students get a partner and face each other. Position partners so partner A can see the teacher and the partner B cannot. The teacher will demonstrate body stretches focusing on arms. Partner A must do what the teacher is doing, partner B must follow what partner A is doing. Partners will switch position at a halfway point.

### Focus Points: FUNDAMENTALS OF HITTING

Emphasize the basic fundamentals of throwing and receiving.

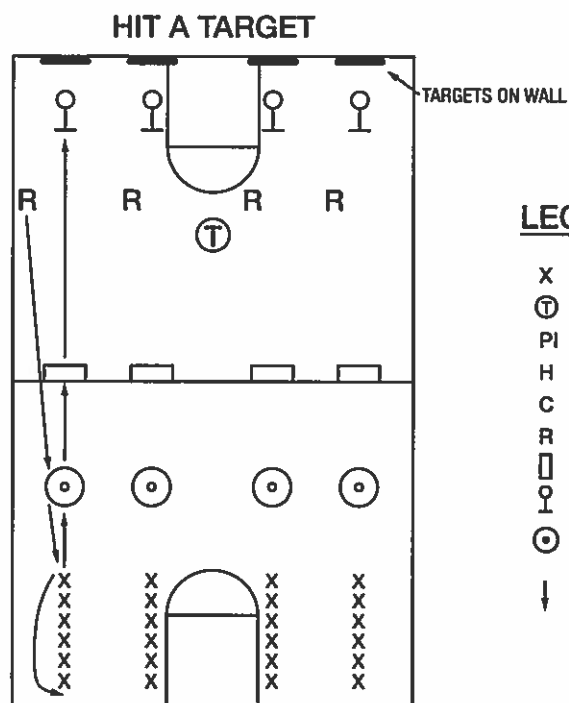
#### Grip

- Bat held in fingers, not palms.
- "Door Knocking Knuckles" aligned stance.
- Feet shoulder-width apart.
- Weight slightly to back foot, on balls of feet.
- Arms and elbows free from body.

#### Swing

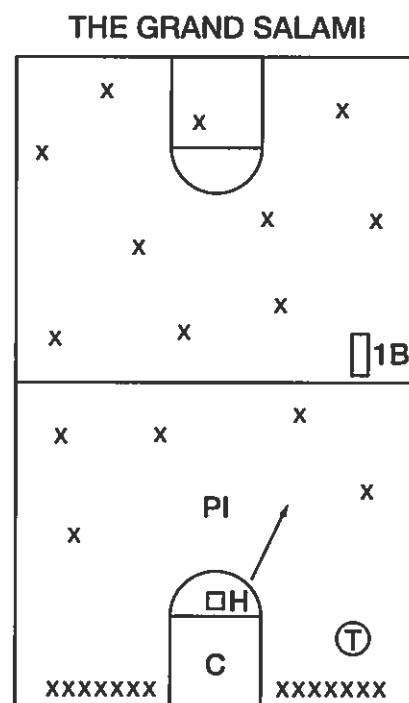
- Take a small stride.
- Transfer weight to front foot.
- "Squish the bug" (pivot) with back foot.
- Rotate hips to face pitcher.
- Front hand pulls bat through the swing.
- Roll wrists.
- Hit ball while ball is in front of body.
- Follow through.

### Diagrams:



#### LEGEND

- X STUDENTS
- ⊕ TEACHER
- PI PITCHER
- H BATTER/HITTER
- C CATCHER
- R RETRIEVER
- MATS/BASES
- ⊖ BATTING TEE
- ⊙ HULA-HOOP WITH BALL INSIDE
- ↓ DIRECTION OF MOVEMENT



## Lesson Objective:

- To develop throwing, catching and hitting skills through group activity.
- To foster team co-operation and fair play.
- To encourage positive feedback between teams.

## Equipment Required:

- Targets at stations (pylons, wall markers, hula-hoops, etc.).
- Throwing objects – 3 per station.
- 4 bases set up like a baseball diamond.
- 1 batting tee and ball (soft foam, wiffle).
- 1 foam bat.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. During game, ensure students are aware and ready to receive batted balls.

## Entry Activity: TARGET ZONE

Targets are placed around the gym. Students are required to work in groups at each target station and take turns throwing various objects at the targets. Use hoops on the floor, paper targets on the walls, pylon markers. Objects for tossing - different soft-type balls (playground balls, foam balls, wiffle balls), frisbees, beanbags. Once students have been to each station, have them practice stepping back further, or throwing different ways. Rotate stations quickly.

## Skill Development:

Teacher should demonstrate for students the proper stance for batting and proper grip. Have them work in partners to practice the movement of batting with a racquet or paddle. The teacher should move around the gym and provide feedback on proper swing and grip.

## Game: FAIR PLAY

Divide the class in 2 teams. One team is up to bat and the other is out in the field. The team that is up to bat must stay up to bat until each person scores. If a grounder is hit, the batter advances one base. On an infield fly, the batter advances 2 bases and on an outfield fly the batter advances 3 bases. When runners are on base, they move ahead as their teammates get hits.

In order for a hit to count, the fielder must stop the ball on a grounder or catch it on a fly. The main goal of the fielder is to catch the ball and help the batter get on base. This promotes true

sportsmanship in encouraging all players to do well. In order for the fielding team to get up to bat, they need to help the batting team score. Fielders should rotate through the different positions at regular intervals.

Use a batting tee at first, have the player at bat swing until the ball is hit. Once the players have progressed, have a fielder pitch the ball. The better the pitches, the more likely points will be scored.

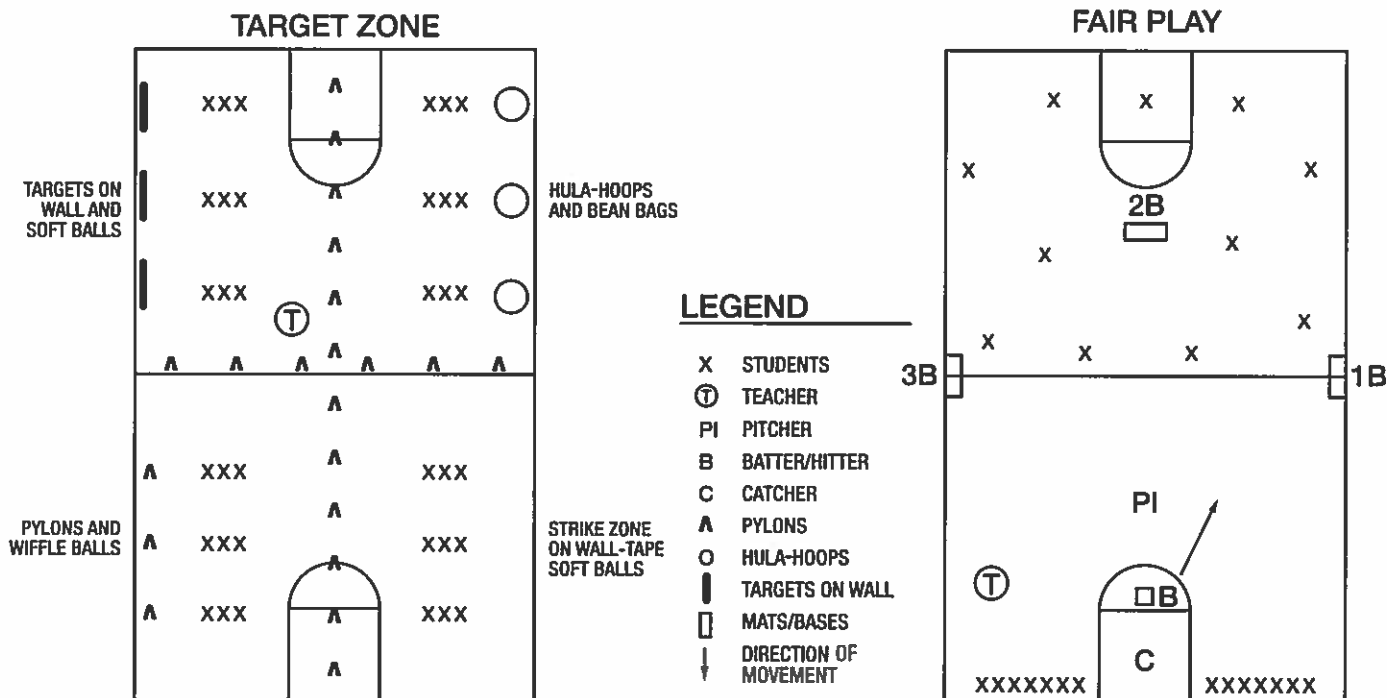
### Cool Down:

Have students work on body stretches, following the teacher. Make sure to stretch legs and arms thoroughly. Discuss the importance of positive feedback with the students. Ask students to provide positive feedback to the student next to them.

