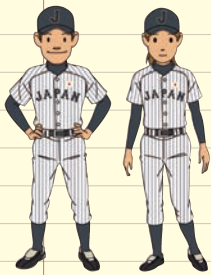




Everyone can be a star!

# Easy Batting & Fielding Classes

Instruction Manual



A program that helps children experience various kinds of movement through activities that involve catching, throwing, hitting, and running. Children develop sharper thinking, problem-solving skills, and a sense of teamwork while enjoying games.

Editorial supervision

Yoshinori Okada (Professor, University of Tsukuba)

Haruo Ozawa (Professor, Tokai University)

Kazuya Shirahata (Professor, Nippon Sport Science University)

Satoshi Suzuki (Associate Professor, Tokyo Gakugei University)

Hironori Tsukamoto (Teacher, Tokyo Gakugei University Koganei Elementary School)

With a DVD  
that makes  
instruction easy



# Introduction

“Hitting and fielding” classes became a required subject in elementary school education in 2011. Such classes were previously removed from elementary school physical education in 1977 and not reinstated until 1998. Many of those who were elementary school children during this “21-year gap” are now parents with elementary and junior high school-age children of their own. Consequently, it is natural to assume that some of them have never had the opportunity to play “hitting and fielding”-type sports. Among them, of course, are people who are now elementary school teachers.

Given these circumstances, Japan’s twelve professional baseball clubs and the Nippon Professional Baseball Organization (NPB) produced this instructional manual and DVD for “hitting and fielding” classes. The idea behind them is to provide assistance and create an environment that help even those teachers who have no personal experience with such classes teach them confidently and easily.

In “hitting and fielding” classes, children experience the fun and pleasure of moving their entire body by trying movements associated with catching, throwing, hitting, and running. They can also utilize the unique “spaces” in place and time that such activities provide as opportunities to develop their “ability to think” based on the circumstances before them. Moreover, children can cultivate various “problem-solving skills” by anticipating and evaluating situations based on a strategy that they developed as a team. At the same time, they naturally build a sense of teamwork, a benefit that comes from participating in a team sport in which players achieve common goals by cooperating with their teammates. This project was born from our desire to help as many children as possible experience the fun and enjoyment that such activities bring.

We hope to enhance daily classes and contribute to youth education that fosters healthy minds and bodies. We intend to achieve this by popularizing abilities, rules, and instructional skills that fit the conditions of elementary school education, and by alleviating anxiety and worries among teachers whenever possible. We believe that this manual—when combined with teachers’ creative originality, accumulated experience, and academic knowledge—will lead to better educational results through the development of classes that are perfectly matched to children’s circumstances and school environments.

It is our sincere hope that the children who hold Japan’s future in their hands will experience fun and enjoyment in all aspects of their physical education, not just in batting and fielding classes. This is because we believe enjoying each day with an optimistic outlook and developing a customary appreciation of exercise and sports will help them lead long and healthy lives.

During our preparation of this manual, we benefitted from the invaluable assistance of many people possessing expertise in school and physical education. We would like to conclude this introduction by expressing our heartfelt gratitude to all of them.

May 2016

Nippon Professional Baseball Organization



# Table of Contents

- 2-3 Using this Textbook/  
Concrete Course Unit Plan
- 4-5 The Fun of Batting &  
Fielding Classes
- 6-7 Lesson Structure
- 8-9 Objectives and Evaluations  
for Middle Elementary  
School Grades
- 10-11 Course Unit Plan: 3rd Grade
- 12-13 Specific Teaching Points:  
3rd Grade
- 14-15 Course Unit Plan: 4th Grade
- 16-17 Specific Teaching Points:  
4th Grade
- 18-19 Objectives and Evaluations  
for Higher Elementary  
School Grades
- 20-21 Course Unit Plan: 5th Grade
- 22-23 Specific Teaching Points:  
5th Grade
- 24-25 Course Unit Plan: 6th Grade
- 26-27 Specific Teaching Points:  
6th Grade
- 28-29 Development of a Batting  
& Fielding Game
- 30 Playing Batting & Fielding  
Games
- 31 Program for Building  
Throwing Strength
- 32 Q&A
- 33 Planning and Instruction  
Proposal (Sample)



## Using this Textbook

### Objectives and evaluation

**Objectives and Evaluation for the Middle Elementary School Grades**

**Learning aims**

**Children will:**

- Be able to throw and hit the ball in the various situations.
- Be able to throw the ball by stepping forward with the feet opposite the throwing hand.

**Learning objectives, attainment**

- Be able to perform simple play of batting/fielding games.
- Be able to practice and play games by observing the rules and mutually checking each other out, and to accept victory and loss.
- Be able to perform and play more complex with their classmates.
- Be able to ensure fairness from time to time and check that equipment is safe to use.

**Thinking and judgement**

**Children will:**

- Understand the method of the game and be able to choose the number of players and to enjoy playing the game, the using of the playing area, limitations to play, the using method, and rules used in the game and practice.
- Understand steps of learning from the characteristics of the batting/fielding game and be able to design simple strategies.

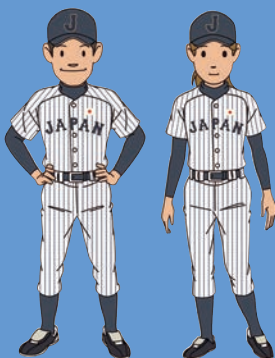
**Specific evaluation standards for each session**

Period	1st & 2nd session	3rd & 4th session	5th & 6th session	7th & 8th session	
3rd grade	<b>Learning objectives, attainment</b>	Attempts to play the game by stepping forward with the feet opposite the throwing hand.	Practices and plays while observing the rules and mutually checking each other out.	Practices and plays while observing the rules and mutually checking each other out.	"See column at left."
	<b>Thinking and judgement</b>	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	"See column at left."
4th grade	<b>Learning objectives, attainment</b>	Can catch the ball with both hands.	Can throw the ball by stepping forward with the feet opposite the throwing hand.	Can throw the ball by stepping forward with the feet opposite the throwing hand.	"See column at left."
	<b>Thinking and judgement</b>	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	"See column at left."
5th grade	<b>Learning objectives, attainment</b>	Can catch the ball with both hands.	Can throw the ball by stepping forward with the feet opposite the throwing hand.	Can throw the ball by stepping forward with the feet opposite the throwing hand.	"See column at left."
	<b>Thinking and judgement</b>	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	"See column at left."
6th grade	<b>Learning objectives, attainment</b>	Can catch the ball with both hands.	Can throw the ball by stepping forward with the feet opposite the throwing hand.	Can throw the ball by stepping forward with the feet opposite the throwing hand.	"See column at left."
	<b>Thinking and judgement</b>	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	Understands the method of the game and chooses the number of players to play a simple game.	"See column at left."

The above learning contents is based on the concrete course unit plan (see page 2 and 3). Lead the warm-ups, drills, games, and other activities of the program by taking the total consideration of the children's situation. For the 7th and 8th sessions from the warm-ups practice the necessary skills for about 5 sessions and then play "simple" games.

## Concrete Course Unit Plan

Period	1st & 2nd session	
Teaching aids	Beginning level	
	First half	Defense Warm-ups and drills
45 minutes	Second half	Underhand tossing Game





Each course unit consists of three parts: Objectives and evaluations, Course unit plan, and Specific teaching points. Copying the “course unit plan” and “concrete instruction points” on opposite sides of the same piece of paper makes it possible to develop a single course unit for each grade. Please remember that these batting & fielding classes are designed for teachers who are poor at baseball, and that you are free to rearrange the program to suit your students’ actual circumstances. For your reference, there is a sample instruction plan for individual sessions at the end of this booklet. Please note that all explanations provided in this booklet assume right-handed throwing and batting.

### Course unit plan

**Course Unit Plan: 3rd Grade**

Period	1st session	2nd session	3rd session	4th session	5th session	6th session	7th session	8th session
Warm-up (10 min)	Self-catching	Partner-to-partner catching (rolling)	Clapping exercise	Tap-tap throwing	Rotating exercise	Meeting the ball		
Game (30 min)							Play league games!	
Good practice exercises when:	Children can't stop or catch a rolling ball. (Page 12)	Children can't throw the ball where they want to. (Page 12-13)	Children can't hit the ball when they swing. (Page 13)					
Throw home game	<p>The defending players quickly throw the ball back to home base. The catcher stays on home base and shouts "Out!" The offensive players continue swinging and scoring until they hear the call of "Out!"</p> <p><b>Offense rules</b></p> <ul style="list-style-type: none"> <li>When the pitcher throws the ball to the batter, the batter must swing at the ball or touch the bat to the ball.</li> <li>When the batter swings, the catcher must catch the ball or throw it to first base.</li> <li>When the ball is caught by the catcher or thrown to first base, the batter is out.</li> <li>When the ball is thrown to first base, the batter must touch the base.</li> <li>When the ball is thrown to first base, the batter must touch the base before the ball reaches the base.</li> <li>When the ball is thrown to first base, the batter must touch the base with both feet.</li> <li>When the ball is thrown to first base, the batter must touch the base with both feet before the ball reaches the base.</li> <li>When the ball is thrown to first base, the batter must touch the base with both feet before the ball reaches the base.</li> </ul> <p><b>Defense rules</b></p> <ul style="list-style-type: none"> <li>The team is separated into infield and outfield.</li> <li>When the pitcher throws the ball to the batter, the catcher must catch the ball or throw it to first base.</li> <li>When the ball is caught by the catcher or thrown to first base, the batter is out.</li> <li>When the ball is thrown to first base, the batter must touch the base.</li> <li>When the ball is thrown to first base, the batter must touch the base before the ball reaches the base.</li> <li>When the ball is thrown to first base, the batter must touch the base with both feet.</li> <li>When the ball is thrown to first base, the batter must touch the base with both feet before the ball reaches the base.</li> <li>When the ball is thrown to first base, the batter must touch the base with both feet before the ball reaches the base.</li> </ul>							

### Specific teaching points

**Specific Teaching Points: 3rd Grade**

**Self-catching**

Each child takes one ball and practices switching it back and forth between the right hand and the left hand.

**Instruction:** Squat with feet shoulder-width apart, knees bent, and hands held in front of the body. Throw the ball from the right hand to the left hand and vice versa. Repeat 10 times.

**Notes on instruction:** Make sure the children are not simply holding the ball but actually hitting it with some swinging motion. When they get used to the motion, have them throw the ball to a partner.

**Tap-tap throwing**

Teams of two children play catch to learn how to throw by bending the elbow.

**Instruction:** Stand with feet shoulder-width apart, knees bent, and hands held in front of the body. Throw the ball from the right hand to the left hand and vice versa. Repeat 10 times.

**Notes on instruction:** Make sure the children are not simply holding the ball but actually hitting it with some swinging motion. When they get used to the motion, have them throw the ball to a partner.

**Partner-to-partner catching (rolling)**

Teams of two children roll a ball back and forth to learn the proper posture for catching a tap.

**Instruction:** Stand with feet shoulder-width apart, knees bent, and hands held in front of the body. Roll the ball from the right hand to the left hand and vice versa. Repeat 10 times.

**Notes on instruction:** Make sure the children are not simply holding the ball but actually hitting it with some swinging motion. When they get used to the motion, have them throw the ball to a partner.

**Rotating exercise**

Children get the feel of rotating their arms around horizontally.

**Instruction:** Stand with feet shoulder-width apart, knees bent, and hands held in front of the body. Rotate the arms around horizontally. Repeat 10 times.

**Notes on instruction:** Make sure the children are not simply holding the ball but actually hitting it with some swinging motion. When they get used to the motion, have them throw the ball to a partner.

**Clapping exercise**

Children get the feel of raising the elbow and throwing.

**Instruction:** Stand with feet shoulder-width apart, knees bent, and hands held in front of the body. Clap the hands. Repeat 10 times.

**Notes on instruction:** Make sure the children are not simply holding the ball but actually hitting it with some swinging motion. When they get used to the motion, have them throw the ball to a partner.

**Meeting the ball**

Children place the ball on a batting tee and get the feel of hitting it horizontally with the bat.

**Instruction:** Stand with feet shoulder-width apart, knees bent, and hands held in front of the body. Place the ball on a batting tee. Hit the ball with the bat. Repeat 10 times.

**Notes on instruction:** Make sure the children are not simply holding the ball but actually hitting it with some swinging motion. When they get used to the motion, have them throw the ball to a partner.

If you lack confidence in teaching batting & fielding classes, please refer to the course unit breakdown shown below. At the introductory level, your class will toss the ball underhand. After that, they will throw it farther with the overhand style. When they get used to the rules, they will use a bat and enjoy playing games. Ultimately they will play league games. This approach will give the children a gradual taste of the characteristics and fun of batting & fielding classes.

3rd & 4th session	5th & 6th session	7th & 8th session
		Advanced level
<b>Throwing</b> Warm-ups and drills	<b>Batting</b> Warm-ups and drills	<b>Team practice</b> Warm-ups and drills
<b>Overhand throwing</b> Game	<b>Batting</b> Game	<b>League game</b> Game

# The Fun of Batting

## Catch!

Children experience various types of exercise. They practice catching the ball and try different positions, and enjoy the game by defending as a team.



## Throw!

Children experience various types of exercise. They test different ways of throwing, and try to throw the ball to the base before the runner.



## Hit!

Children experience various types of exercise. They try hitting the ball a long way and enjoy the game by finding the best way to hit.




## Run!

Children experience various types of exercise. They try to take bases before the defense can react and return to base when necessary.




# & Fielding Classes



## Being the star

Because each child gets a chance to bat, individuals can be the star of the game, regardless of their exercise background or ability.



## Sharper thinking

Children can use the unique space and time of batting & fielding activities as a learning aid, and prepare strategies that fit the rules and their team.



