

## Grade 12

## Lesson 2

### Lesson plan

|  |                                   |   |    |
|--|-----------------------------------|---|----|
| <b>Lesson theme</b>  | Play rounders (focus on fielding) | <b>Grade</b>  | 12 |
| <b>Duration</b>  | 50 minutes                        | <b>Date/week</b>  |    |
| <b>Context</b>   |                                   |   |    |
| <ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Sport and games.</li> </ul>  |                                   |   |    |
| <b>Linking with previous lesson</b>  |                                   | <b>Linking with next lesson</b>   |    |
| <ul style="list-style-type: none"> <li>Learners improve their fitness levels.</li> </ul>   |                                   | <ul style="list-style-type: none"> <li>Learners develop sports skills.</li> </ul>   |    |
| <b>Core knowledge</b>  |                                   |   |    |
| <ul style="list-style-type: none"> <li>Know how to play rounders.</li> </ul>   |                                   |   |    |
| <b>Learning activities and assessment</b>  |                                   |   |    |
| <ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners participate in a fitness game that builds aerobic endurance</li> <li>Cool-down.</li> </ul>                        |                                   |   |    |
| <b>Forms of assessment</b>   |                                   | <b>Resources</b>  |    |
| <ul style="list-style-type: none"> <li>Checklist</li> <li>See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.</li> </ul>                          |                                   | <ul style="list-style-type: none"> <li>Tennis balls</li> <li>A tennis racquet</li> <li>Rounders or baseball bat</li> <li>Cones to be used as bases (5 cones per playing area).</li> </ul> |    |
| <b>Expanded opportunities</b>  |                                   | <b>Teacher reflection</b>   |    |
| <ul style="list-style-type: none"> <li>Explain to learners the benefits of playing rounders and encourage them to play it at home or at a park with friends and family.</li> </ul> |                                   | <ul style="list-style-type: none"> <li>The activities teach learners important sports skills and show them other fun ways to get active outdoors.</li> </ul>                              |    |

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### Lesson 2: Play rounders (focus on fielding) (50 minutes)

#### 1 Outcomes

By the end of the lesson learners should be able to:

- Accurately throw a tennis ball
- Catch a tennis ball moving towards both the left side and the right side of their bodies
- Stop a rolling ball, pick it up and release it as quickly as possible
- Move quickly between rounders bases.

#### 2 Teacher's corner

##### Setting up

- Divide the learning area into the required number of playing areas (pitches) depending on your class size
- Set up these pitches to resemble the diamond illustrated in the 'Additional information for teachers' section of this lesson plan on page 72.

##### For lesson two you'll need the following equipment:

- A bucket of tennis balls
- A tennis racquet
- Rounders or baseball bat
- Cones to be used as bases (5 cones per playing area).

#### 3 Activities

##### Activity 1: Warm-up (10 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

##### Activity 2: Box fielding (10 minutes)

1. Set up the playing area so that there are 4 bases spread 12 metres apart to form a diamond.
2. Divide the class into 4 equal groups. If the class is large, divide it into 8 groups and set up the playing area for 2 of these drills.
3. Assign each group to a base and have the learners line up one behind the other at their base.
4. The learners at the front of base 2 and home base must each have a ball.
5. The learner at base 2 rolls the ball to base 3 and, at the same time, the learner at home base rolls the ball to base 1. These two learners then run to the back of the line at the base they rolled the ball to.
6. The learner at the front of the line at base 1 picks up the ball and throws it to the new learner at the front of base 2. At the same time, the learner at base 3 picks up the ball and throws it to the new learner at the front of home base. These 2 learners then run to the back of the line at the base they threw the ball to.
7. This process is then repeated until all the learners have participated in both the rolling-and-fielding and throwing-and-fielding activities a number of times.

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### Activity 3: Long-range fielding (10 minutes)

1. The teacher stands at home base with a bucket of balls and a tennis racquet.
2. Divide the class into 2 groups and have one group stand in a line at first base and the other group stand in a line at third base.
3. The teacher then hits the ball towards the learner in front of first base so that the learner has to move to their right to catch the ball. This is then repeated for the learner in front of third base. After catching the ball, the learner runs to put the ball back into the teacher's bucket and then joins the back of the line.
4. Once all the learners have had a turn, the process is repeated, but this time the players are required to move to their left to catch the ball.