### Focus Points: REVIEW

- Basic fundamentals of batting.
- Watch the ball or other object hit the bat.
- Balance at contact.
- Balance at follow through.
- Remember safety with swing.

### Diagrams:





## Lesson Objective:

- To develop self-evaluation skills so students learn appropriate goal setting.

## Equipment Required:

- 1 soft ball for each student.
- Pylons, hula-hoops, paper targets.
- 4 bases.
- Wiffle ball and bat.
- Score sheet and pencil for each student.
- Stopwatch.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. Have students aware of activities at other stations.

## Entry Activity: GOOD WARM UP

Jog twice around the gym. Do full baseball-stretching routine. Jog other way around gym.

## EVALUATION STATIONS

There are four skills to evaluate: running, throwing, catching, and hitting. Running and hitting are done independently. Catching and throwing can be done simultaneously. (see diagrams.)

### Throwing Station (Done in half the gym along with catching)

Have a target set up on the wall and pylons set up at different distances in front of the target. Have students throw the ball at the target 3 times from each distance. Test their accuracy, consistency and distance. How many times did they reach the target? How far did they throw? How many times in a row did they hit their target?

### Catching (Done in half the gym along with throwing)

Give each student a ball. How many times can a student throw a ball in the air and catch it?

How many times in a row can students throw a ball at the wall and catch it? Have them work in pairs to see how many times they can successfully throw and catch with a partner. Have the partner record the score while the student is throwing, catching in the air and off the wall. They will then switch roles.

## Hitting (use entire gym for this station)

Have 4 distance markers set up in front of a pitcher. Give each marker a point; the farthest marker should be worth 5 points. Have each student make 3 attempts to hit the pitched ball. What was their final score? How many times were they able to hit a pitched ball? Have one person in the group keep score for the batter. One point is scored for hitting the ball.

## Running

Set up 2 sets of 4 bases, 1 set in each half of the gym. Have students run bases as quickly as possible. Record time. Time is taken from first movement to touching home base again.

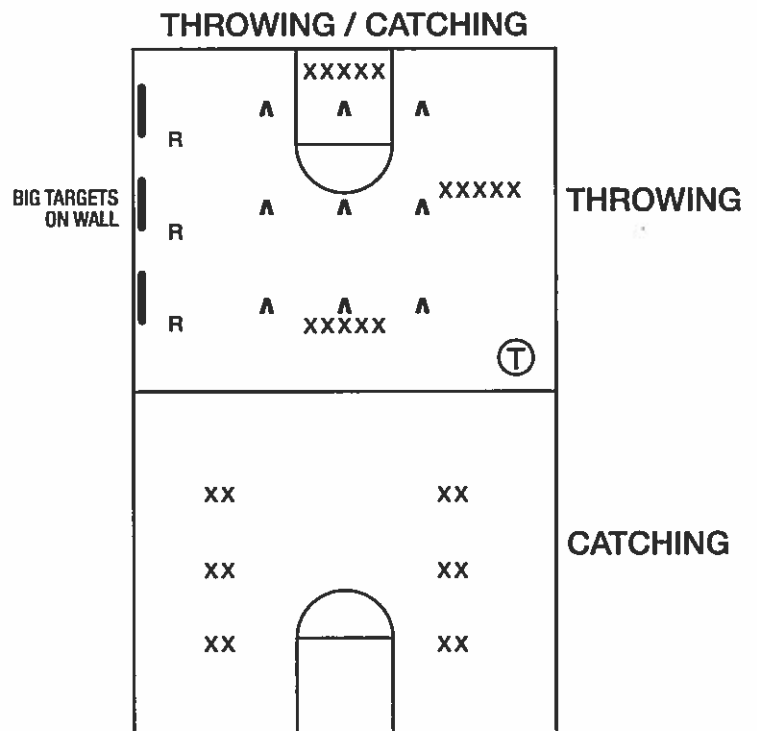
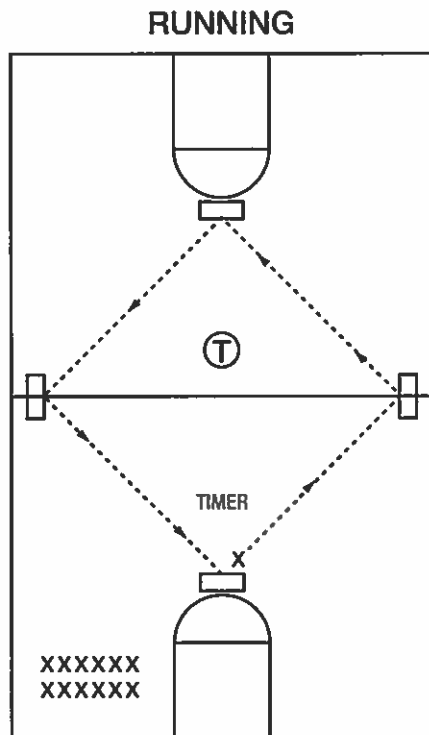
## Cool Down:

Have the students jog one lap around the gym, then walk one lap around the gym. Jog a lap of the gym the other way. Walk backwards once around gym. Shuffle step one lap of gym.

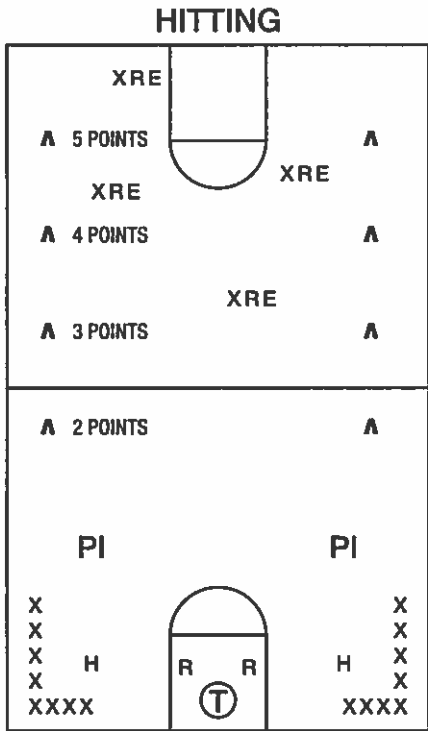
## Focus Points: REVIEW BASIC FUNDAMENTAL SKILLS

- Throwing.
- Receiving.
- Balance at contact.
- Hitting.
- Running.

## Diagrams:



# Diagrams (continued):



## LEGEND

- X STUDENTS
- Ⓣ TEACHER
- PI PITCHER
- H BATTER/HITTER
- R RECORDER
- XRE BALL RETRIEVERS
- Λ PYLONS
- ▭ TARGETS ON WALL
- MATS/BASES
- ↓ DIRECTION OF MOVEMENT

## Lesson Objective:

- To learn the fundamentals of baseball in a game environment.
- To learn to appreciate the value of team play.

## Equipment Required:

- 1 soft ball.
- 4 bases.
- Foam bat.



## Safety Considerations:

Check playing surface for any hazards. Make sure students are dressed properly for active movement. Make sure students are aware when a person is at bat. Have players be aware of other players when running the bases.

## Entry Activity:

Have students work in partners and do a full body stretching routine.

## Game: WINTERBALL BASEBALL

This game is a modification of three-pitch baseball for indoor activity. Be sure to review the rules with the students prior to beginning.

- Divide the class into 2 teams, 1 team at bat and the other in field. Set up the gym to resemble a regular baseball diamond. The players playing the "infield" positions assume the regular positions associated with baseball. The players playing the "outfield" positions must start with backs against wall until the ball is hit.
- The pitcher is a member of the batting team and therefore wants the batter to hit the ball.
- The ball is pitched to the batter and if the batter doesn't hit the ball in 3 pitches, the batter is out.
- When 3 players are out, the batting team switches with the fielding team.
- Since the pitcher is part of the batting team, the ball must go past the pitcher to be in play, and the batter cannot steal a base.
- The batting team may change pitchers at any time.
- Runners on base cannot leave the base before the ball is hit or the player is considered out.
- A batter will be out if the ball hits the pitcher.

- All players on the batting team must be sitting on a bench, except for the player up to bat.
- If a team gets through the entire batting order without getting 3 outs the inning is over and teams switch positions.
- With the exception of the above details, the rules of baseball apply.
- Teacher must make sure game moves at fast pace.