## Problem solving skills

Children cultivate their abilities to solve problems by anticipating or evaluating situations based on a team-developed strategy.



## Teamwork

Children develop a mind-set for tackling problems with their teammates by developing the best strategy to win.

# Lesson Structure

## Lesson format

Explain the purpose and method of the activity being taught and provide a demonstration if possible. The best way to give children a clear image of the kind of play desired is to show them an example. In addition, rather than simply explaining points, be sure to ask questions along the way. Getting children to actively participate will raise their motivation in the lesson. When speaking, focus on the most basic points and strive to keep things as simple as possible. Sometimes using onomatopoeic or imitative words—such as saying “flip your body around” or “tap tap your head with the back of your hand”— makes things easier to understand.



Demonstration



Onomatopoeic or imitative words

## Layout of the field

The layout of the field has a major influence on ball selection. Use a soft ball made of urethane or similar material that is easy to handle even with bare hands and does not require gloves. An 11- or 12-inch ball is a good size. The bat can be made of any material, even plastic. Other information on equipment is presented in the Q&A section (page 32). Also, taking into account the field’s environment (such as its size and fence height), explore different ways of using the field by considering the lesson’s content. Determine the places, distances, and directions of hitting and throwing by bearing in mind that balls could leave the field if it has low nets or fences.

**Main points**

- Form teams of six to eight children and set up two or three practice areas.
- Keep the same teams throughout the course unit and assign roles, such as “cheering” and “recording.”
- As a rough guide, set distances between bases at 10 meters (third graders), 12 meters (4th graders), 14 meters (5th graders), and 16 meters (6th graders). However, adjust these distances as necessary in accordance with the ball type and children’s circumstances. The line between the infield and outfield should be about three meters beyond the bases.
- Set the bat point zone to the side of the base path so that it does not interfere with running. A hula-hoop or other such item can be used to make the zone.
- Make sure the catcher does not approach home plate until the batter hits the ball. The catcher should be at a position about three meters from home plate.
- Because of the danger that the bat will fly to the third base side when a right-handed person is hitting, generally position the bench on the first base side, keeping safety in mind.

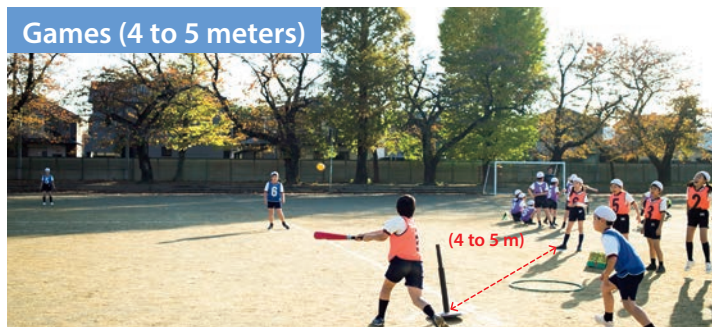
**Catcher’s zone and bat point zone**

**Batting tee**

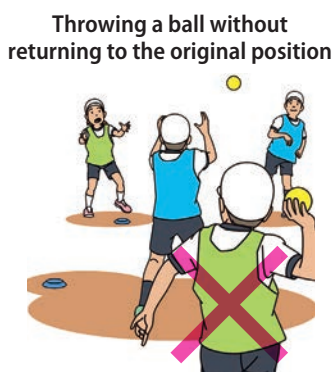
**Equipment**

## »» Safety management

Use lines and markers to create rough boundaries when playing catch or using bats. Set intervals between children and waiting areas depending on the practice type and distances. For example, set the distance between two children at about two or three meters for partner-to-partner activities and at about four or five meters for batting.



Additionally, bear in mind that safety awareness can be developed among children by developing your own rules concerning the handling of bats, balls, and other equipment. Examples can include holding the bat down when carrying it, not swinging a bat until the OK is given, not walking across the field to field a ball, returning to the throwing position to throw even after missing the ball, and waiting for turns using markers.



## »» Fair Play Declaration (Handshakes, Greetings, Gratitude)

The learning of manners and fair play is an important part of school physical education programs that are oriented toward promoting lifelong sporting activities. With this in mind, the Nippon Professional Baseball Organization makes the following Fair Play Declaration. This declaration is in support of the Japan Sports Association's Invigorating Japan with Fair Play campaign, which seeks to raise the value of sporting activities in the eye of the public and invigorate Japan through the power of sports.

### Handshakes, Greetings, Gratitude

Let us shake hands. When we begin a game, let us shake hands with our opponents and the umpires with a sense of thankfulness for the opportunity to play. And when the game ends, let us shake hands with our opponents in mutual recognition of a well-fought contest. Let us also shake hands, again in thankfulness, with the umpires who kept our game organized.

Let us exchange greetings. Let us greet our teammates at the start of practice. This will undoubtedly deepen our trust in each other. Let us also greet those we meet at our practice grounds and members of the community. Just one kind word will surely help expand the fellowship of sporting activities.

Let us be grateful. Let us say "thank you" to our families and coaches. Let us express our gratitude to the umpires and people who cheer us on. And let us thank the people who made the preparations for our game. With our gratitude, they will support us even more.

Invigorating Japan  
with Fair Play

Handshakes, Greetings,  
Gratitude



# Objectives and Evaluations for Middle Elementary School Grades

## »»» Grade objectives

- 1) To enable students to enjoy various activities by devising activities, to acquire fundamental movement and motor skills, and to develop physical fitness.
- 2) To enable students to develop an attitude of cooperation and fairness, and of making an effort to continue physical activity until the last moment, while paying attention to health and safety.
- 3) To enable students to understand about a healthy life and physical growth and development, and to develop the qualities and abilities for leading healthy and safe lives everyday.

Elementary School Teaching Guide

## »»» Field objectives

- 1) To enable students to enjoy easy games involving such basic movements as kicking, hitting, catching and throwing.
- 2) To enable students to actively engage in activities while observing rules in a friendly manner, to accept winning and losing, and to pay attention to the safe use of the field and equipment.
- 3) To enable students to devise simple rules, and to follow them in accordance with the type of game.

Elementary School Teaching Guide

## »»» Learning process

- 3rd grade Children will play games against various teams in a round-robin format with the skills they now possess. They will establish rules and then play using hitting, running, catching, and throwing skills to enjoy competition involving bases.
- 4th grade Children will play games against various teams in a round-robin format. In order to make the games more fun, they will introduce rules requiring judgments when on defense. They will also devise different ways of hitting and running when on offense and of catching and throwing the ball on defense.

## »»» Learning content

Period		1st & 2nd sessions	3rd & 4th sessions	5th & 6th sessions	7th & 8th sessions
3rd grade	Aim	To play a game in which points are scored by stepping on bases.			
	Warm-up	Self-catching	Clapping exercise	Rotating exercise	Team practice
	Drill	Partner-to-partner catching (rolling)	Tap-tap throwing	Meeting the ball	
	Main activity	Throw home game			
4th grade	Aim	To play a game in which points are scored by stepping on bases before the ball arrives.			
	Warm-up	Self-catching	Tap and twist	Rotate and twist	Team practice
	Drill	Partner-to-partner (tossing)	Twist and throw	Twist and hit	
	Main activity	Force play game			

The learning content above is based on the concrete course unit plan (see pgs 2 and 3). Lead the warm-ups, drills, games, and other activities of the program by taking the actual circumstances of the children into account. For the 7th and 8th sessions, have the teams practice the necessary skills for about 15 minutes and then play league games.

## »» Learning aims

### Motor skills

#### Children will:

- Be able to throw and hit the ball in fair territory on the field.
- Be able to throw the ball by stepping forward with the foot opposite the throwing hand.

### Interest, eagerness, attitude

#### Children will:

- Be able to proceed with play of a batting & fielding game.
- Be able to practice and play games by observing the rules and mutually cheering each other on, and to accept winning and losing.
- Be able to prepare and put away equipment with their classmates.
- Be able to remove hazardous items from the field and check that equipment is safe to use.

### Thinking and judgment

#### Children will:

- Understand the method of the game and be able to choose the number of players needed to enjoy playing the game, the setup of the playing area, limitations to play, the scoring method, and rules used for the game and practice.
- Understand ways of scoring based on the characteristics of the batting & fielding game and be able to develop simple strategies.

Elementary School Teaching Guide Explanation

## »» Specific evaluation standards for each session

Period		1st & 2nd sessions	3rd & 4th sessions	5th & 6th sessions	7th & 8th sessions
3rd grade	Interest, eagerness, attitude	<ul style="list-style-type: none"> <li>• Attempts to play the game.</li> <li>• Plays in accordance with the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices and plays while encouraging classmates.</li> <li>• Accepts winning and losing.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and puts away equipment with classmates.</li> <li>• Checks the safety of the field and equipment.</li> </ul>	*Same as the 5th & 6th sessions
	Thinking and judgment	<ul style="list-style-type: none"> <li>• Understands the method of the game.</li> <li>• Selects rules for playing a simplified game.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the method of the game.</li> <li>• Selects rules for playing a simple game.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses rules and attempts to devise new ones.</li> <li>• Applies strategies developed by the team.</li> </ul>	*Same as the 5th & 6th sessions
	Motor skills	<ul style="list-style-type: none"> <li>• Can catch the ball easily with both hands. (Catching)</li> <li>• Can step on the bases in the proper order. (Running)</li> </ul>	<ul style="list-style-type: none"> <li>• Can throw by bending the elbow. (Throwing)</li> <li>• Can throw the ball in the intended direction. (Throwing)</li> </ul>	<ul style="list-style-type: none"> <li>• Can swing horizontally, meeting the bat with the ball. (Batting)</li> <li>• Runs after putting down the bat. (Batting)</li> </ul>	*Same as the 5th & 6th sessions
4th grade	Interest, eagerness, attitude	<ul style="list-style-type: none"> <li>• Works with others to play the game.</li> <li>• Plays in accordance with the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices and plays while encouraging classmates.</li> <li>• Accepts winning and losing.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and puts away equipment with classmates.</li> <li>• Checks the safety of the field and equipment.</li> </ul>	*Same as the 5th & 6th sessions
	Thinking and judgment	<ul style="list-style-type: none"> <li>• Understands the method of the game.</li> <li>• Selects rules for playing a simplified game.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands methods of offense and defense based on the characteristics of the game.</li> <li>• Develops simple strategies with the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses rules and attempts to devise new ones.</li> <li>• Applies strategies developed by the team.</li> </ul>	*Same as the 5th & 6th sessions
	Motor skills	<ul style="list-style-type: none"> <li>• Can take the correct posture for catching the ball. (Catching)</li> <li>• Can take a slightly rounded course around the bases. (Running)</li> </ul>	<ul style="list-style-type: none"> <li>• Can throw the ball by twisting the waist. (Throwing)</li> <li>• Can judge the situation and throw the ball in the intended direction. (Throwing)</li> </ul>	<ul style="list-style-type: none"> <li>• Can hit the ball by twisting the waist. (Batting)</li> <li>• Can judge the situation and hit the ball in the intended direction. (Batting)</li> </ul>	*Same as the 5th & 6th sessions

Reference Materials for Ideas to Improve Evaluation Methods, etc. (Elementary Schools: Physical Education)

The learning content above is arranged based on the concrete course unit plan (see pgs 2 and 3). Create criteria for three evaluation levels: exemplary, satisfactory, and more effort required. Use it when evaluating learning and instruction.

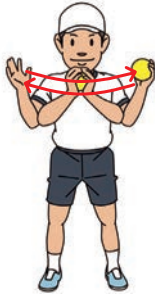
# Course Unit Plan: 3rd Grade

Period	1st session	2nd session	3rd session	4th session
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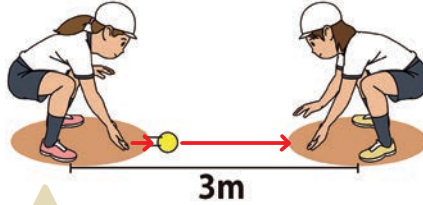
0 min.

Warm-up • Drill

Self-catching



Partner-to-partner catching (rolling)



Clapping exercise



Tap-tap throwing



20 min.

Good practice exercises when:

Children can't stop or catch a rolling ball well. (pg. 12)

Good practice exercises when:

Children can't throw the ball where they want to. (pgs. 12-13)

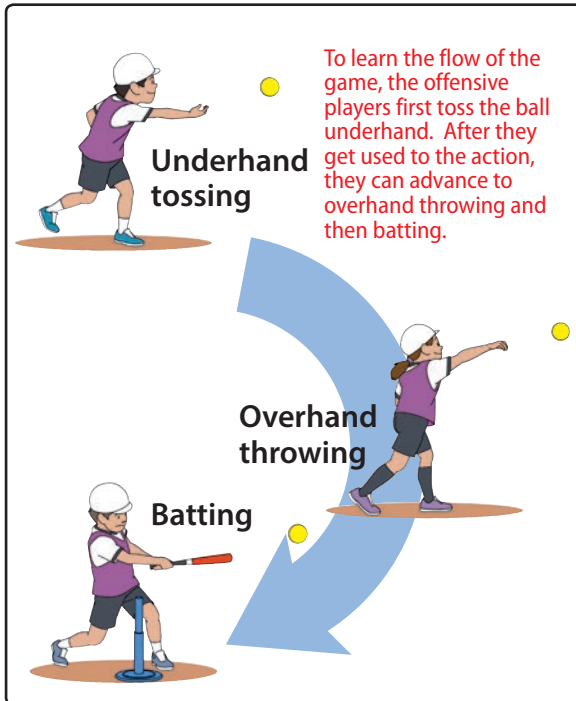
## Throw home game

The defending players quickly throw the ball back to home. The catcher steps on home plate and shouts "Out!" The offensive players continue running and scoring until they hear "Out!" called.

