

softball

WebQuest Description: Students will have a fun learning and playing softball

Grade Level: 9-12

Curriculum: Health / PE

Keywords: positions (first, second, third, short stop, catcher, pitcher, center field, right and left field), strike, foul ball, a ball, and tag up.

Published On:

Last Modified: 2018-03-02 03:08:59

WebQuest URL: <http://zunal.com/webquest.php?w=374347>

Introduction

Hey There Batter Batter Batter!!!Everybody grab your bat and glove we are playing softball! Within the next few weeks you will learn the game of softball to its fullest. We will review all positions that are played as well as rules of the game. Each week we will pick different teams so everyone will get the chance of playing with different people. A link is provided below for you to read about the history of the game.

Tasks

For the next three weeks we will be within our softball unit. We will learn the different positions on the field as well as the vocabulary terms so that everyone will have a successful first time playing. Vocabulary terms have been provided in the beginning of this Webquest. You must know what these terms mean before we start our unit or at least have read the terms so you are able to ask questions for clarification. At the end of this unit you will be asked to do a Performing Skill Video with a partner or be in a group of three. More information about the project will be provided.

Process

Phase 1We will go over the rules and different positions of field. We will be playing softball for the next three weeks and we will pick new teams every Monday so everyone has the opportunity to play with each classmate. Phase 2 Day 1- picking teams and playing softballDay 2- SoftballDay 3- Short Day: You will run the mile as you always doDay 4- SoftballDay 5- SoftballPhase 3- Performing Skill VideoStudents will be required to break down the fundamental skill (over hand throw) as it relates to the three phases of learning: preparation, action, and follow through. Groups would then decide how to piece their project together. The first option is to actually film themselves performing the skill as it relates to the three phases as another student narrates the technical components.

Video editing tools found online and provided by the teacher would then be used to create a video that is 3-5 minutes in length. A second option is to use television and recording equipment to put a "montage" together of professionals performing the skill. Different segments of video would then be edited together to demonstrate competency, with a written summary of each segment describing the action and technical aspects of throwing.

Evaluation

This rubric will help you identify what needs to be done for your Skill Performing Video.

Category and Score	Good	Fair	Poor		Score
Video Structure	Each of the three segments preparation, action, and follow through) are provided in the video as well as full descriptions of the act.	Each of the three segments are provided with little description of each act.	Video is broken up within three segments with no description of them.		10 points
Video Length	3-5 minutes	2-3 minutes	Less than 2 minutes		5 points
Creativity	Creativity in the video is well seen.	Little creativity in video.	No creativity		5 points
Punctuality	Very little to no errors within spelling and grammar	Each segment has three spelling and grammar errors	Many spelling and grammar errors throughout the video		5 points
				Total Score	25 points

Conclusion

At the end of the unit, you will write a 1-2 page paper about what you learned. You may choose to write about the history of the game, the rules of the game, or what you like/dislike about softball.

Teacher Page

This is a great unit for students to learn the game of softball as well as the history behind it. It is a fun game that everyone can enjoy and even have some nice friendly competition.

Standards

Standards 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities. 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities. 1.12 Demonstrate independent learning of movement skills 2.1 Participate in moderate to vigorous physical activity at least four days each week. 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise 2.10 Identify and list available fitness resources in the community. 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity. 3.3 Identify and evaluate personal psychological responses to physical activity 3.5 Develop personal goals to improve one's performance in physical activities

Credits

Other