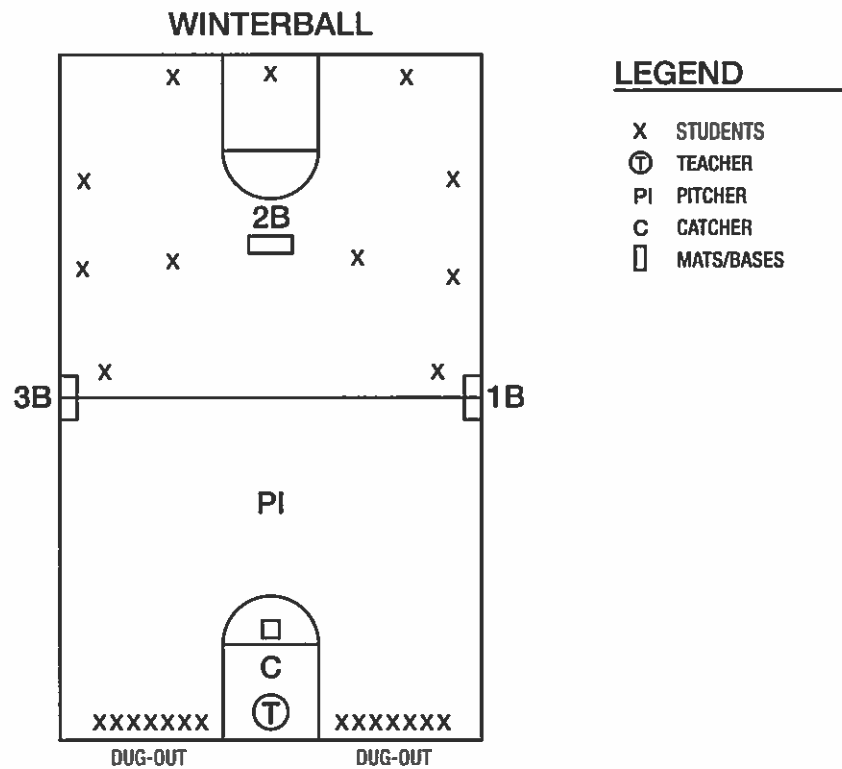
### Cool Down:

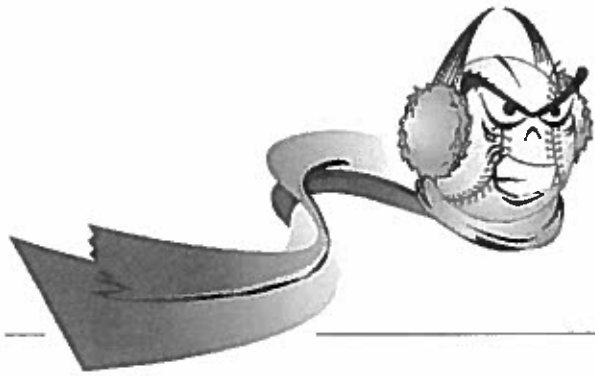
Have the students jog one lap around the gym, then walk one lap around the gym.

### Focus Points: REVIEW

- Review the rules of the game.
- Observe the movement of the students.
- Watch to see how often and quickly the ball is put into play.
- Emphasize personal success.

### Diagrams:





# Winterball Progress Sheet

Name \_\_\_\_\_

Class \_\_\_\_\_

Running: Time 1. \_\_\_\_\_

Time 2. \_\_\_\_\_

## Throwing:

1. 1st Distance \_\_\_\_\_

2. 2nd Distance \_\_\_\_\_

3. 3rd Distance \_\_\_\_\_

Total \_\_\_\_\_

## Hitting:

1. 1st Hit \_\_\_\_\_

2. 2nd Hit \_\_\_\_\_

3. 3rd Hit \_\_\_\_\_

Total \_\_\_\_\_

## Catching:

1. Air Catch \_\_\_\_\_

2. Wall Catch \_\_\_\_\_

3. Partner Catch \_\_\_\_\_

# WINTERBALL

## Local Play Options

1. Use a tiger ball, elephant ball, etc., and have the batter hit the ball with a fist.
2. Use a soft ball that can be kicked. Roll pitch to the “batter.” Ball is kicked into play.
3. Set up lines on the wall, horizontal to floor. When the ball hits above line, it’s a home run.
4. Ball fielded off of the wall can be:
  - Counted as ground ball.
  - Counted as fly ball.
  - Counted as dead ball.
5. Use “force play rules.” Base runners can only advance as far as batter did.
6. Use dodge ball rules by hitting runner below the waist with ball to put her/him out.



# BASEBALL

# Glossary of Terms:

**At Bat** – a hitter gets an opportunity to have 3 strikes, 4 balls or to hit the ball into fair territory. A team gets 3 outs in an inning.

**Ball** – a thrown ball outside of the strike zone and not swung at by the batter.

**Batter (Hitter)** – an offensive player who is standing beside home plate in the batter's box.

**Crow Hop** – movement involved with the throwing and catching of a baseball.

**Defense** – a team on the field.

**Double** – the batter reaches second base after hitting the ball.

**Fair Territory** – area within and including the foul lines (see diagram).

**Field** – see diagram.

**Fly Ball** – a ball hit into the air.

**Foul Territory** – area outside the foul lines (see diagram).

**Game** – involves 2 teams: one team in the field and one team at bat. Object is to score runs or to stop runs from scoring.

**Grip (A)** – how to hold a baseball with your throwing hand.

**Grip (B)** – how to hold a bat with 2 hands in order to be able to hit a ball.

**Ground Ball** – ball rolling/bouncing along the ground.

**Home run** – the batter reaches home plate after hitting the ball.

**Offense** – a team at bat (hitting).

**Out** – when a fielder catches a batted ball in the air.

- when a fielder throws a batted ball on the ground to a base before the runner gets there.
- when a fielder in possession of the ball tags a runner while the runner is not touching a base.
- when a runner is forced out at a base.

**Pitch** – a thrown ball from a pitcher to a batter.

**Pivot** – shifting body weight from back foot to front foot in a hitting motion. (“squish the bug with the back foot”)

**Run** – occurs when an offensive player reaches each base and home plate.





**Safe** – bases are safe areas so a runner touching a base cannot be put out.

**Score sheet (Winterball Progress Sheet)** – piece of paper used to record student results at the evaluation stations (running, throwing, catching, hitting).

**Single** – the batter reaches first base after the ball.

**Stretching exercise** – body movements used in warm-up or cool down activities.

**Strike (A)** – A ball thrown by the pitcher over the plate between the batter's knees and armpits.

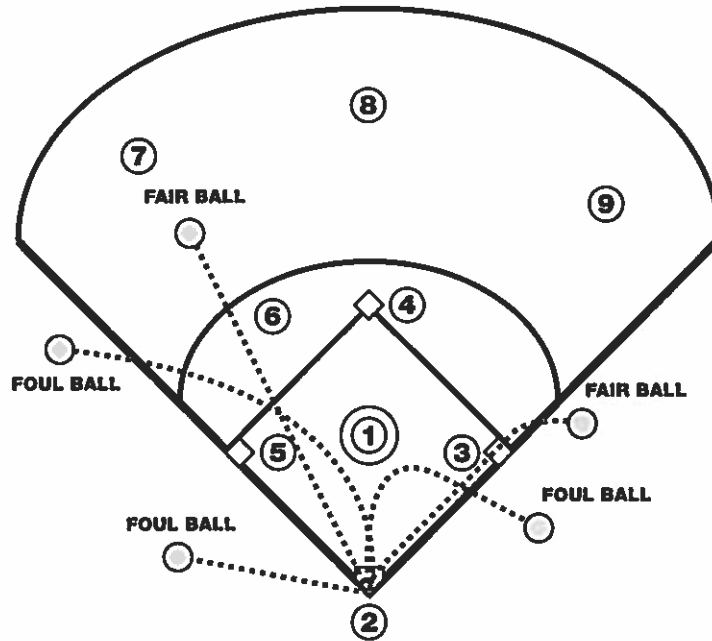
**Strike (B)** – when batter swings and misses a pitch from the pitcher.

**Triple** - the batter reaches third base after hitting the ball.

**Winterball Progress Sheet (Score Sheet)** – piece of paper used to record student results at the evaluation stations (running, throwing, catching, hitting).