### Offense rules

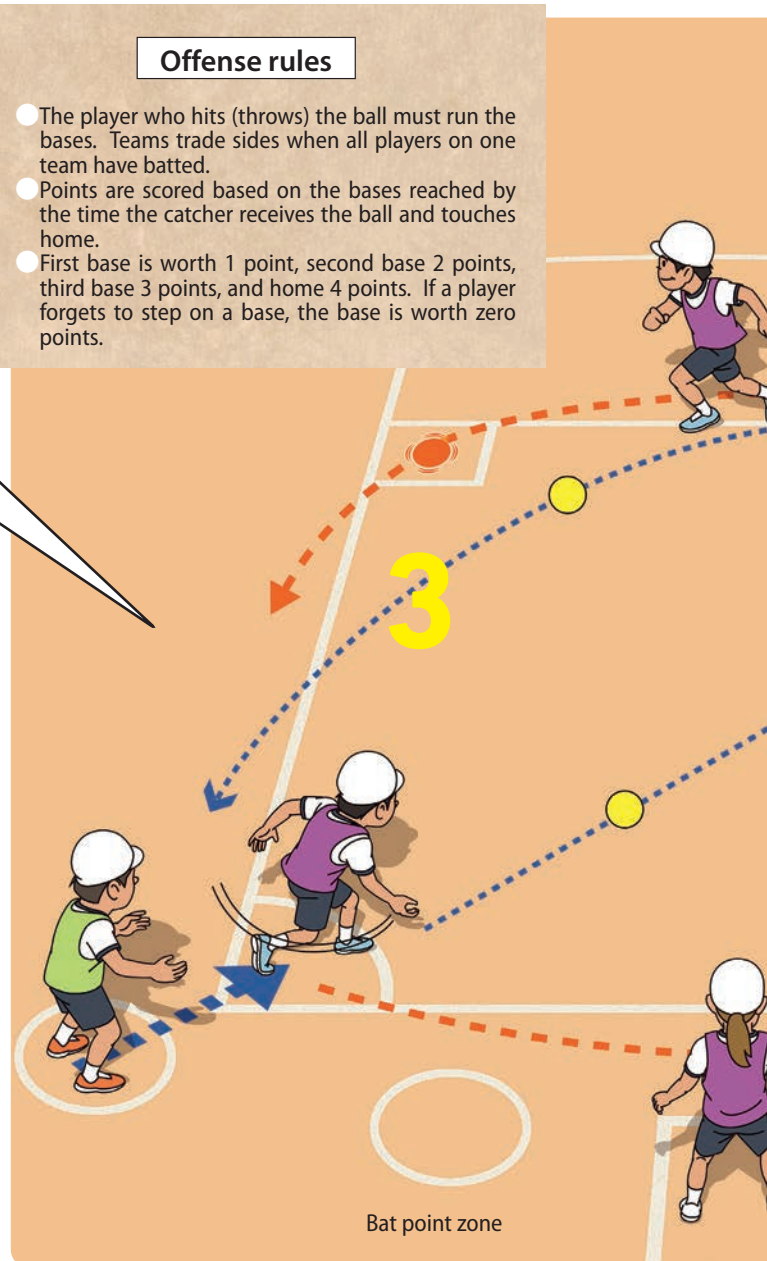
- The player who hits (throws) the ball must run the bases. Teams trade sides when all players on one team have batted.
- Points are scored based on the bases reached by the time the catcher receives the ball and touches home.
- First base is worth 1 point, second base 2 points, third base 3 points, and home 4 points. If a player forgets to step on a base, the base is worth zero points.

Game



### Bat points

Give a player who puts the bat in the bat point zone an additional point. This is an easy way to score points and helps ensure safety.



45 min.

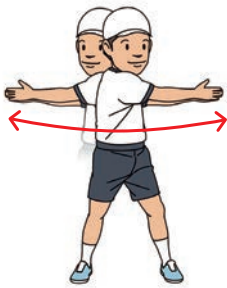
5th session

6th session

7th session

8th session

### Rotating exercise



### Meeting the ball



For the 7th and 8th sessions, have the teams practice the necessary skills for about 15 minutes and then play league games.

Play league games!

### Good practice exercises when:

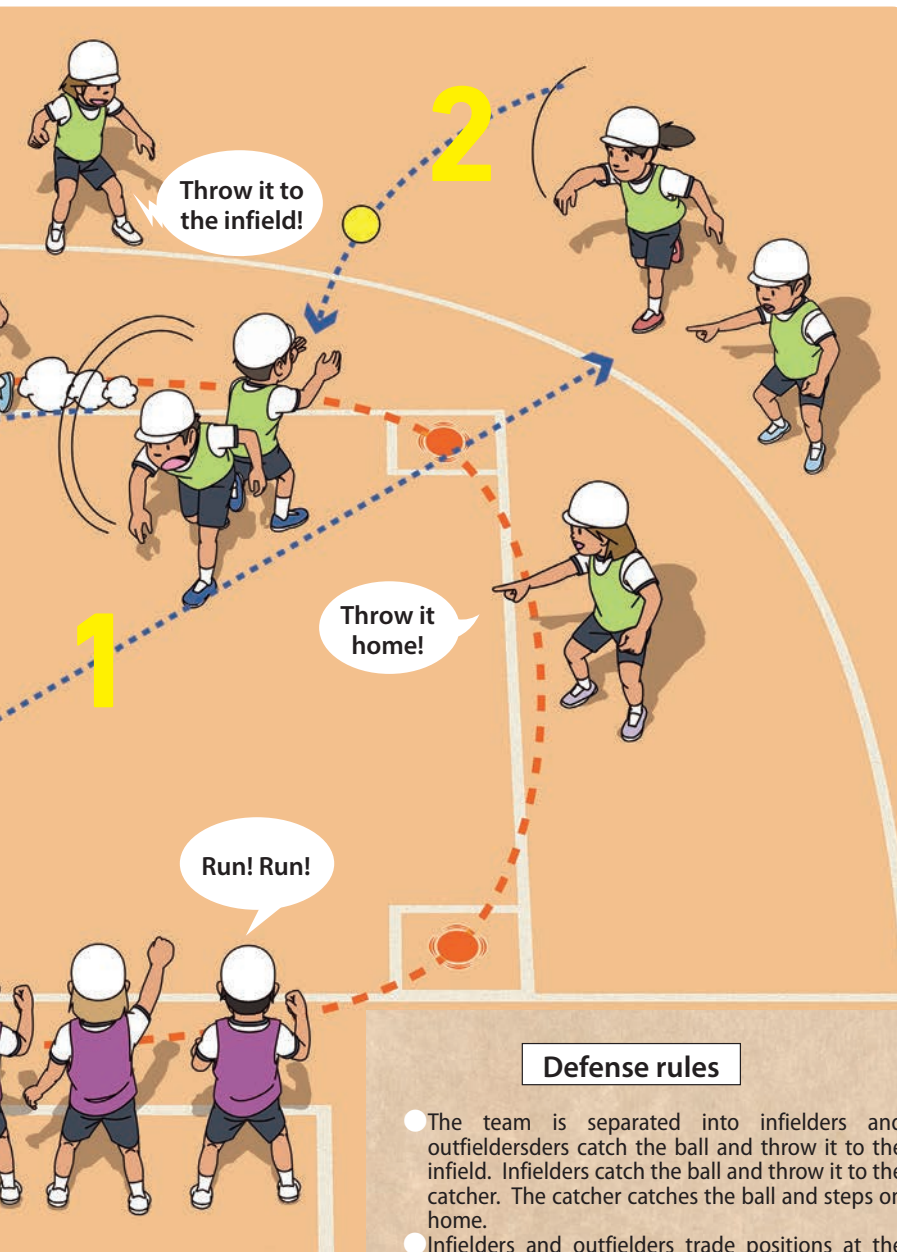
Children can't hit the ball well when they swing.  
(☞ pg. 13)

### Learning key

### What position should I take?



Making defense-oriented judgments (what position to take) is the main point of the lesson.



### Defense rules

- The team is separated into infielders and outfielders. Infielders catch the ball and throw it to the infield. Infielders catch the ball and throw it to the catcher. The catcher catches the ball and steps on home.
- Infielders and outfielders trade positions at the start of each new inning.

### Strategy time



Set up a Strategy Time before the game and between innings to develop simple strategies.

### Before and after the game



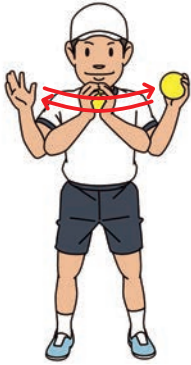
Line up and exchange handshakes, greetings, and gratitude (☞ pg. 7).

# Specific Teaching Points: 3rd Grade

Catching

## Self-catching

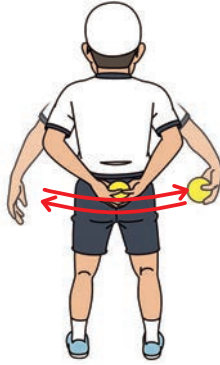
Each child takes one ball and practices switching it back and forth between the right hand and the left hand.



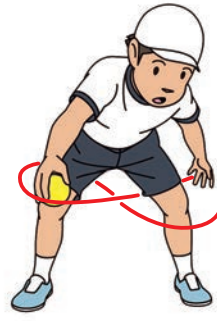
Switching in front of the chest



Switching over the head



Switching behind the back



Switching in a figure eight

### Instruction

### point

Begin with switching in front of the head and face, where the ball can be seen. Then try switching over the head and behind the back, where the ball cannot be seen.



### Note on instruction

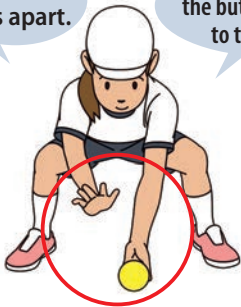
Make sure that the children are not simply touching the ball but actually holding it firmly when switching hands. When they get used to the exercise, have them handle the ball more quickly without dropping it.

Catching

## Partner-to-partner catching (rolling)

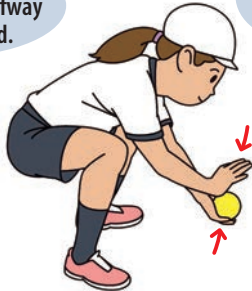
Teams of two children roll a ball back and forth to learn proper fielding posture.

Spread the legs apart.



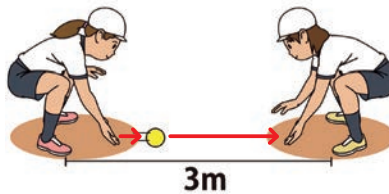
Spread the legs slightly wider than shoulder width.

Squat down with the buttocks halfway to the ground.



Drop the buttocks to the height of the knees and cover the ball with the right hand.

Use both hands!

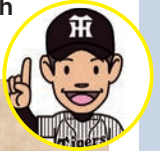


Roll the ball back and forth at a distance of about three meters.

### Effective

### encouragement

Have children take the correct posture to field the ball by calling out "Keep your legs wide," "Squat down," and "OK, use both hands!"



### Note on instruction

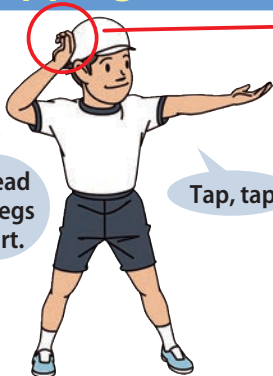
Children who are afraid the ball will go through their legs will squat down too far or become pigeon-toed. Caution them about this and make sure they have the correct posture.

Throwing

## Clapping exercise

Children get the feel of raising the elbow and throwing.

Spread the legs apart.



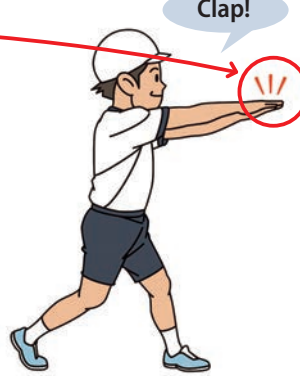
Touch the back of the right hand to the head and raise the elbow.

Tap, tap



Swing the arm over the top.

Clap!

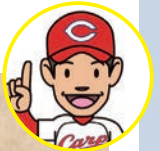


Clap the palms of the right hand and left hand.

### Effective

### encouragement

Call out "Spread your arm and legs," "Tap your head," and "OK, clap!"



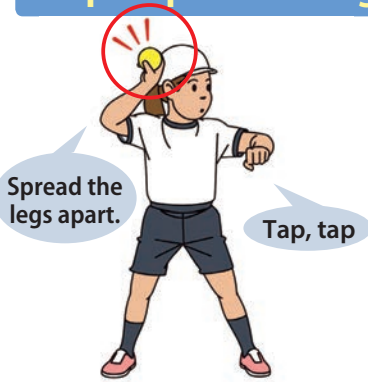
### Note on instruction

Explain the exercise while doing it together with the children. Stand directly in front of them and model a mirror image of the movement using the opposite arm.

Throwing

## Tap-tap throwing

Teams of two children play catch to learn how to throw by bending the elbow.



Spread the legs apart.

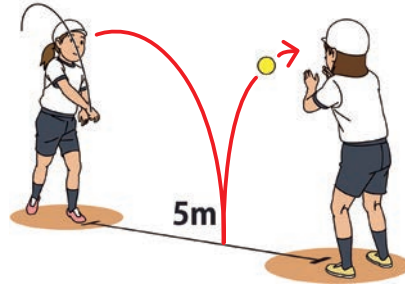
Tap, tap

Touch the back of the right hand to the head and raise the elbow.



Throw over the top.

OK!



Throw the ball back and forth from a distance of about five meters.



Improving

motivation

Play a One-Ball game. Have the children increase their skill level by taking two steps away from each other if both catch the ball and one step away if one catches the ball. Do this for several sets.

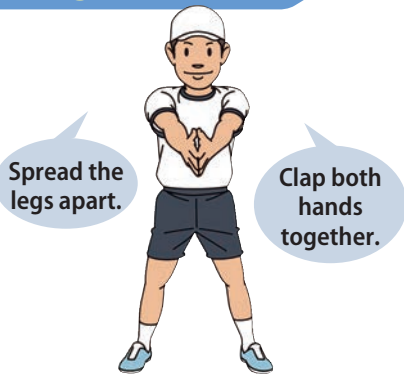
Note on instruction

Have children throw toward their partner's chest, keeping their eyes on the target from the beginning of the throw to the end. Start by having them bounce the ball once. When they gain confidence, have them try throwing the ball without bounces.

Batting

## Rotating exercise

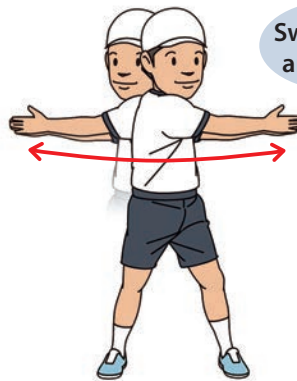
Children get the feel of swinging their arms horizontally.



Spread the legs apart.

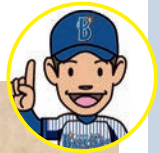
Clap both hands together.

Put both hands together and extend the arms out straight.



Swing back and forth.

Move just the arms to the left and right, keeping the head still.



Effective

encouragement

Have children swing their arms left and right by calling out "Keep your legs wide," "Clap your hands together," and "Swing your arms!"

Note on instruction

The children's faces and bodies should stay up straight, without falling to the left or right. Have them swing their arms ten times while loudly counting out "1, 2, 3, 4..."

Batting

## Meeting the ball

Children place the ball on a batting tee and get the feel of hitting it horizontally with the bat.



Grip with the left hand on the bottom and right hand on top.

Bring the bat up against the ball.

Place the label (center) of the bat against the ball.

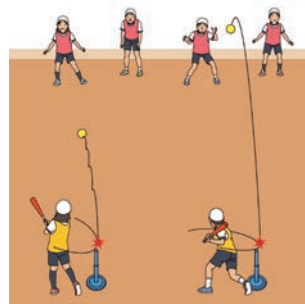


Bring the bat back.

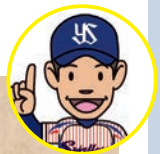
Oomph!



Bring the bat back and swing horizontally.



Divide children into batters and those fielding balls.



Effective

encouragement

If a child hits the ball even just a little, have the other children cheerfully encourage him or her by shouting "Nice batting!"

Note on instruction

Increase the children's activity by having them field up balls while practicing catching. Create rules and have children use bats with attention to safety (pg. 9)

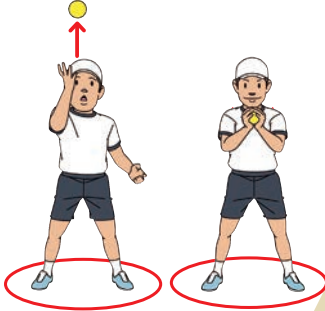
# Course Unit Plan: 4th Grade

Period	1st session	2nd session	3rd session	4th session
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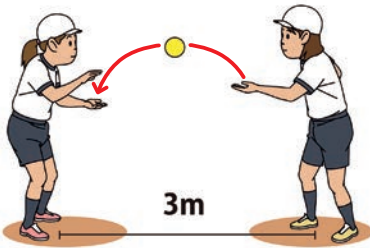
0 min.

Warm-up • Drill

### Self-catching



### Partner-to-partner catching (tossing)



### Balance exercise



### Stepping throw



20 min.

### Good practice exercises when:

Children can't catch balls that are tossed to them very well. (pg. 16)

### Good practice exercises when:

Children can't twist their waist to throw the ball far. (pgs. 16-17)

## Force play game

The defending players make judgments about the runner's movements, throw the ball or run to the base ahead of him/her, and shout "Out!" The offensive players continue running and scoring until they hear "Out!" called.

### Offense rules

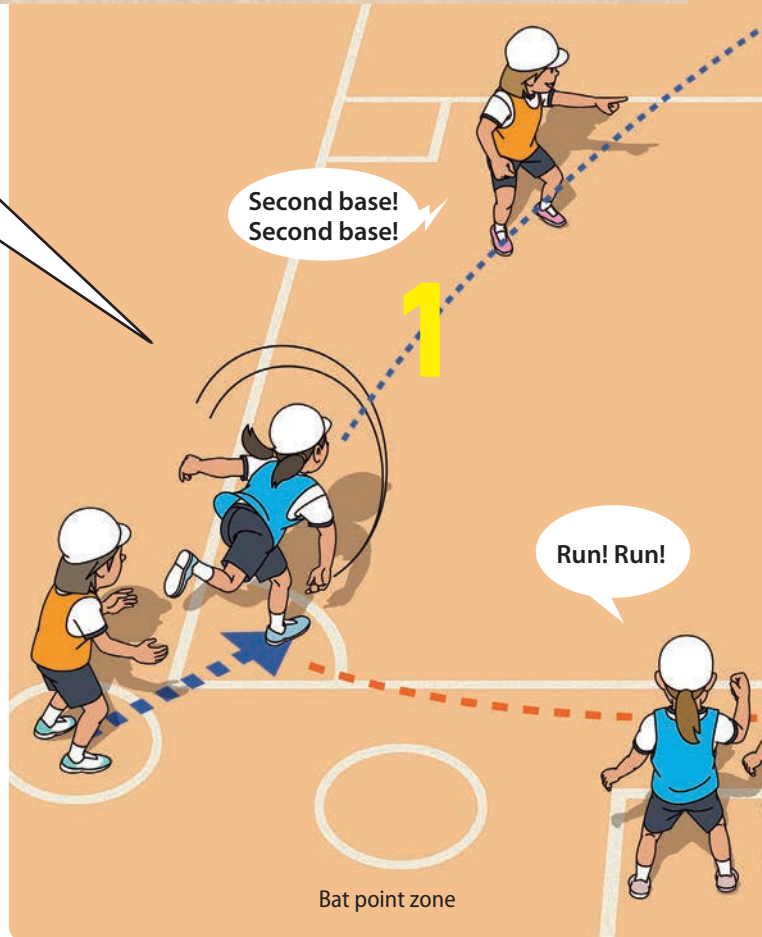
- The player who hits (throws) the ball must run the bases. Teams trade sides when all players on one team have batted.
- Points are scored by stepping on a base before the infielder (including the catcher) who has the ball.
- First base is worth 1 point, second base 2 points, third base 3 points, and home 4 points. If a player forgets to step on a base, the base is worth zero points.

Game

To learn the flow of the game, the offensive players first toss the ball underhand. After they get used to the action, they can advance to overhand throwing and then batting.

### Bat points

Give a player who puts the bat in the bat point zone an additional point. This is an easy way to score points and helps ensure safety.



45 min.

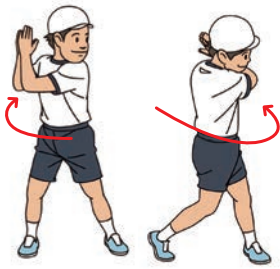
5th session

6th session

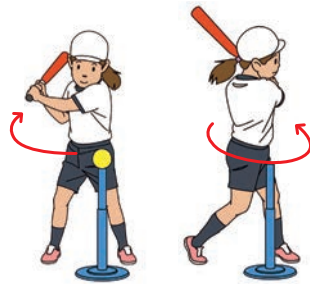
7th session

8th session

Rotate and twist



Twist and hit



For the 7th and 8th sessions, have the teams practice the necessary skills for about 15 minutes and then play league games.

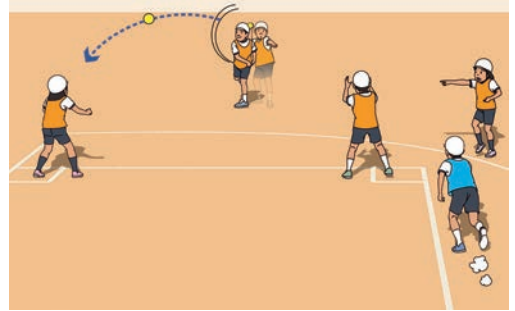
Play league games!

Good practice exercises when:

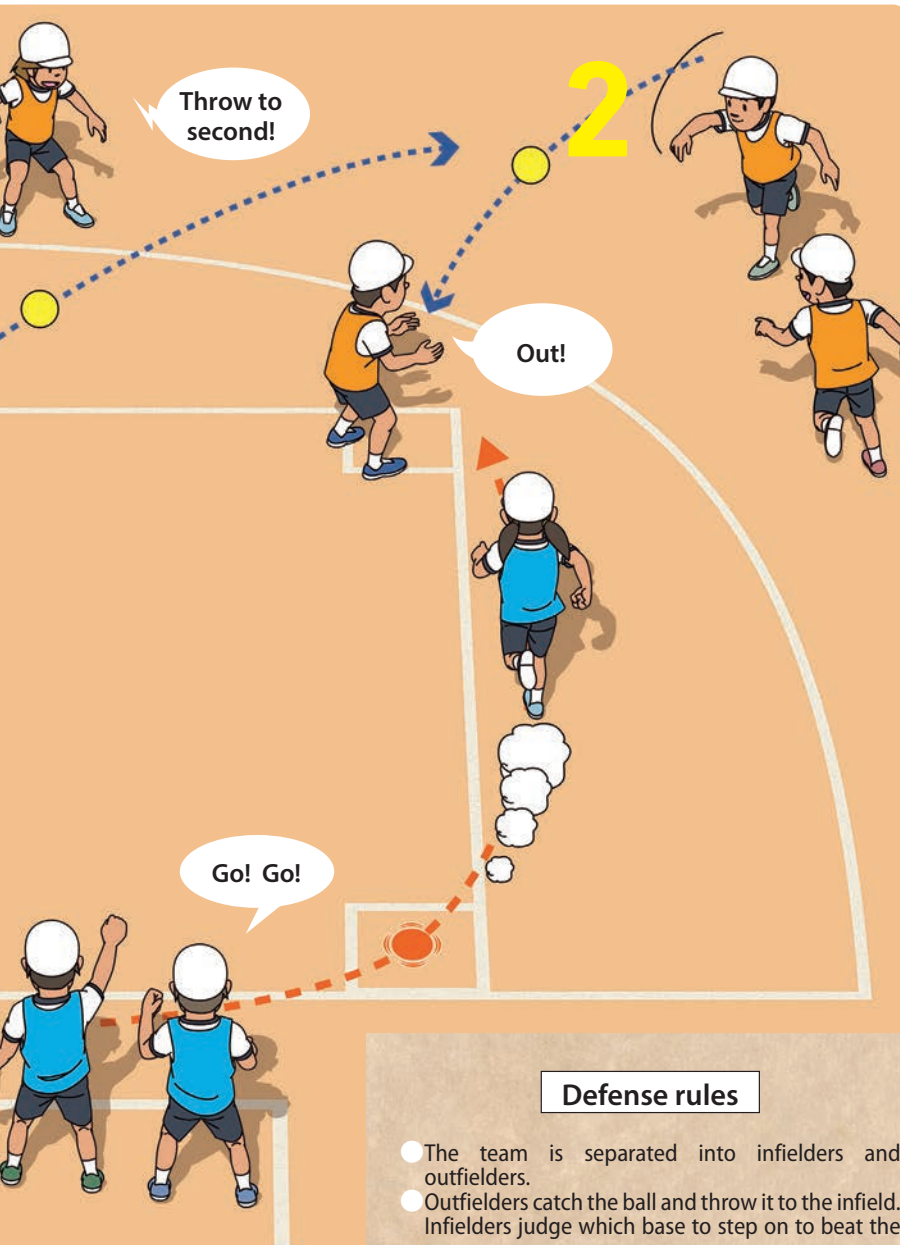
Children can't twist their waist to hit the ball far.  
(☞ pg. 17)

Learning key

"Where should I throw the ball?"



Making defense-oriented judgments (where to throw the ball) is the main point of the lesson.



Strategy time



Set up a Strategy Time before the game and between innings to develop simple strategies.

Safety management



Make the bases twice as big to prevent contact between children.

Defense rules

- The team is separated into infielders and outfielders.
- Outfielders catch the ball and throw it to the infield. Infielders judge which base to step on to beat the runner.
- Infielders and outfielders trade positions at the start of each new inning.



# Specific Teaching Points: 4th Grade

Catching

## Self-catching

Each child takes one ball and practices tossing it above him/herself and then catching it.



Toss the ball up while staying inside the circle. See how many times you can clap while the ball is in the air.



Use both hands!

Catch the ball gently with both hands.

### Note on instruction

Have children draw a circle with their feet and then practice tossing the ball without leaving it. This improves concentration and reduces uncontrolled ball handling. It is also effective in terms of ensuring safety.

Improving

motivation

Play a One-Ball game. Have children see how many times they can clap before catching the ball. Fourth graders should be able to clap around four times.



Catching

## Partner-to-partner catching (tossing)

Teams of two children toss a ball back and forth to learn proper catching posture.



Spread the legs apart.

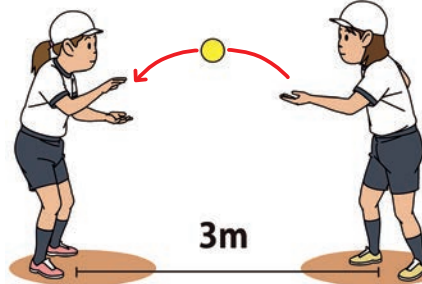
Keep the knees relaxed.