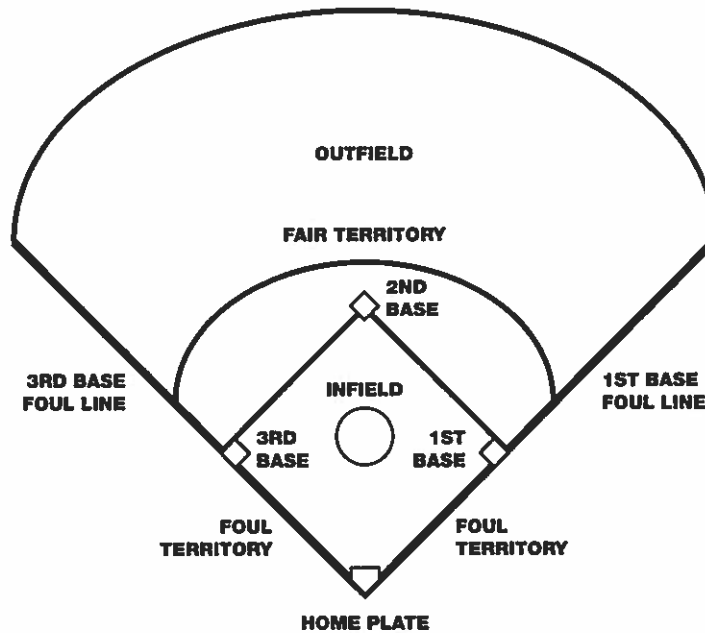
# Diagram: FAIR AND FOUL TERRITORY



## LEGEND

### Positions on the field

- 1) Pitcher
- 2) Catcher
- 3) First Base Person
- 4) Second Base Person
- 5) Third Base Person
- 6) Short Stop
- 7) Left Fielder
- 8) Center Fielder
- 9) Right Fielder





# Winterball Evaluation Form

**Thank you for taking part in the Winterball Program.**

Your input into the review and evaluation of this program is vital to its success.

To make the program better, we require your comments and feedback.

Thank you in advance for your time and assistance.

Name of School: \_\_\_\_\_ Name of Facilitator: \_\_\_\_\_

Grades involved in Winterball: \_\_\_\_\_ Number of Students: \_\_\_\_\_

1. Please circle the most appropriate response, indicating the extent to which you agree or disagree with each statement.

	Strongly Disagree			Strongly Agree	
The lessons are easy to understand	1	2	3	4	5
The lesson layout is easy to follow	1	2	3	4	5
This resource is useful and will be used	1	2	3	4	5

Comments: \_\_\_\_\_

2. In relation to the ability level of the students at this school, how difficult do you find the activities in the Winterball program.

\_\_\_\_\_ Extremely Difficult

\_\_\_\_\_ Somewhat challenging

\_\_\_\_\_ Difficult

\_\_\_\_\_ Extremely easy

\_\_\_\_\_ Challenging but attainable

Comments: \_\_\_\_\_



3. Is there any information that needs to be added or removed to help make the program clearer?

**Added**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**Removed**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If yes, please explain:

---

---

4. What did you like most about the program?

---

---

5. What did you like least about the program?

---

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6. Do you feel there were any baseball techniques that were overlooked in this program?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If yes, please explain: \_\_\_\_\_

---

7. This program is designed to be conducted during the winter months, inside a gymnasium. However, it is easily adaptable for outdoor use. How will this work with your current schedule?

\_\_\_\_\_ It will fit fine

\_\_\_\_\_ Some rearranging of our schedule will be required, but not a major problem

\_\_\_\_\_ We can't make it fit

Comments: \_\_\_\_\_

---



8. Please circle the most appropriate response to each statement, indicating the extent to which you agree or disagree.

	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
This program will benefit students	1	2	3	4	5
This program promotes physical activity	1	2	3	4	5
This program is challenging for all students	1	2	3	4	5

Comments: \_\_\_\_\_  
 \_\_\_\_\_

9. After taking part in Winterball, would you have the program back at your school?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Why or why not? \_\_\_\_\_  
 \_\_\_\_\_

10. Overall, how would you rate this program?

<b>Poor</b>		<b>Average</b>		<b>Excellent</b>	
1	2	3	4	5	

*Thank you for taking part in the Winterball program  
 and for taking time to complete this evaluation form.*

Please fax a completed version of this evaluation form to your local baseball association:

**Baseball B.C.** – Fax – 604-737-3098

**Baseball Alberta** – Fax – 780-427-9032

**Sask Baseball** – Fax – 306-352-3669

**Manitoba Baseball** – Fax – 204-925-5792

**Baseball Ontario** – Fax – 519-740-6311

**Baseball Québec** – Fax – 514-252-3134

**Baseball New Brunswick** –  
 Fax – 506-451-1325

**Baseball Nova Scotia** – Fax – 902-425-5606

**P.E.I. Baseball** – Fax – 902-368-4548

**Newfoundland Baseball** –  
 Fax – 709-368-6080



# Teacher Support Material

The main focus of the program will be on introducing the basic fundamental skills of the game in a fun, non-competitive manner, providing a positive learning experience for all participants.

The purpose of this package is to provide diagrams to further illustrate the focus points in the lesson plans of the teacher/instructor.

The **SPIRIT OF SPORT AWARD** can be presented to deserving individuals by the school.

This material is user-friendly and completely turn-key to the teacher/instructor for producing copies or transparencies for the participants.

We wish to thank  
The SPIRIT OF SPORT FOUNDATION  
for the use of portions of FAIR PLAY - IT'S YOUR CALL

*Good luck to all teachers/instructors with  
our Winterball Program and have FUN!*

## LET'S PLAY BALL



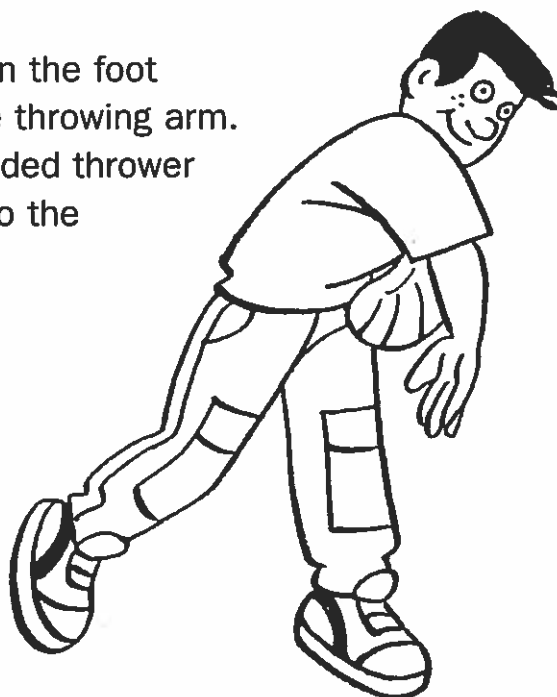
# THROWING

## TECHNIQUE (With a glove or without a glove)

- Grip the ball with two fingers (the middle and forefinger) across the wide part of the seams with the thumb under the ball. Players with the smaller hands may have to use three fingers.
- Start the arm action by going down, then back to full extension with the fingers on top of the ball.



- As the arm comes forward, keep the elbow higher than the shoulder.
- Release the ball slightly above and in front of the head.
- Step forward on the foot opposite to the throwing arm. (i.e. a right-handed thrower would step onto the left foot)



# RECEIVING

## TECHNIQUE (With a glove or without a glove)



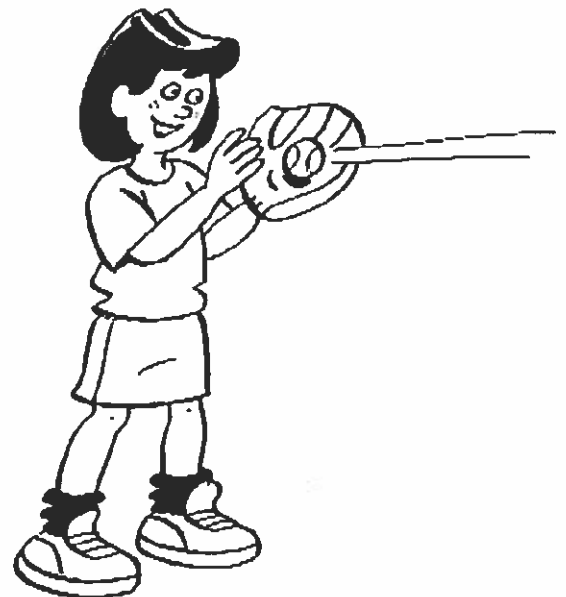
- Put all of your fingers in the fingers of the glove.
- Catch the ball in the palm of the glove or in your catching hand.
- Try to catch the ball with two hands whenever possible.
- Let your hands “give” to absorb the force of the ball as the ball enters the glove or your catching hand.



- If the ball is above the waist, point your fingers upward so the thumbs are together. If the ball is below the waist, point your fingers down so the little fingers are together.



- Bring the ball into the middle of the body, step toward the target and throw.





# FIELDING GROUND BALLS

## TECHNIQUE (With a glove or without a glove)

- Keep feet shoulder-width apart with weight on the balls of the feet.
- Bend knees and hips so the back is parallel to the ground. Keep the hands down and slightly forward, just touching the ground with the palms up.
- Keep the head down and watch the ball all the way into the glove or your catching hand.



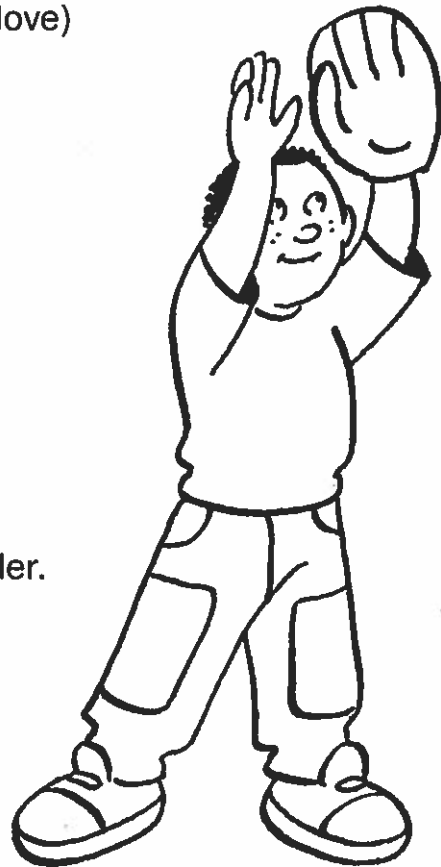
- Field the ball in the middle of the body.
- Bring the ball into the middle of the body, step toward the target and throw.



# FIELDING FLY BALLS

## TECHNIQUE (With a glove or without a glove)

- Run to where the ball will be caught, always keeping your eye on the ball.
- Catch the ball slightly above head height, with both hands just above the throwing shoulder.
- Watch the ball all the way into the glove.
- Bring the ball down to the throwing shoulder.
- Step toward the target and throw.



# HITTING

## TECHNIQUE

- Hold the bat with a relaxed grip at the base of the fingers – not in the palm. The hand closer to the pitcher should be on the bottom, close to the knob.
- Take a comfortable stance close enough to home plate to be able to hit pitches on the outside corner.



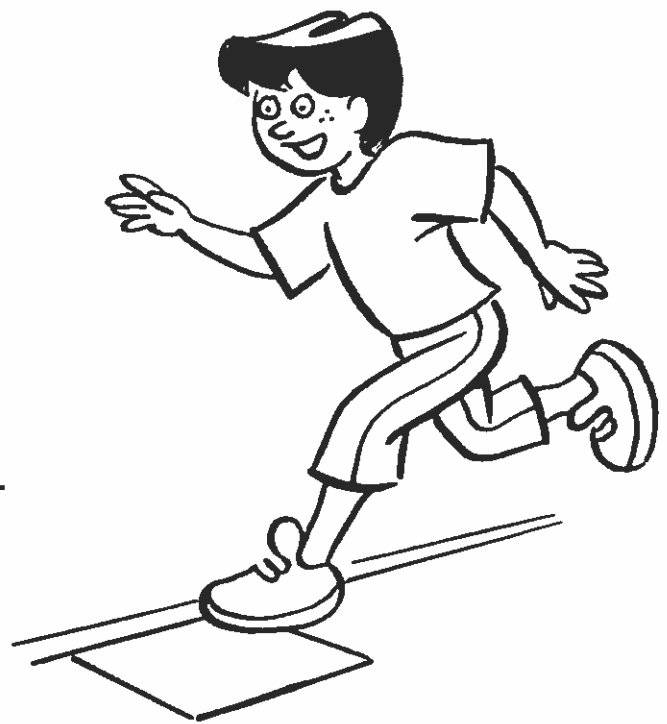
- Watch the ball all the way until it makes contact with the bat.
- Take a short stride (10-15 cm) with the front foot directly toward the pitcher.
- Swing the bat on a level path.



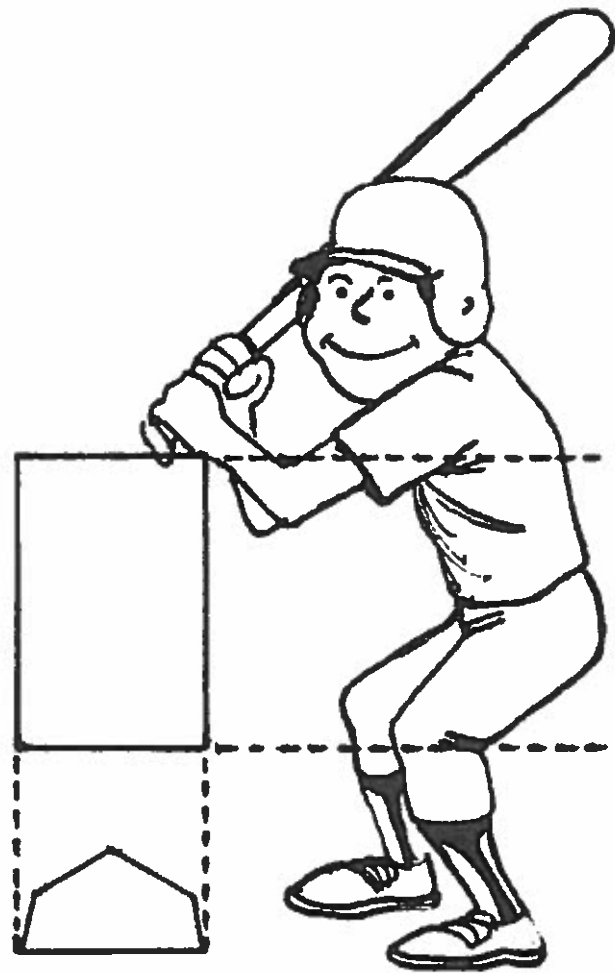
# BASERUNNING

## TECHNIQUE

- Move arms and legs in a straight line. Try to minimize movement of arms or legs across the body.
- Stay relaxed.
- Whenever possible, try to cover the shortest distance from base to base. Run in a straight line and touch the front of the base.
- Always run as fast as you can.



# THE STRIKE ZONE





# SPIRIT OF SPORT AWARD

*This is to recognize the achievements of*

IN DEMONSTRATING THE IDEALS OF FAIR PLAY:

**RESPECT FOR THE RULES**

**RESPECT FOR OFFICIALS AND THEIR DECISIONS**

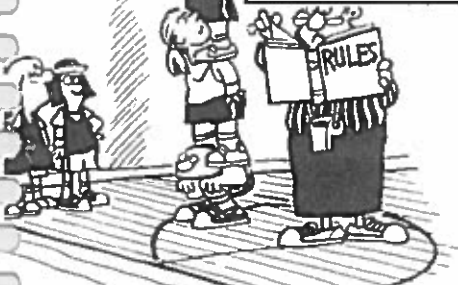
**RESPECT FOR THE OPPONENTS**

**GIVE EVERYBODY AN EQUAL CHANCE TO PARTICIPATE**

**MAINTAIN SELF-CONTROL AT ALL TIMES**

**GOOD SPORTS MAKE GOOD SPORT!**

**FAIR PLAY - IT'S YOUR CALL!**



# Fair Play Code for Coaches

---

**1**

**I will be reasonable when scheduling games and practices, remembering that young athletes have other interests and obligations.**

**2**

**I will teach my athletes to play fairly and to respect the rules, officials and opponents.**

**3**

**I will ensure that all athletes get equal instruction, support and playing time.**

**4**

**I will not ridicule or yell at my athletes for making mistakes or for performing poorly. I will remember that children play to have fun and must be encouraged to have confidence in themselves.**

**5**

**I will make sure that equipment and facilities are safe and match the athletes' ages and abilities.**

**6**

**I will remember that children need a coach they can respect. I will be generous with praise and set a good example.**

**7**

**I will obtain proper training and continue to upgrade my coaching skills.**

**FAIR PLAY - IT'S YOUR CALL!**



# Fair Play Code for Athletes

.....