Spread the legs slightly wider than shoulder width.



Use both hands!

Bend the knees slightly and cover the ball with the right hand.

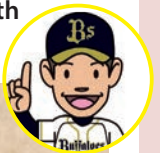


Toss the ball back and forth from a distance of about three meters.

Improving

motivation

Hold a 20-second competition. If children can complete 10 tosses within 20 seconds, increase the distance (1 step) and number of tosses (one toss). Do this for several sets.



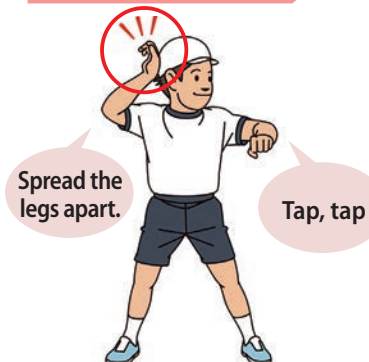
### Note on instruction

Have children take the correct catching posture. Their upper bodies will be slightly higher than in the fielding posture (see pg. 14). Have them bend their knees slightly and catch the ball in front of their belly buttons.

Throwing

## Tap and twist

Children get the feel of raising the elbow and throwing by twisting the waist.



Spread the legs apart.

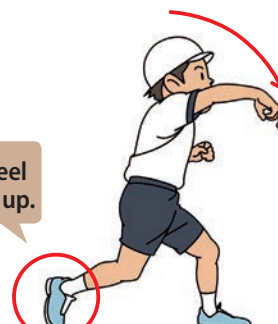
Tap, tap

Touch the back of the right hand to the head and raise the elbow.



Twist!

Twist the waist.



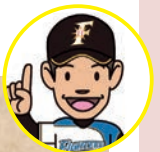
The heel comes up.

Swing the arm over the top.

Effective

encouragement

Get the children to twist their waists by calling out "Keep your arms and legs wide," "Tap your head," and "OK, twist!"



### Note on instruction

When tapping their heads, make sure they do it with the back of their hand. Also, remember that the waist will not twist if the body is leaning forward or to the side.

Throwing

# Twist and throw

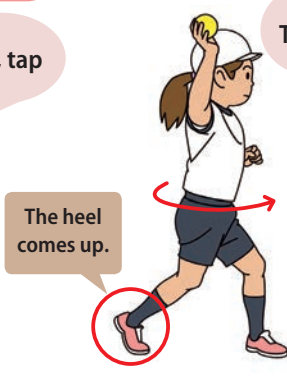
Teams of two children play catch to learn how to throw by twisting the waist.



Spread the legs apart.

Tap, tap

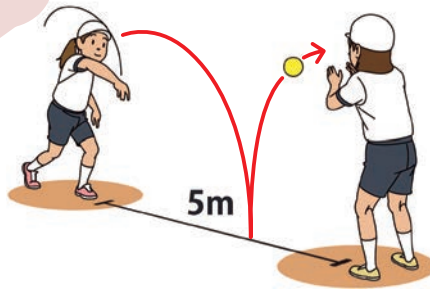
Touch the back of the right hand to the head and raise the elbow.



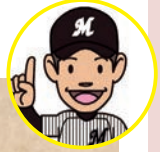
The heel comes up.

Twist the waist while throwing.

Twist!



Throw the ball back and forth from a distance of about five meters.



Improving motivation

Play a Three-Ball game. A child who catches the ball without moving scores one point. A child that moves to catch the ball or cannot catch it scores no points. Have children see how many points they can score.

### Note on instruction

The most important part of playing catch is "consideration for one's partner." Have children strive to throw balls that are easy for their partners to catch and to be ready to catch balls thrown to them.

Batting

# Rotate and twist

Children get the feel of swinging their arms horizontally and twisting their waists.



Spread the legs apart.

Clap both hands together.

Put both hands together and extend the arms out straight.



Bring the bat back.

Pull the bat back.



Twist!

The heel comes up.

Swing the arms horizontally while twisting the waist.



Instruction point

Watch the batter's movement and make sure his/her ankle is pointed up (in the air) after swinging.

### Note on instruction

Have the children twist their waist quickly while loudly shouting "OK, twist!" Have them get the feel of twisting their waist by twisting in both directions, rather than just one.

Batting

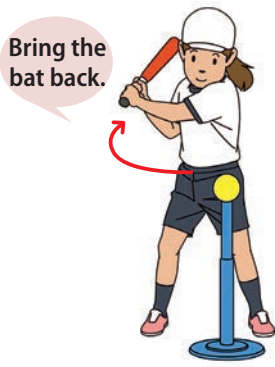
# Twist and hit

Children place the ball on a batting tee and get the feel of hitting it while twisting their waist.



Bring the bat up against the ball.

Place the ball (center) of the bat against the ball.



Bring the bat back.

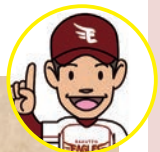
Pull the bat back.



Twist!

The heel comes up.

Swing hard while twisting the waist.



Effective encouragement

Create a mood in which children know it is OK to swing and miss, so that they will not swing weakly for fear of failing.

### Note on instruction

Set up the ground so that batters hit in the direction of a wall or fence, as this will make it easier to collect balls. Also, children will gain a better appreciation of their own ability when the balls they hit reach the fence.

# Objectives and Evaluations for Higher Elementary School Grades

## »»» Grade objectives

- 1) To enable students to enjoy engaging in various activities by devising activities, to acquire basic motor skills in accordance with the different characteristics of sports, and to improve physical fitness.
- 2) To enable students to develop an attitude of cooperation and fairness, and of making an effort to the best of their ability, while paying attention to health and safety.
- 3) To enable students to understand about mental health, prevention of injuries and disease, and to develop qualities and abilities necessary for leading a healthy and safe life.

Elementary School Teaching Guide

## »»» Field objectives

- 1) To enable students to play simple batting & fielding games, including offensive and defensive plays in modified transition by hitting the ball and forming defenses.
- 2) To enable students to actively engage in activities while observing rules and helping each other and to pay attention to the safe use of the field and equipment.
- 3) To enable students to devise rules and follow them in accordance with the characteristics of the team.

Elementary School Teaching Guide

## »»» Learning process

- 5th grade Children will play games against various teams in a round-robin format. In order to make the games more fun, they will introduce rules requiring judgments when on offense. They will also devise different ways of batting and running when on offense and of catching and throwing the ball when on defense.
- 6th grade Children will play games against strong teams and teams they wish to challenge. They will introduce rules requiring general judgments when on offense and on defense. They will also devise different ways of batting and running when on offense and of catching and throwing the ball when on defense.

## »»» Learning content

Period		1st & 2nd sessions	3rd & 4th sessions	5th & 6th sessions	7th & 8th sessions
5th grade	Aim	To play a game in which points are scored by stopping at bases.			
	Warm-up	Self-catching	Balance exercise	Twisting exercise	Team practice
	Drill	Partner-to-partner catching (bouncing)	Stepping throw	Batting from a stance	
	Main activity	Tag out game			
6th grade	Aim	To play a game in which runners remain on base and score by reaching home.			
	Warm-up	Self-catching	Generating power (throwing)	Generating power (batting)	Team practice
	Drill	Partner-to-partner catching (fly balls)	Throwing with strength	Batting with strength	
	Main activity	Score-at-home game			

The learning content above is arranged based on the concrete course unit plan (see pgs 2 and 3). Lead the warm-ups, drills, games, and other activities of the program by taking the actual circumstances of the children into account. For the 7th and 8th sessions, allow the children to play games through a league competition or other format.

## »»» Learning aims

### Motor skills

#### Children will:

- Be able to hit a stationary ball or gently tossed ball into fair territory with a bat.
- Be able to move toward a batted ball and catch it.
- Be able to throw a ball overhand toward a receiving teammate.
- Be able to run between bases in accordance with the circumstances of the batted ball.

### Interest, eagerness, attitude

#### Children will:

- Be able to proceed with play of a batting & fielding game.
- Be able to observe rules and manners, and practice and play by helping their classmates.
- Be able to fulfill roles assigned to them in the preparation and putting away of equipment.
- Be able to maintain and remove hazardous items from the field, and pay attention to the safe use of equipment.

### Thinking and judgment

#### Children will:

- Know how to play a fun batting & fielding game, and be able to choose the number of players, the size of the field limitations to play, the scoring method, and other rules.
- Know how to plan an offensive strategy in accordance with the characteristics of the team and be able to devise strategies that fit with the characteristics of the team.

Elementary School Teaching Guide Explanation

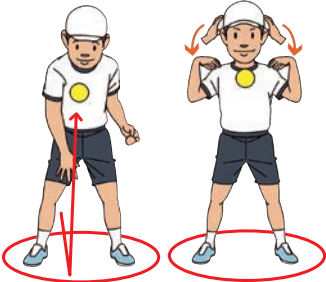
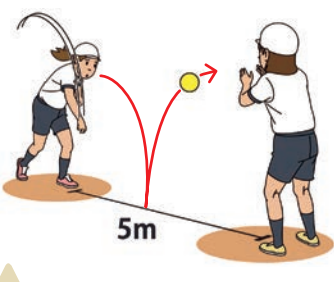


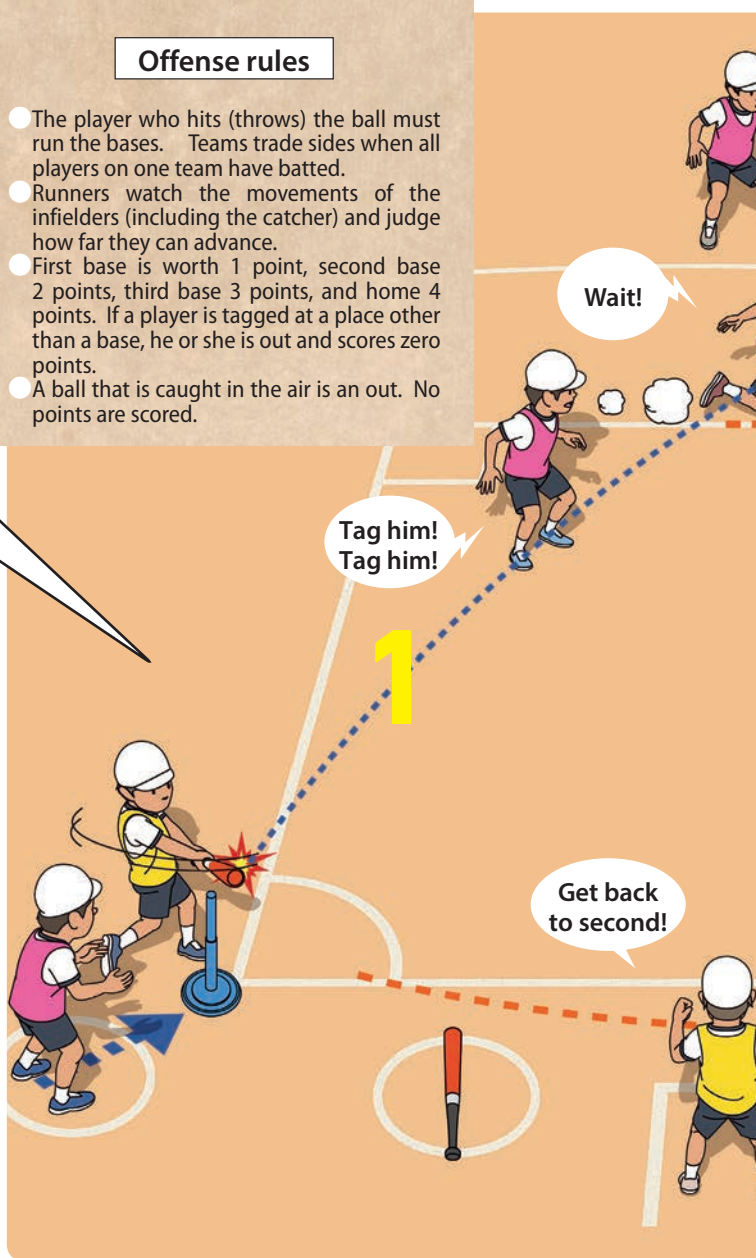
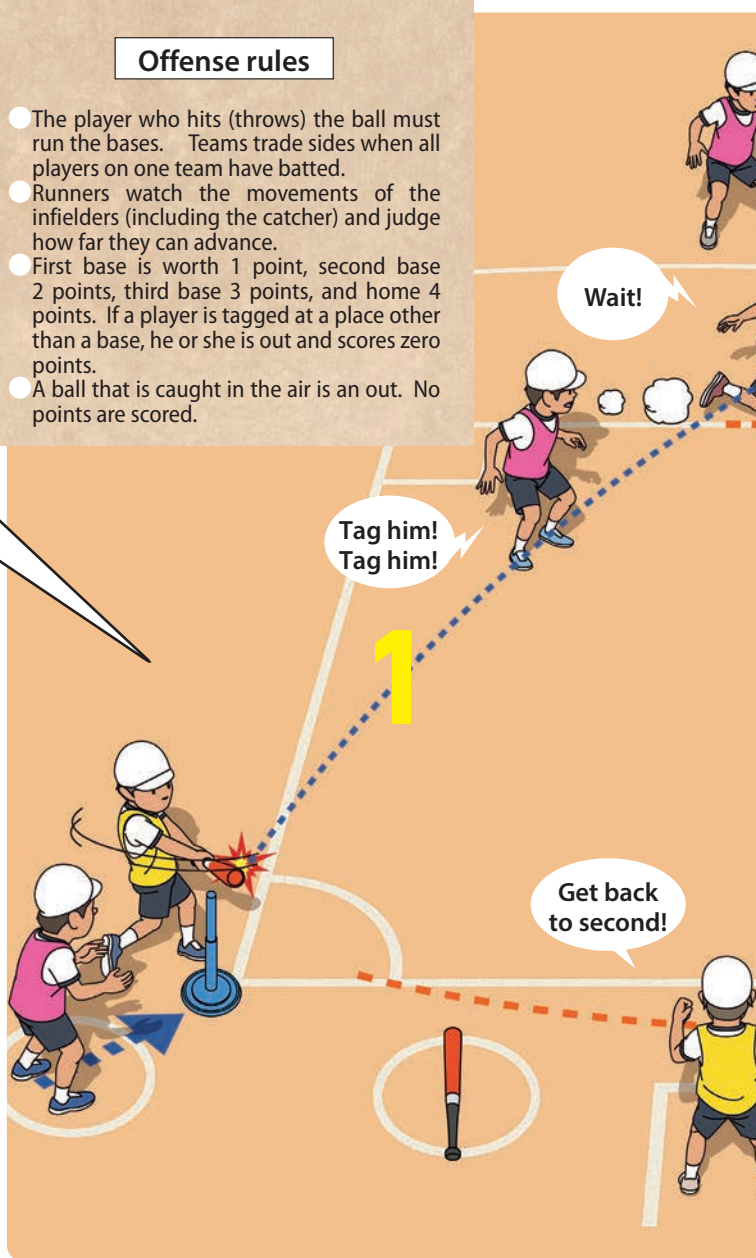
## »»» Specific evaluation standards for each session