**1**

**I will participate because I want to, not just because my parents or coaches want me to.**

**2**

**I will play by the rules and in the spirit of the game.**

**3**

**I will control my temper – fighting and “negative comments to others” can spoil the activity for everybody.**

**4**

**I will respect my opponents.**

**5**

**I will do my best to be a team player.**

**6**

**I will remember that winning isn't everything – that having fun, improving skills, making friends and doing my best are also important.**

**7**

**I will acknowledge all good plays/performances – those of my team and of my opponents.**

**8**

**I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.**

**FAIR PLAY – IT'S YOUR CALL!**





# Fair Play Code for Parents/Guardians

.....

**1**

**I will not force my child to participate in sports.**

**2**

**I will remember that my child plays sport for his or her enjoyment, not for mine.**

**3**

**I will encourage my child to play by the rules and to resolve conflicts without resorting to hostility or violence.**

**4**

**I will teach my child that doing one's best is as important as winning, so that my child will never feel defeated by the outcome of a game/event.**

**5**

**I will make my child feel like a winner every time by offering praise for competing fairly and trying hard.**

**6**

**I will never ridicule or yell at my child for making a mistake or losing a competition.**

**7**

**I will remember that children learn best by example. I will applaud good plays/performances by both my child's team and its opponents.**

**8**

**I will never question the officials' judgement or honesty in public.**

**9**

**I will support all efforts to remove verbal and physical abuse from children's sporting activities.**

**10**

**I will respect and show appreciation for the volunteer coaches who give their time to provide sport activities for my child.**

**FAIR PLAY - IT'S YOUR CALL!**



# The Field of Dreams

Figure 1 shows a baseball field, which is known as "The Diamond" because of its shape, and is sometimes referred to as a "Field of Dreams." The field in Figure 1 has all of the positions in the game of baseball marked on it.



Figure 1

MLB stars hail from countries around the world

235 MLB players competed in the inaugural World Baseball Classic.

## Baseball Worksheet 1

The passage below describes the set up of a Major League Baseball game between the New York Yankees and Boston Red Sox. This passage has a number of blank spaces, which need to be filled in to make the sentences complete. All of the words that belong in the blank spaces are listed below to the right of the page. Figure 1 will help you to work out which words belong in which blank spaces. GOOD LUCK!!!

### HI! WELCOME TO THIS AFTERNOON'S GAME.

Today the New York \_\_\_\_\_ are playing the \_\_\_\_\_ Red Sox. Right now, the Yankees are batting and the Red Sox are fielding. OK, let's see which players are on the field.

The \_\_\_\_\_ is Jacoby Ellsbury, who stands in the batter's box near home plate. Behind him squats Blake Swihart; he is the \_\_\_\_\_. The pitcher, Clay Buchholz, stands on the \_\_\_\_\_ mound, where he throws the ball to the batter.

Along with home plate, the other bases include \_\_\_\_\_ base, second base and third \_\_\_\_\_. Each base has a fielder playing nearby: Travis Shaw, the first baseman, plays first base; Dustin Pedroia, the second \_\_\_\_\_, plays second base; and Pablo Sandoval, the \_\_\_\_\_ baseman, plays third base. Xander Bogaerts, the \_\_\_\_\_, is positioned between second base and third base. These four fielders are called the \_\_\_\_\_.

The three remaining fielders are known as \_\_\_\_\_, because they guard the outfield. Hanley Ramirez, the \_\_\_\_\_ fielder, stands deep behind third base, Mookie Betts, the \_\_\_\_\_ fielder stands deep behind second base, and Jackie Bradley Jr. the \_\_\_\_\_ fielder stands deep behind first base.

The fence at the edge of the outfield is known as the \_\_\_\_\_ fence. This separates the field and the players from the spectators. If a batter hits the ball over this wall, it is a \_\_\_\_\_ !!!

- outfield
- infielders
- baseman
- catcher
- Boston
- third
- pitcher's
- left
- right
- outfielders
- base
- batter
- Yankees
- shortstop
- first
- home run
- center

Enjoy the game!!!



Figure 2

**PITCHER VS. BATTER:** Read the following paragraphs about the duel between the pitcher and the batter, and answer the questions that follow.

**Pitching**

The pitcher's job is to "pitch" (throw) the ball to the batter and get it in the strike zone. The strike zone is an imaginary rectangle as wide as home plate and stretching from the batter's knees to the middle of his chest (see Figure 2). Each time the pitcher throws the ball through the strike zone without the batter hitting it, it is called a strike. It is also a strike if the batter swings at the ball and misses it, even if it is not in the strike zone. After three strikes the batter is out!

If a pitcher throws the ball outside of the strike zone and the batter does not swing, the pitch is called a "ball." If a pitcher throws four "balls" to a batter it is known as a "walk," because the batter can walk to first base, and becomes a baserunner.

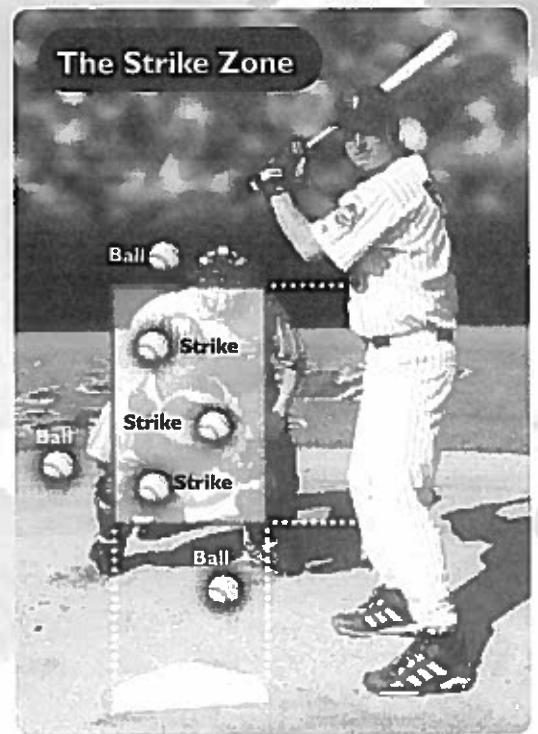
The pitcher pitches to the same batter until the batter strikes out, walks or hits a "fair ball."

**Batting**

If the batter hits the ball forward, between the foul lines, it is called a "fair ball" and the batter must run to first base. If the batter hits the ball outside the foul lines, off the field of play, it is called a "foul ball" and counts as a strike. A "fly ball" is a ball that a batter hits into the air. A "ground ball" is a ball that is hit along the ground.

**Home Run**

One baseball term that most are familiar with is "home run." A home run comes when the batter hits the ball so hard and far that it clears the outfield fence. When this happens, all baserunners, including the batter who hit the home run, automatically reach home plate and each score a run.



**Questions**

**Answers**  
CIRCLE ANSWER

- 1 Which of these words is closest to what 'pitch' means? (a) field (b) throw (c) catch (d) try ..... A B C D
- 2 The 'strike zone', which the batter tries to protect, stretches from the batter's head to his toes. True or False? ..... TRUE / FALSE
- 3 Which of these is a 'strike'? (a) a pitch that a batter hits really well (b) a pitch that hits the batter on the body (c) a pitch in the strike zone which the batter doesn't hit ..... A B C
- 4 Which of these is a 'ball'? (a) a pitch that the pitcher throws outside the strike zone (b) a pitch hit for a home run (c) a pitch that a batter hits outside the foul lines ..... A B C
- 5 A batter can walk to first base after how many 'balls'? (a) 1 (b) 2 (c) 3 (d) 4 ..... A B C D
- 6 Which of these is closest to the meaning of a 'foul ball'? (a) a ball that lands in a pile of garbage (b) a ball that is hit outside the foul lines (c) a ball that is made of chicken feathers ..... A B C
- 7 A 'ground ball' is a ball that the batter hits along the ground. What's the name of the ball that is hit in the air? .....
- 8 If there is a runner on first base and another on third base, and the batter hits a home run, how many runners reach home plate? .....

# Baseball by Numbers

People who watch baseball love to keep score. Most people also like to know how their favorite team or player is doing from one season to the next. If you want to do this properly, you must have the figures (statistics) to show how they have performed and know what the figures mean.

The Toronto Blue Jays play all of their home games at Rogers Centre in Toronto. The Blue Jays won the World Series in 1992 and 1993.

## Baseball Worksheet 2

Statistics are a very important part of baseball, many say it is a "game of numbers." There are many statistics in baseball, but on this worksheet we will focus on one of the most important: **BATTING AVERAGE**.

Batting Average (AVG for short) is a percentage that shows you how successful players are at getting hits. To get a player's batting average, you divide the number of "hits" by the number of times at bat or "at bats." Batting average is shown as a proportion - a 1.000 batting average would mean that a player gets a hit every time they have a turn at bat, for example three hits in three at bats (3 divided by 3) would equal a batting average of 1.000. A batting average of .500 would mean that a player gets one hit in every two at bats (1 divided by 2). In baseball, a batting average above .300 (3 hits in every 10 at bats or 3 divided by 10) is very good. Note: For AVG, always round to the nearest hundredth.



Justin Morneau is the first baseman for the Colorado Rockies and one of the best hitters in baseball. Let's see how his batting average was from 2004 to 2010.

### THE HIGHER THE AVG, THE BETTER THE BATTER.

Baseball is America's #1 national pastime

$$\frac{76}{280} = .271$$

Year	At bat (AB)	Hits (H)	Batting Average (AVG)
2004	280	76	.271
2005	490	117	.239
2006	592	190	.321
2007	590	—	.271
2008	623	187	—
2009	—	139	.274
2010	296	102	.345

Figure 3



### Exercise 1

In the 2006 season, Justin got 190 hits in 592 at bats. So his batting average was .321 (190 divided by 592).

(A) How do you write .321 as a percentage?

- a) 3.21%   b) 32.1%   c) 321%

CIRCLE ANSWER

A   B   C

Now use Figure 3 to help you answer the 3 questions on the next page.



### Exercise 1 (cont.)

(b) In 2008, Justin had 623 at bats and 187 hits. What was his batting average for the year? (Round to the nearest hundredth)

.....

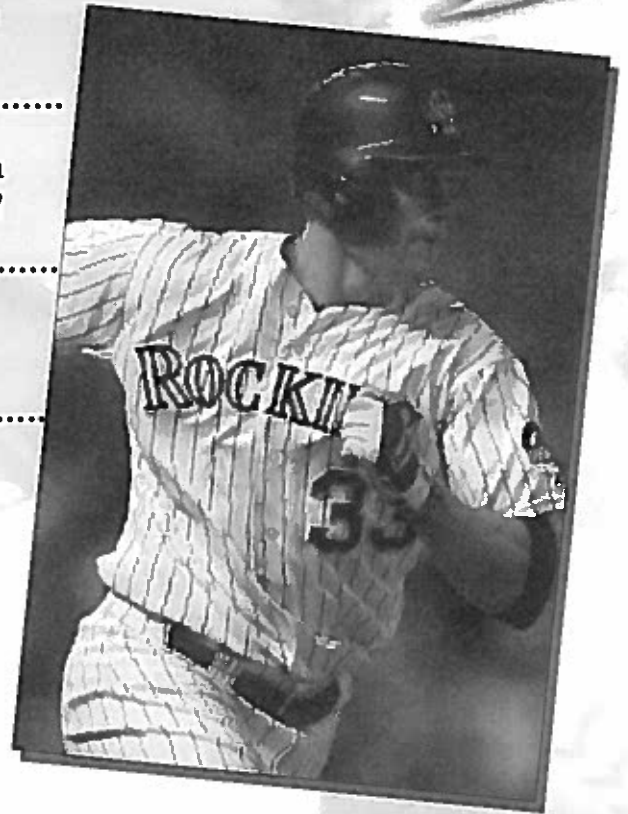
(c) In 2007, he had 590 at bats and ended up with a batting average of .271. How many hits did he have?

.....

(d) Justin finished 2009 with a batting average of .274 and 139 hits. How many at bats did he have?

.....

The last MLB player to have more than a .400 batting average was Ted Williams who batted .406 in 1941



JOSE BAUTISTA - TORONTO BLUE JAYS			
Year	At Bat (AB)	Hits (H)	Batting Average (AVG)
2008	370	88	.238
2009	336	79	.235
2010	569	148	.260
2011	513	155	.302

**Batting Average Check**  
 Now pretend that you are a baseball manager and you think that you would like to get Jose Bautista to play for your team. You will want to have an idea of his past performance, so you should look very closely at his batting average in previous years.



### Exercise 2

(a) What was Jose's worst year? What was his AVG that year? (Don't forget: the higher the AVG, the better the batter.)

.....

(b) How many hits did Jose get in his best year? What year was his best?

.....

(c) Now see if you can calculate Jose's total batting average from 2008 to 2011. (Round to the nearest hundredth)

.....

# Build Your Own Ballpark

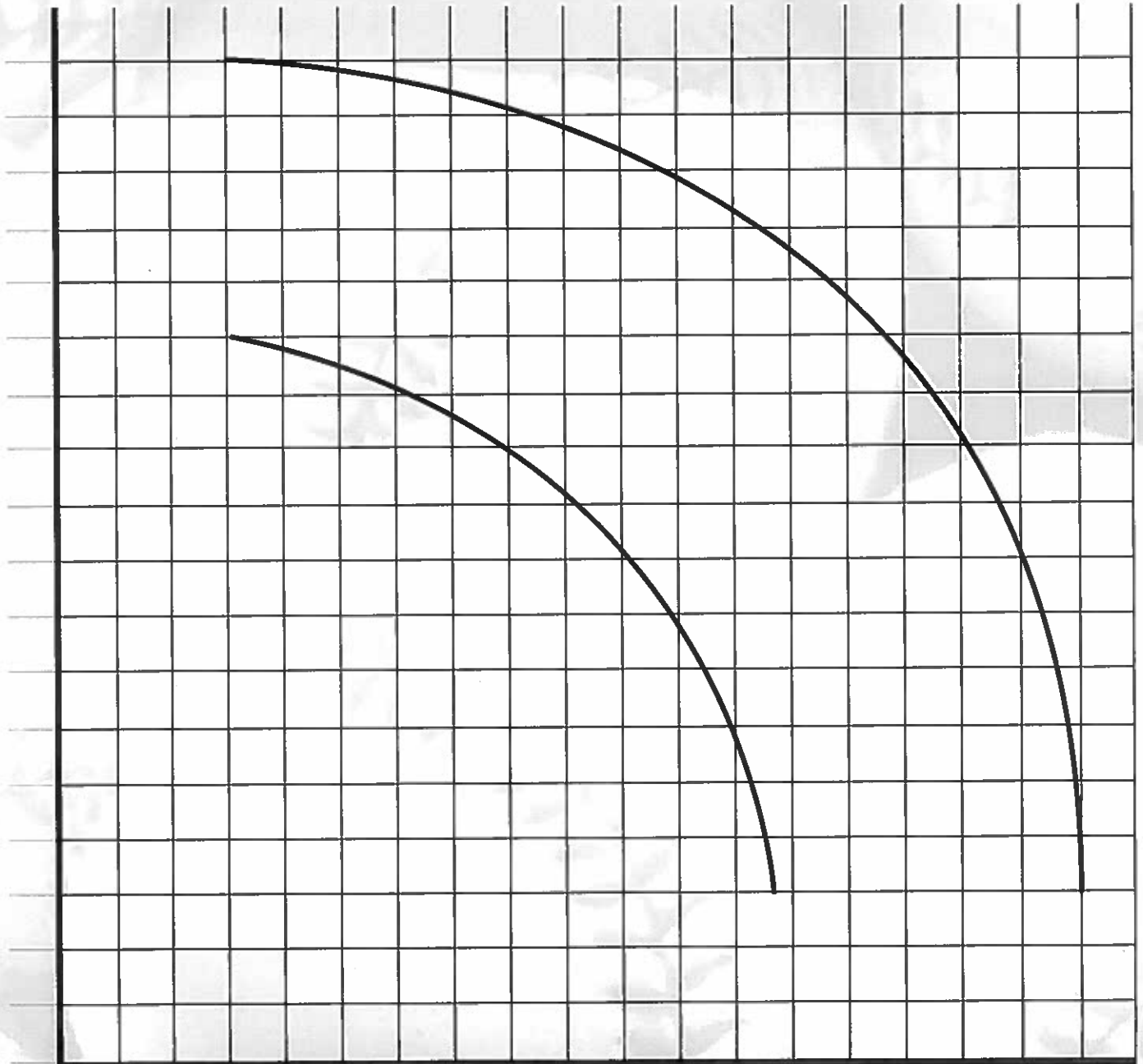
Yankee Stadium, New York

Here is an empty grid. Number the horizontal line at the bottom of the grid from 0 to 18, with the 0 on the first line. Now do the same with the vertical line at the left of the grid, starting at the bottom. Follow the directions on the next page.