Period		1st & 2nd sessions	3rd & 4th sessions	5th & 6th sessions	7th & 8th sessions
5th grade	Interest, eagerness, attitude	<ul style="list-style-type: none"> <li>• Plays the game in a manner that allows enjoyment of team-versus-team competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to do well in accordance with the rules and manners.</li> <li>• Practices and plays while helping classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to fulfill the role assigned to him/her in preparing and putting away of equipment.</li> <li>• Attempts to maintain the field and the safety of equipment.</li> </ul>	*Same as the 5th & 6th sessions
	Thinking and judgment	<ul style="list-style-type: none"> <li>• Understands the method of the game.</li> <li>• Selects rules for playing a simplified game.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands offensive strategies based on the characteristics of the team.</li> <li>• Develops strategies that fit the characteristics of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses rules and attempts to devise new ones.</li> <li>• Applies strategies developed by the team.</li> </ul>	*Same as the 5th & 6th sessions
	Motor skills	<ul style="list-style-type: none"> <li>• Can move to the ball and assume the proper catching posture. (Catching)</li> <li>• Can judge the situation and stop at bases as necessary. (Running)</li> </ul>	<ul style="list-style-type: none"> <li>• Can throw the ball by stepping forward with the left foot. (Throwing)</li> <li>• Can judge the situation and throw to the intended place. (Throwing)</li> </ul>	<ul style="list-style-type: none"> <li>• Can hit the ball from a batting stance with the bat next to the ear. (Batting)</li> <li>• Can judge the situation and hit the ball to the intended place. (Batting)</li> </ul>	*Same as the 5th & 6th sessions
6th grade	Interest, eagerness, attitude	<ul style="list-style-type: none"> <li>• Attempts to do well in accordance with the rules.</li> <li>• Plays in cooperation with teammates.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to make plays repeatedly and at a good tempo.</li> <li>• Calls out to teammates and engages in mutual instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts winning and losing and umpires' calls, and cooperates with teammates.</li> <li>• Engages in mutual reminding with classmates on contact between players and handling of equipment.</li> </ul>	*Same as the 5th & 6th sessions
	Thinking and judgment	<ul style="list-style-type: none"> <li>• Understands the method of the game.</li> <li>• Selects rules for playing a simplified game.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands methods of offense and defense based on characteristics of the team.</li> <li>• Develops strategies that fit with the characteristics of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses rules and attempts to devise new ones.</li> <li>• Applies strategies developed by the team.</li> </ul>	*Same as the 5th & 6th sessions
	Motor skills	<ul style="list-style-type: none"> <li>• Can move to the ball and cover bases. (Catching)</li> <li>• Can observe multiple situations, make judgments, and run accordingly. (Running)</li> </ul>	<ul style="list-style-type: none"> <li>• Can throw with strength and awareness of the angle of release. (Throwing)</li> <li>• Can observe multiple situations, make judgments, and throw accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can hit with strength and awareness of the angle of the ball. (Batting)</li> <li>• Can observe multiple situations, make judgments, and hit accordingly. (Batting)</li> </ul>	*Same as the 5th & 6th sessions

Reference Materials for Ideas to Improve Evaluation Methods, etc. (Elementary Schools: Physical Education)

The learning content above is arranged based on the concrete course unit plan (see pgs 2 and 3). Use it when evaluating learning and instruction.

# Course Unit Plan: 5rd Grade

Period	1st session	2nd session	3rd session	4th session
0 min. Warm-up • Drill	<b>Self-catching</b> 	<b>Partner-to-partner catching (bouncing)</b> 	<b>Balance exercise</b> 	<b>Stepping throw</b> 
20 min.	<b>Good practice exercises when:</b> ..... Children can't stop or catch a batted ball well. (☞ pg. 22)		<b>Good practice exercises when:</b> ..... Children can't step and throw the ball well. (☞ pgs. 22-23)	
Game	<h2>Tag out game</h2> <p>Players on defense make judgments about the runner's movements and throw the ball to the base ahead of the runner or tag the runner out. Players on offense score points by stopping at or returning to bases to avoid being tagged out.</p>			
	 <p><b>Underhand tossing</b></p>		<p>To learn the flow of the game, the offensive players first toss the ball underhand. After they get used to the action, they can advance to overhand throwing and then batting.</p>	
	 <p><b>Overhand throwing</b></p>		 <p><b>Batting</b></p>	
 <p><b>Bat points</b></p> <p>Give a player who puts the bat in the bat point zone an additional point. This is an easy way to score points and helps ensure safety.</p>		<p><b>Offense rules</b></p> <ul style="list-style-type: none"> <li>● The player who hits (throws) the ball must run the bases. Teams trade sides when all players on one team have batted.</li> <li>● Runners watch the movements of the infielders (including the catcher) and judge how far they can advance.</li> <li>● First base is worth 1 point, second base 2 points, third base 3 points, and home 4 points. If a player is tagged at a place other than a base, he or she is out and scores zero points.</li> <li>● A ball that is caught in the air is an out. No points are scored.</li> </ul>		
 <p><b>Tag him! Tag him!</b></p> <p><b>Wait!</b></p> <p><b>Get back to second!</b></p>				
45 min.				

5th session

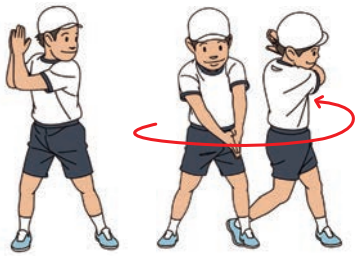
6th session

7th session

8th session

### Twisting exercise

### Batting from a stance



For the 7th and 8th sessions, have the teams practice the necessary skills for about 15 minutes and then play league games.

Play league games!

### Good practice exercises when:

Children can't hit the ball well from the batting stance. (pg. 23)

### Learning key

### "How far can I go?"



Making offense-oriented judgments (how far to run) is the main point of the lesson.



### Strategy time



Set up a Strategy Time before the game and between innings to develop simple strategies.

### Safety management



Players should tag runners gently. Make a rule that one point will be deducted for dangerous behavior will subtract one point.

### Defense rules

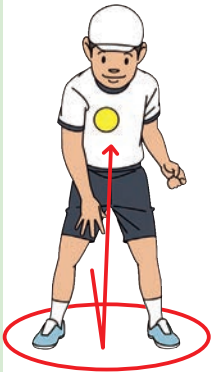
- The team is separated into infielders and outfielders.
- Outfielders catch the ball and throw it to the infield. Infielders watch the runner's movements to anticipate where he or she will go and then gently tag him or her out.
- Infielders and outfielders trade positions at the start of each new inning.

# Specific Teaching Points: 5th Grade

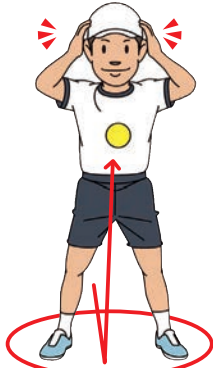
Catching

## Self-catching

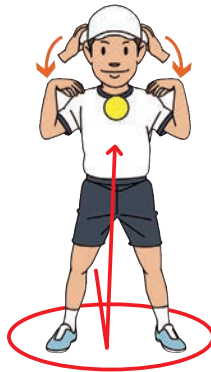
Each child takes one ball and practices throwing it at the ground and then catching it.



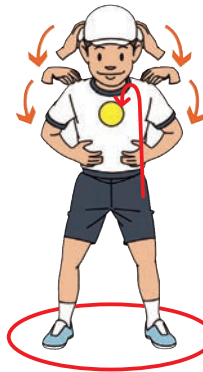
Throw the ball at the ground.



Touch your head and then catch the ball.



Touch your head and shoulders and then catch the ball.



Touch your head, shoulders, and stomach and then catch the ball.

### Note on instruction

Have children draw a circle with their feet and then practice tossing the ball without leaving the circle. Touching places besides the head, shoulders, and stomach is also effective, so it might be fun to let the children suggest places to touch.

Improving  
motivation



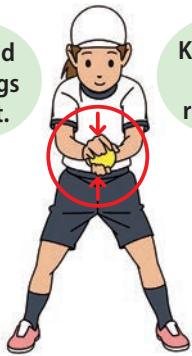
Play a One-Ball game. Have children see how many places on their body they can touch before catching the ball. Fifth graders should be able to touch three places.

Catching

## Partner-to-partner catching (bouncing)

Teams of two children bounce a ball back and forth to learn proper catching posture.

Spread the legs apart.



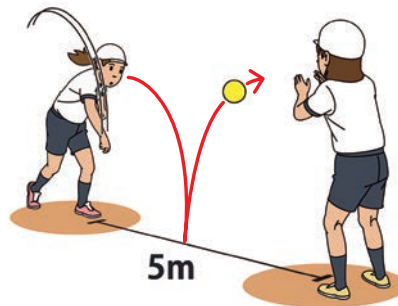
Spread the legs slightly wider than shoulder width.

Keep the knees relaxed.



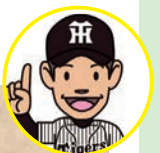
Bend the knees slightly and cover the ball with the right hand.

Use both hands!



Bounce the ball once from a distance of about five meters.

Improving  
motivation



Hold a 10 throw competition. Teams that make ten bounced throws announce it to the others. For the top three teams, increase the distance (1 step) and number of tosses (one toss). Do this for several sets.

### Note on instruction

Before they throw, have children think about where they should bounce the ball to make it go to their partner. One possible approach is to actually draw a circle or other marker to form a concrete image in their mind.

Throwing

## Balance exercise

Children lift the leg they will step forward with to gain a sense of balance for throwing.

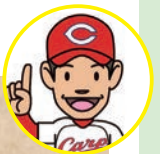


Spread both arms and stand on one leg.



Maintain balance for ten seconds.

Instruction  
point



Children should lift their knee to waist height. Have them try doing it with their eyes closed if it appears they can.

### Note on instruction

This exercise can be made more difficult by having them jump slightly and trying to stay balanced after landing. Also, have them develop their sense of balance by trying the exercise with both legs, rather than just one.

Throwing

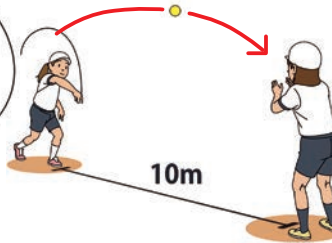
## Stepping throw

Teams of two children play catch to learn how to step forward when they throw.

Raise the leg.



Twist!



Raise the left leg and step in the direction of the throw.

Twist the waist while throwing.

Throw the ball back and forth from a distance of about ten meters.



Improving

motivation

The angle of release is important when throwing a ball far. Have children try throwing the ball up at a 45-degree angle.

Note on instruction

If children lose their balance after lifting their leg, have them stop without throwing and start over again. Make sure they try to lift their knee up to the height of their waist.

Batting

## Twisting exercise

In this exercise, children practice twisting their waist in a batting stance.

Ready...



Stand with the legs shoulder width apart and both hands clasped next to the ear.

Twist!



Stop!

Swing the arms horizontally while twisting the waist.



Effective

encouragement

Instruct children to stop their swing quickly in order to keep from falling over by saying, "OK... Twist! Stop!"

Note on instruction

The children should try to stay up straight as they rotate, making sure that their faces and bodies do not fall forward or backward. And just like in the rotate and twist exercise, the heel of their right foot should come up. (pg. 17)

Batting

## Hitting in a batting stance

Children place the ball on a batting tee and get the feel of hitting it in a batting stance.

Bring the bat up against the ball.



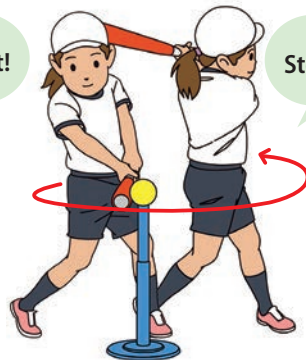
Place the label (center) of the bat against the ball.

Ready...



Stand ready with the hands next to the ear.

Twist!



Stop!

Swing hard while twisting the waist.



Effective

encouragement

When they are holding a bat, encourage them to get into a relaxed stance by saying, "Hold it like it's an umbrella."