There are 30  
Major League  
Baseball teams



## Baseball Worksheet 3



## Now we are going to draw a map of our own ballpark.

To start with, let's work out where the main places are on the field. Count across, and then up: as if you were reading a map. Find these positions on the grid and mark them in:

- ◆ Home plate is at 3,3. **REMEMBER, THAT'S 3 ACROSS AND THEN 3 UP.**
- ◆ The pitcher's mound is at 6,6.
- ◆ First base is at 9,3.
- ◆ Second base is at 9,9.
- ◆ Third base is at 3,9.
- ◆ The left field foul line goes from 3,3 to 3,18.
- ◆ The right field foul line goes from 3,3 to 18,3.

The two arcs already drawn in are the outfield fence and the infield marker.  
Can you work out which is which?

.....

Now let's see where the players are on the field. Mark their positions on the grid, too. There are special codes in square brackets which you can use for the fielders.

- ◆ The catcher [C] is at 2,2.
  - ◆ The pitcher [P] is at 6,6.
  - ◆ The first baseman [1B] is at 10,4.
  - ◆ The second baseman [2B] is at 10,7.
  - ◆ The third baseman [3B] is at 4,10.
  - ◆ The shortstop [SS] is at 7,10.
  - ◆ The center fielder [CF] is at 13,13.
  - ◆ The left fielder [LF] is at 7,15.
  - ◆ The right fielder [RF] is at 15,7.
  - ◆ The batter [B] is at 3,4, (or 4,3 if he's left-handed!)
- .....

Now put a blue dot behind the catcher at 1,1. This is the umpire. An umpire is often called 'blue' because umpires often wear blue uniforms. In a real Major League Baseball game, there are four umpires. Try to guess where the other three might stand and put a blue dot for them too.

.....

The infield is usually made of dirt or clay, and forms an arc around the infielders.

Color the infield red, orange or yellow. The rest of the "diamond" (that's the word for playing field in baseball) is normally grass, so color that green. Be careful not to color outside the outfield fence!

.....

Finally you're ready to design the rest of the ballpark. You can be as inventive as you like. Show where the spectators will sit and watch the game. Some ballparks have restaurants, monuments, even swimming pools around the diamond where fans can go to watch the game. And of course, you'll want to be able to show your games on television, so make sure you've got somewhere to put the TV cameras.

**Have a good game!**



# Baseball Worksheet 4

Listed below from 'A to Z' are just a few of the many 'baseball words' that you might hear or say while watching or playing in a baseball game. A 'baseball definition' for each word is listed to the right.

- Ace** .....A baseball team's best pitcher.
- Batting order** .....Numbered order of how a team's nine players will bat in a game.
- Cycle** .....When a batter hits a single, double, triple and home run in the same game.
- Doubleheader** .....Two games played by a team in the same day.
- Error** .....A mistake made by a fielder.
- Fall Classic** .....Another term for Major League Baseball's World Series.
- Grand slam** .....A home run hit with runners on all three bases. Four runs score!!!
- Hot corner** .....Another term for 'Third base.'
- Inside corner** .....The area of the strike zone that is closest to the batter.
- Journeyman** .....A player that has been on several different baseball teams in his career.
- Knuckleball** .....A pitch thrown when a pitcher grips the ball with his knuckles.
- Longball** .....Another word for 'home run.'
- Meatball** .....An easy pitch to hit, usually slow and right down the middle of the strike zone.
- Nailbiter** .....An exciting game where the score is close until the end.
- On deck** .....Batter waiting to hit next is 'on deck.'
- Phenom** .....A young player with great skill.
- Quick pitch** .....A pitch thrown before the batter is ready to hit.
- Rabbit** .....A player who can run really fast.
- Shutout** .....A game in which one team is held scoreless by another team.
- Triple play** .....A rare case, in which three outs are made on one play.
- Umpires** .....Officials that rule on plays during the ball game.
- Visitors** .....Team that travels to play in the opposing team's home ballpark.
- World Series** .....Set of seven games to determine Major League Baseball's champion.
- X-factor** .....Something that gives a team an advantage over their opponent.
- Yakker** .....Another word for 'curveball,' a pitch that curves and bends.
- Zero** .....Number of runs scored in a shutout.

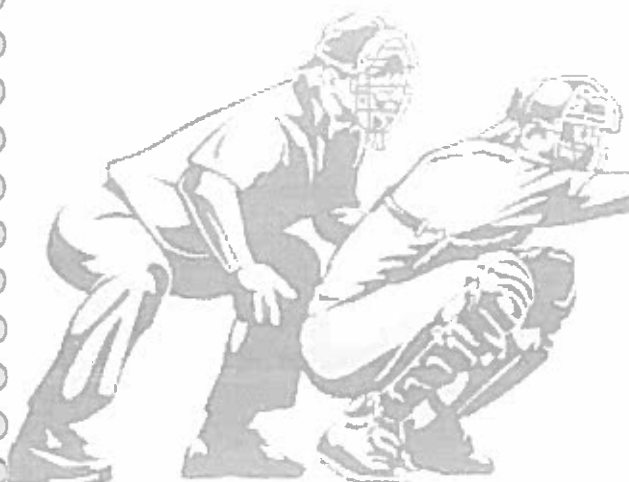


# MLB Word Search

The MLB season begins every April with Opening Day and ends with the World Series every October

Now see if you can find these words in the Major League Baseball Word Search below. All of the words are contained within the Word Search. Words may be written horizontally, vertically, diagonally, backward and forward. Mark off the words at the bottom of the page as you find them.

HCTIPKCIUQPOAKYAKKERKOA  
PHENOMALOSHUTOUTINLNRNC  
KSURRMVISITORS LJNLUEEIR  
REOEWORLDSERIESIACDISTR  
EUTNFALLCLASSICBKRIENCE  
DSBRKNAILBITERGLONDECKR  
AHMOILYDDOXNINEGTELANGCL  
EOECYPERRORROBNBHITERLR  
HTAEATLEHOILAIPIRKOLAFP  
ECTDCEZETSHLTRABBITRNHO  
LOBIEUECPFLTAMMEDOICDIU  
BRASECASBLANSURLNROHSOE  
UNLNAFCTOBACUCTCEWSELAL  
OELIXJOURNEYMANYGFLCAMR  
DRORISUMPIRESEAC SADAMCU  
TYSACHIZKLANUMOSHLC T SCH



Ace  
Batting order  
Cycle  
Doubleheader  
Error  
Fall Classic  
Grand slam  
Hot corner  
Inside corner

Journeyman  
Knuckleball  
Longball  
Meatball  
Nailbiter  
On deck  
Phenom  
Quick pitch  
Rabbit

Shutout  
Triple play  
Umpires  
Visitors  
World Series  
X-factor  
Yakker  
Zero



# Canadian Players in MLB

## QUICK FACTS

- ◆ **Ferguson “Fergie” Jenkins** is the only Canadian-born MLB player in the National Baseball Hall of Fame. He is also the only pitcher in MLB history to throw more than 3,000 career strikeouts while allowing fewer than 1,000 career walks.
- ◆ **Larry Walker** was selected to five **All-Star** teams and won the **National League’s Most Valuable Player Award** in 1997.
- ◆ **Adam Stern**, who most recently played for the Milwaukee Brewers, hit an inside-the-park home run while playing for Team Canada in the inaugural **World Baseball Classic**. An **inside-the-park home run** occurs when a batter scores a home run without hitting the ball out of play. Only very fast players can usually achieve such a feat.
- ◆ In 2006, rookie **Russell Martin** and veteran **Eric Gagné** became the first French-Canadian battery in MLB history. A **battery** is what the catcher (Martin) and pitcher (Gagné) are called together.
- ◆ **Team Canada** won two out of three games in the first round of the inaugural World Baseball Classic, including an exciting win over a highly favoured Team USA.
- ◆ **Justin Morneau** tied Larry Walker’s single-season record for Canadians with 130 RBIs in 2006.
- ◆ In 2009, Left-fielder **Jason Bay** was named to his third All-Star game while winning the **Silver Slugger** award as the best hitter at his position in the American League.
- ◆ Pitcher **Eric Gagné** holds the MLB record for consecutive saves. A pitcher is credited with a **save** when he “saves” the lead for his team at the end of the game.
- ◆ In 2010, **Joey Votto** finished the season in contention for the Triple-Crown. A player wins the **Triple-Crown** if they lead the league in batting average, home runs and runs batted in.
- ◆ In 2015, there were 9 Canadian-born players featured on Major League Opening Day Rosters. How many current Canadian players can you name?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