Note on instruction

Placing baskets or cones on the field gives children targets to aim at and raises their concentration. Another possible approach is to set up a simple home run competition or other game with a point-scoring system.



# Course Unit Plan: 6th Grade

Period	1st session	2nd session	3rd session	4th session
0 min.	Self-catching	Partner-to-partner catching (fly balls)	Generating power (throwing)	Throwing with strength
Warm-up • Drill				

20 min.

### Good practice exercises when:

Children can't catch fly balls well.  
(☞ pg. 26)

### Good practice exercises when:

Children can't throw with much strength.  
(☞ pgs. 26-27)

## Score-at-home game

Players on defense make judgments about the movements of multiple runners and try to tag them out. Runners on offense score points by stopping at or returning to bases to avoid being tagged out while also being careful not to pass the runners in front of them.

### Offense rules

- The player who hits (throws) the ball must run the bases. Teams trade sides when all players on one team have batted.
- When a batter or runner stops at a base, he or she stays there as a runner. One point is scored when a runner touches home.
- If a runner passes another runner or a hit ball is caught in the air, the player is out. In such cases, the runners go back to their original bases.
- From the second inning and thereafter, the batting side resumes from the situation that existed at the end of the previous inning.

Game

**Underhand tossing**

To learn the flow of the game, the offensive players first toss the ball underhand. After they get used to the action, they can advance to overhand throwing and then batting.

**Overhand throwing**

**Batting**

### Bat points

If four players place their bat in the bat point zone, give the team an additional point. Add the additional points at the end of the game.

I've got to get back!

Wait!

Wait!

Stop at third!

45 min.

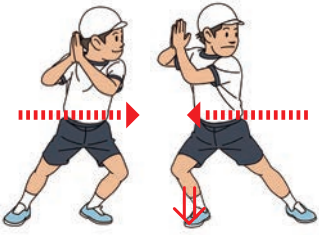
5th session

6th session

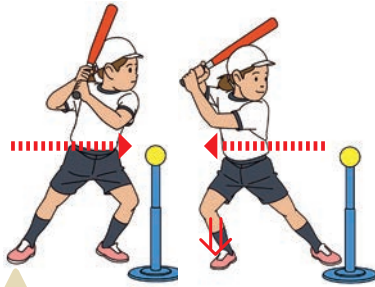
7th session

8th session

Generating power (batting)



Batting with strength



For the 7th and 8th sessions, have the teams practice the necessary skills for about 15 minutes and then play league games.

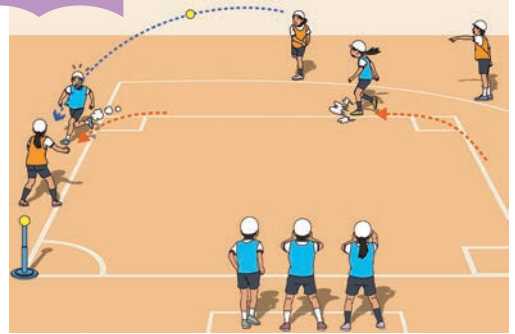
Play league games!

Good practice exercises when:

Children can't bat with much strength.  
(☞ pg. 27)

Learning key

"Multiple runners"



Making offense-oriented judgments (how far to run) is a main point of the lesson.



Making defense-oriented judgments (which runner to tag out) is a main point of the lesson.



Defense rules

- The team is separated into infielders and outfielders.
- Outfielders catch the ball and throw it to the infield. Infielders who catch the ball try to anticipate the runners' movements and gently tag them out.
- Infielders and outfielders trade positions at the start of each new inning.

Strategy time



Set up a Strategy Time before the game and between innings to develop simple strategies.

# Specific Teaching Points: 6th Grade

Catching

## Self-catching

Each child takes one ball and practices tossing it above him/herself and then catching it.

Spread the legs apart.



Toss the ball up while staying inside the circle.

Keep the elbows relaxed.



Bend the elbows slightly.

Keep the palms facing up.



Catch the ball in front of the face (slightly to the left).

Use both hands!

Improving motivation

Play a One-Ball game. Have the children catch and hold the ball with their palms facing up (toward the sky). Check to make sure that everyone can do it right.



### Note on instruction

Extending the arms up to catch the ball lengthens the distance between the eyes and the ball, which results in dropped balls. Have the children catch the ball in front of the face with their elbows slightly bent, and to avoid jumping in the process.

Catching

## Partner-to-partner catching (fly balls)

Teams of two children throw a ball back and forth to learn proper catching posture.

Spread the legs apart.



Bend the elbows slightly.

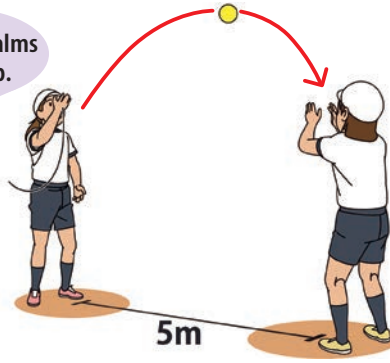
Keep the elbows relaxed.



Catch the ball in front of the face (slightly to the left).

Keep the palms facing up.

Use both hands!



Toss fly balls back and forth from a distance of about five meters.

Effective

encouragement

Have the children catch the ball with their elbows slightly bent and in front of the face (slightly to the left). If they are afraid to do that, say, "It's enough for the ball to hit your palms."



### Note on instruction

In the beginning, have them throw controlled balls to where their partner is standing. Then raise the difficulty level by gradually increasing the distance and height, being careful to avoid frightening them.

Throwing

## Generating power (throwing)

Children get the feel of generating power with the rear foot when throwing.

One!



On "one," shift weight to the left foot.

Two!



On "two," shift weight to the right foot.

Three!



On "three," quickly twist the waist.

Effective

encouragement

Have the children shout out "One, two, three!" so they learn to move rhythmically.



### Note on instruction

Have the children learn to move to the rhythm of "one, two, three!" If they have difficulty, have them focus on using their right foot only, without stressing the front-to-back weight shift.

## Throwing with strength

Teams of two children play catch to learn how to generate power with the rear foot when throwing.



One!



On "one," shift weight to the left foot.

Two!

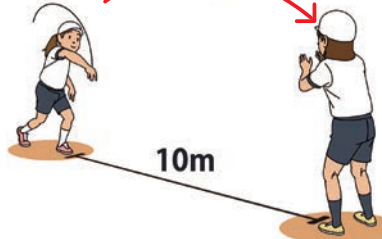


On "two," shift weight to the right foot.

Three!



On "three," throw with strength.



Throw the ball back and forth from a distance of about ten meters.

### Instruction

### point

Put stress on "two," having the children shift their weight forcefully so that most of the power generated occurs at the end of "two."

### Note on instruction

Because the elbow tends to turn before it rises, check to be sure that the children are using the "twist and throw" form on "two" (see pg. 17).

## Generating power (batting)

Children get the feel of generating power with the rear foot when batting.



One!



On "one," shift weight to the left foot.

Two!



On "two," shift weight to the right foot.

Three!



On "three," quickly twist the waist.

### Effective

### encouragement

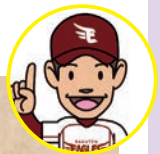
Have the children shout out "One, two, three!" so they learn to move rhythmically.

### Note on instruction

Have the children learn to move to the rhythm of "one, two, three!" If they have difficulty, have them focus on using their right foot only, without stressing the front-to-back weight shift.

## Batting with strength

Children place the ball on a batting tee and get the feel of generating power with the rear foot when hitting the ball.

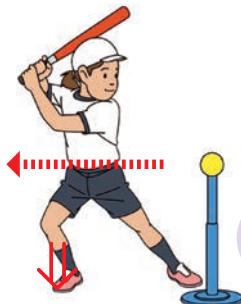


One!



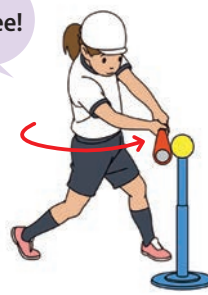
On "one," shift weight to the left foot.

Two!



On "two," shift weight to the right foot.

Three!



On "three," swing with strength.

### Instruction

### point

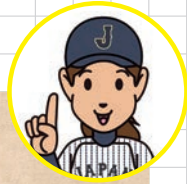
Put stress on "two," having the children shift their weight forcefully so that most of the power generated occurs at the end of "two."

### Note on instruction

At the end of the swing, weight should be distributed evenly between both feet. Proper distribution of weight can be confirmed on the spot with light body flexing.

# Development of a Batting & Fielding Game

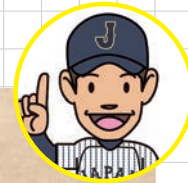
Difficulty ↑



**Instruction**

**point**

If you think a Throw-Home game will be too difficult for your students, a "catch and run game" is an effective option.



**Instruction**

**point**

Children can play a Throw-Home game with the skills they already possess. It is a good introductory game for all grades.

## Force play game

- No pitcher
- Defensive decisions required

pgs. 14-15

## Throw-Home game

**Instruction**

**point**

- No pitcher
- No defensive decisions

pgs. 10-11

3rd graders

## Catch & run game

**Instruction**

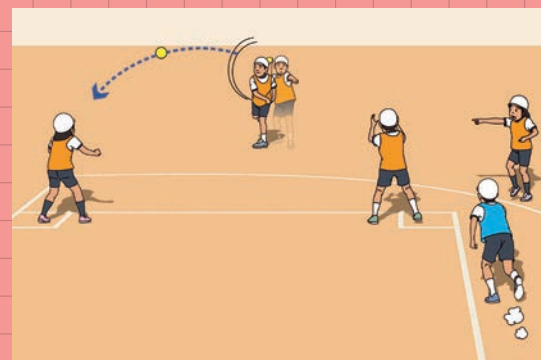
**point**

- No pitcher
- No defensive decisions
- No throwing movements

pg. 30

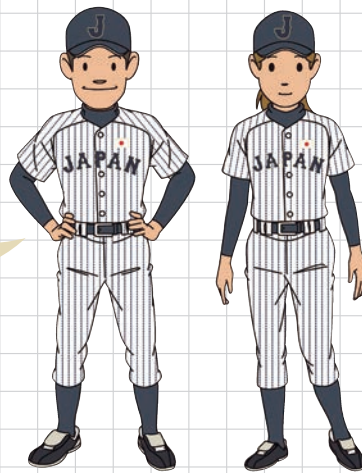


Considering what position to take is the main point of the lesson.



Considering where to throw the ball is the key to the lesson.

This is a program that was devised with the physical development and skill levels of children in mind. The grades mentioned are for reference only. Games should be played with rules that take the actual circumstances of the participants into account.



## Baseball and softball

- Pitcher used
- Defensive decisions required
- Offensive decisions required
- Runners used
- Sides change after three outs

Jr. high school students

## Tee-ball

- No pitcher
- Defensive decisions required
- Offensive decisions required
- Runners used
- Sides change after three outs

## Score-at-home game

- No pitcher
- Defensive decisions required
- Offensive decisions required
- Runners used

6th graders

pgs. 24-25

## Tag out game

- No pitcher
- Defensive decisions required
- Offensive decisions required

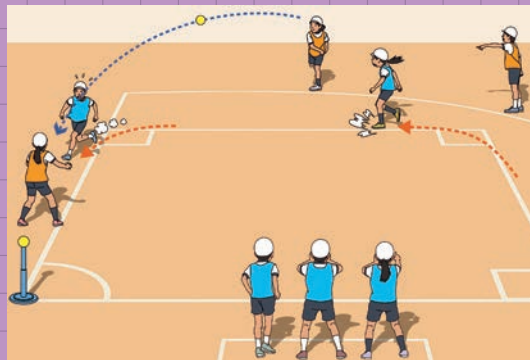
5th graders

pgs. 20-21

4th graders



Considering how far to run is the main point of the lesson.



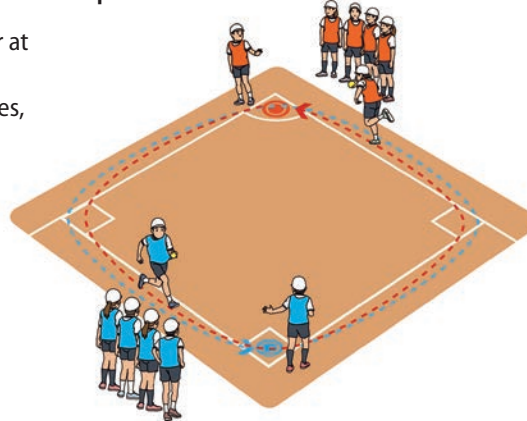
Considering how to handle multiple runners is the main point of the lesson.

Grade

# Playing Batting & Fielding Games

## Base-running relay race

- Put one team at home plate and the other at second base.
- Have each participant run around the bases, carrying a ball as a baton.
- See which team is faster.



Form two teams. Using balls as batons, conduct a relay race in which each person runs one lap around the bases. Set starting points at home plate and second base and have the teams race to see which is faster.

Effective

encouragement

Urge participants to run the bases without slowing down by making a 'banana turn' just before the base.



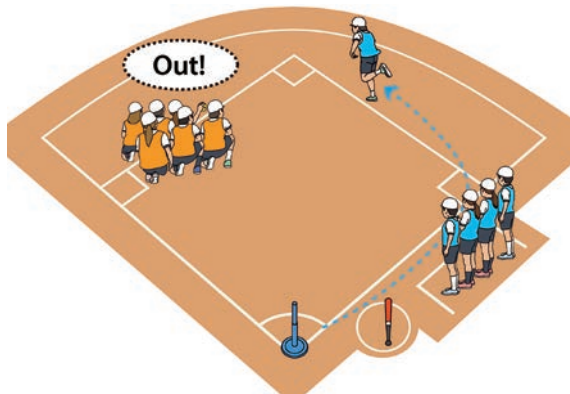
### Note on instruction

This is a good way to get children to quickly understand how to run and step on bases before a game. It is also a good way to decide a game that ends in a tie.

## Catch & run game

- The player who hits the ball must run the bases.
- Teams trade sides when all players on one team have batted. The "bat point" rule is used.
- First base is worth 1 point, second base 2 points, third base 3 points, and home 4 points.
- If a player forgets to step on a base, the base is worth zero points.
- All defending players run to the player who caught the ball and shout "Out!"

All defending players run to where their teammate has caught the ball. When all have gathered, they sit down and shout "Out!" The offensive player continues running and scoring until "Out!" is called.



Instruction

point

The keys to the lesson are making decisions about where to hit the ball when on offense and about what position to take when on defense.



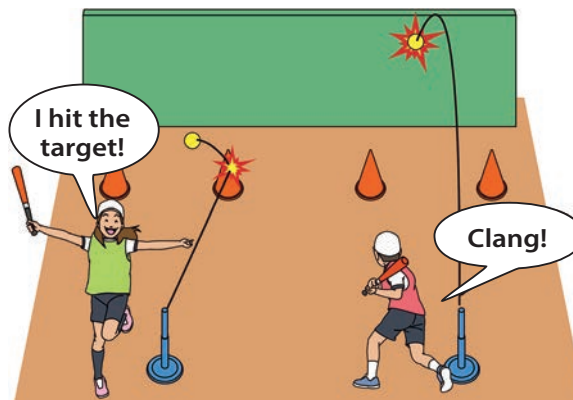
### Note on instruction

All defending players must gather together and sit down before shouting "Out!" It is best for the players to gather into uniform shape, such as a circle or a straight line.

## Home run game

- Each member on a team hits one ball.
  - If a player hits the ball, one point is scored.
  - If the ball rolls to the wall, two points.
  - If the ball hits the wall on the fly, three points.
  - If the ball hits a target, five points.
  - If a player takes three swings and misses each time, zero points.
- Conduct a competition to see how many points the teams can score.

Form two teams. Allow each member to hit one ball. Conduct a competition to see how many points they can score.



Improving

motivation

Try different rules with the home run game. Also, remember that a pitching game, in which players throw a ball to score points, is also very effective. This game can also be used in play by lower grades.



### Note on instruction

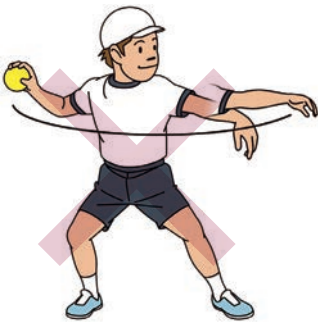
Create a mood in which children know it is "OK to swing and miss" so that they will not swing weakly for fear of failing.

# Program for Building Throwing Strength

## »» Causes of declining throwing strength

A major factor behind not only deteriorating throwing strength but also lower physical stamina and athletic ability among children is “loss of time, space, and teammates.” With fewer opportunities to enjoy sports and outdoor play, children have fewer opportunities to throw things. As a result, they have fewer opportunities to learn throwing mechanics, which leads to lower throwing strength. This makes it important to teach children the proper throwing motion in physical education classes and for children to accumulate more throwing experience. In other words, physical education must be improved with awareness of these two points in order to increase children’s throwing strength.

Throwing from the side



Throwing while standing straight up



Throwing while stepping forward with the wrong foot



Throwing without generating power



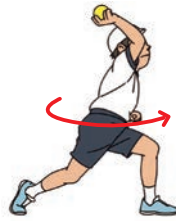
## »» Proper throwing motion

Tap-tap throwing



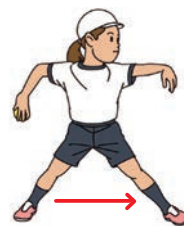
Raise the elbow (pg. 13)

Twist and throw



Twist the waist (pg. 17)

Stepping throw



Step forward (pg. 23)

Throwing with strength



Generate power (pg. 27)

## »» Gaining more throwing experience

Practice methods include playing catch and throwing at a net or wall. Playing catch in pairs makes it possible to gain a great deal of throwing experience. However, if the participants cannot catch well, they may end up spending much of their time retrieving the ball. To prevent this, it is a good idea for children to begin by practicing catching through the various partner-to-partner exercises before moving on to playing catch.

If even then they still find catching difficult, they can practice throwing at a net or wall. However, depending on how many balls are used, it’s possible that a lot of time will be needed to gather them up, which will lower efficiency. In such cases, it is best to practice with red and white balls. Doing so will reduce the amount of time needed to gather balls and allow children to efficiently gain abundant throwing experience.

### Play that will build throwing strength

#### Paper popgun

This is a type of origami. Paper is folded into a structure that uses air resistance and paper friction to produce a loud sound.

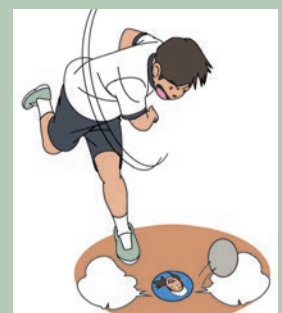
The paper will not open unless it is snapped skillfully with the wrist. Take a step forward and swing it down forcefully using the upper body.



#### Menko

Menko is a toy used by Japanese children. It can be used indoors or outdoors.

Keeping the lower body in a firm stance, throw the menko by raising the elbow and making sure to bend the body. Make a throwing motion that uses the entire body.





# Q&A

**We have lack most of the equipment needed.**

**Are there any other methods or implements we can try?**

**A** If you don't have a ball or bat, it's easy to make one by rolling up newspaper and wrapping it with tape.

If you don't have bases, you can draw them with a field chalk or use hula-hoops instead. And if you don't have a batting tee, you can stick a plastic bottle that has been cut in half onto the top of a traffic cone, and then place the ball on top of the bottle. The important thing is work together to prepare a good lesson while keeping the children's happy faces in mind.



**Everyone is too focused on winning the game.**

**I'm not sure I can make firm "out" and "safe" calls.**

**A** It's best to leave the calls to the children who are playing the game. Of course, this raises the possibility that problems will occur. Accordingly, it is important to create rules together with the children; for example, "ties go to the runner." It is important to see such problems as learning opportunities, and to strive to create classes in which children resolve them.

In addition, when wrapping up a lesson, announce a Session MVP. Recognize a child who performed best in terms of skill, attitude, thinking, and judgment. Being recognized will raise the child's desire to do well in the next session. At the same time, the children who were not recognized will consider what it takes to become recognized and act accordingly. Winning the game and performing well are wonderful. However, it is more important to recognize those children who cooperate with their classmates and play sports with respect for their opponents and calls.

**What is the best way to teach my students about defense in a game?**



**A** Defense is largely classified into three actions: "catching," "throwing," and "covering." Players can help their teammates and minimize the number of points scored against them by how they act when someone misses the ball or throws the ball to the wrong place. The point is to have children understand that, no matter what a batted ball does or where it goes, everyone has something to do. Because the children will probably not understand what covering means, it is important to start with moving toward the ball and approaching from behind.

**During games, there is a difference in how much exercise the players get. What can be done to make sure everyone gets the same amount of exercise?**

**A** The ideal way to make sure everyone gets the same amount of exercise is to form teams of around six players and to have them play games in two or three different positions. It is also a good idea to improvise with equipment. One piece of equipment that resulted from repeated study classes that sought to find a better teaching aid is the coated ball. Made with a sponge coated with a special resin, it is a strong ball that is soft and light, bounces well, and has excellent resilience. Moreover, it travels shorter distances than a tee-ball ball.

As for rules, the Catch & run game is effective (☞ pg. 30). While this game does not include the throwing motion, because all of the defending players run on each play, it is perfect for ensuring equal amounts of exercise.

However, it must be remembered that, basically speaking, baseball is not a sport that requires high amounts of exercise. Although different approaches can be tried, in the end baseball will never beat soccer or basketball in terms of the amount of exercise required. Conversely, baseball is a sport with a lot of space and time. Moreover, on the offensive side, baseball ensures that everyone has an equal opportunity to perform. It is precisely for these reasons that baseball (and batting & fielding games) can provide opportunities for thinking-based learning that make use of its unique space and time. We hope you will prepare classes with frequent Strategy Time periods and that incorporate mutual cheering, encouragement, and cooperation among children.



Schedule: Month Day (Day of week) 1st Period: 8:50 – 9:35 a.m.

Activities: Self-catching, partner-to-partner catching (rolling), throw-home game (underhand)

Equipment: Balls, bases, markers

Objectives: To understand the game's rules and play, and to enjoy playing it as a team.

Time	Learning content	Explanation
Introduction (10 min.)	Gathering, line-up, and greeting	<b>Aims</b> - We will play a "throw-home game" during this period. - Let's understand the game's rules and play, and enjoy playing it as a team.
	Learning content for this period - Aims - Confirmation of rules  Warm-ups - Exercises - Self-catching	<b>Self-catching</b> - Draw a circle on the ground with your foot. There are two rules: "Don't step out of the circle" and "don't drop the ball." - OK, watching how I do it, toss the ball from one hand to the other. ☞ <b>Demonstrate.</b> Activity - OK, now toss the ball up into the air and try to catch it. ☞ <b>Demonstrate.</b> - There are two things to remember: "Keep your eye on the ball" and "catch the ball gently with both hands." ☞ <b>Toss the ball.</b> Activity - Next, catch a ball tossed by a partner. When you get good at it, keep tossing and catching it, and see how many times you can clap your hands while the ball is in the air. ☞ <b>Demonstrate.</b> Activity - We will now play a "one ball" game. Try catching the ball after clapping your hands three times and without stepping outside of the circle. Activity
Expansion (30 min.)	Drill - Partner-to-partner catching (rolling)	<b>Partner-to-partner catching (rolling)</b> - In teams of two, roll a ball back and forth to each other and practice picking it up. ☞ <b>Demonstrate.</b> - The things to remember are to "keep your eye on the ball," "catch the ball gently with both hands," and "stand ready to catch the ball in the correct posture." - Now let's see the correct catching posture. - "Spread the legs," "squat down," and "OK, cover it!" ☞ <b>Say "Cover!" out loud.</b> Posture check - Remember these rules when picking up balls: "Don't walk across the field" and "only throw the ball after returning to your position." - Count the number of times you catch the ball in a loud and clear voice. ☞ <b>Count out loud.</b> Activity - Hold a "20-second competition." If you can catch the ball at least ten times in twenty seconds, increase the difficulty level by stepping back once. - We will try several sets, so see how many levels you can get to Activity
	Game - Throw-home game (underhand)	<b>Throw-home game (underhand)</b> - During this period, we will try to score points by throwing the ball underhand. - Starting at home base, you will step on first base, second base, third base, and then home base again in that order. - You score one point for reaching first base, two points for second base, three points for third base, and four points for returning to home base. If you can't reach first base, you score zero points. - The defending team is separated into infielders and outfielders. The area inside the line is the infield and the area outside the line is the outfield. - If you catch the ball as an infielder, you throw it to the catcher. If you catch the ball as an outfielder, throw it to an infielder. The infielder will then throw it to the catcher. ☞ <b>Demonstrate.</b> - One player in the infield will be the catcher. When you catch the ball as the catcher, be sure to step on the base and shout "Out!" ☞ <b>Demonstrate.</b> - Infielders and outfielders will trade positions at the start of each new inning. - In the first inning, the boys will be in the outfield and the girls will be in the infield. In the second inning, the boys will be in the infield and the girls will be in the outfield. - Throwing the ball directly from the outfield to the catcher is against the rules and will result in a penalty. ☞ <b>Demonstrate.</b> - If there is a penalty, the batter can hit (throw) the ball again. So, say you score four points on a play with a penalty. Because of the penalty, you get to hit again. If you again score four points, you will have scored a total of eight points all by yourself. - OK, take your assigned positions on each team. Let's play a game. One run around the bases - We will now begin the game. Everyone shake hands and give each other an enthusiastic greeting. Activity - That ends the first inning. Did everyone understand the game's rules and how to play? - For the second inning, the infield and outfield players will trade positions. The boys will be in the infield and the girls will go to the outfield. - OK, let's take a minute to discuss strategy. Come up with a strategy by discussing how you will attack and how you will defend. - OK, each team form a circle. Now let's switch the batting and fielding sides and restart the game. Activity - I will now announce the result. The score was AA to BB, and Team CC was the winner. Both sides shake hands. - So what did you notice while scoring and fielding and what strategies did you try during the game? Feedback - The game is now over. Everyone shake hands and congratulate each other for a game well played.
Summary (5 min.)	Period review - Announcement of period MVP - Learning content for the next period  Thank-you and tidying up	<b>Period MVP</b> - I will now announce the period's MVP, who was chosen based on his or her "skill," "attitude," and "thinking and judgment." - In the next period, we will raise the skill level during scoring by throwing overhand. - We will practice "throwing" then, so remember the "catching" points that we learned today.



Publisher and editor

Nippon Professional Baseball Organization.

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Hanshin Tigers

Hiroshima Toyo Carp

Chunichi Dragons

Yokohama DeNA BayStars

Tokyo Yakult Swallows

Fukuoka SoftBank Hawks

ORIX Buffaloes

Hokkaido Nippon-Ham Fighters

Chiba Lotte Marines

Saitama Seibu Lions

Tohoku Rakuten Golden Eagles

Contributors

Tokyo Gakugei University Koganei Elementary School

Hidetoshi Tsuburaya

Kanako Mizukami

Naoki Honjoh



<http://www.npb.or.jp/>

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