### Activity 4: Play a game of rounders (20 minutes)

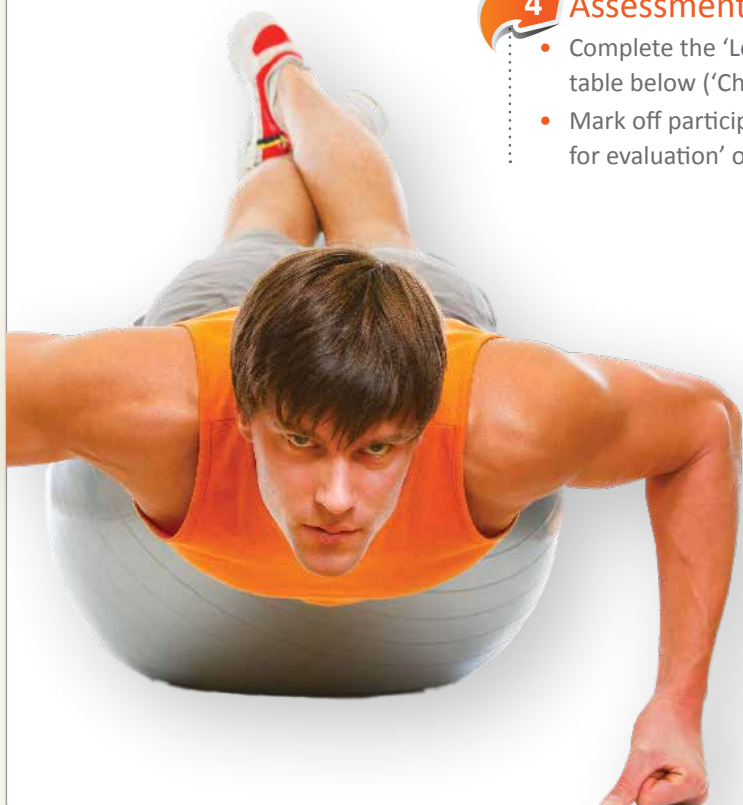
1. Create 2 or 4 teams of equal numbers according to your class size (it is recommended that you have a maximum of 9 learners in a team).
2. Emphasise to learners that the skill focus for the lesson is fielding.
3. Allow learners to play rounders so that one team bats for the first 10 minutes while the opposing team fields. Swap this around for the remaining 10 minutes.
4. The rules of rounders are included in the 'Additional information for teachers' section on page 72.

### Activity 5: Cool-down (5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

### 4 Assessment

- Complete the 'Learner assessment' according to the mark allocation in the table below ('Checklist for evaluation')
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.



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### Lesson 2: Checklist for evaluation

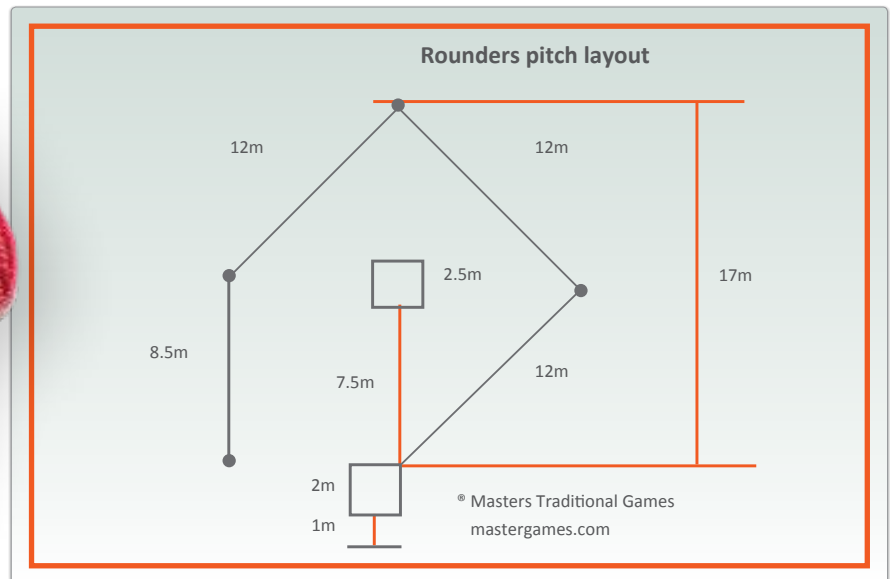
| Activity            | Question  | Yes | No |
|---------------------|---|-----|----|
| Box fielding        | <ul style="list-style-type: none"> <li>Can learners stop a rolling ball, pick it up and release it as quickly as possible?</li> <li>Can they accurately roll a ball to another learner?</li> <li>Can they accurately throw a tennis ball to another learner?</li> <li>Can they move quickly between rounders bases?</li> </ul>  |     |    |
| Long range fielding | <ul style="list-style-type: none"> <li>Can they catch a tennis ball moving towards both the left side and the right side of their bodies?</li> </ul>  |     |    |
| Playing rounders    | <ul style="list-style-type: none"> <li>Are they able to participate in a game of rounders and use the fielding skills learnt in the lesson?</li> </ul>  |     |    |
| Teacher reflection  | <ul style="list-style-type: none"> <li>Do you think the learners enjoyed playing rounders?</li> <li>Do you think the activities showed learners a fun new way to get active outdoors and improve their sports skills?</li> </ul>  |     |    |
|                     | <ul style="list-style-type: none"> <li>If you had to repeat the lesson, what improvements would you make to it?</li> </ul>  |     |    |
| Learner assessment  | <ul style="list-style-type: none"> <li>Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks)</li> <li>Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks)</li> <li>Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks)</li> <li>Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks).</li> </ul> |     |    |

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### 5 Additional information for teachers

#### Pitch layout

Set up a playing field like the one below. The dimensions can be adapted to suit a different sized playing areas.



#### Rules of play (Downloaded from [www.roundersonline.net](http://www.roundersonline.net))

Each team has 2 innings and all members of the team must have a chance at batting. The innings is over when all the batting players are either out or at a base, so that there is no-one left to face the next ball.

One by one the batters line up to take their turn in the batting square, and the bowler throws the ball towards the batter.

#### Bowling and no-balls

The bowler must bowl a ball towards the batter so that:

- It is thrown with a smooth underarm action
- The ball arrives within the batter's square without a bounce
- The ball is above the batter's knee, below the head and not at the body
- The bowler's feet are inside the bowler's square when the ball is bowled.

Batters can attempt to hit a no-ball and then run if they want to, even if they didn't hit the ball; however, the batter cannot return to the batter's square once first base is reached. If 2 consecutive no-balls are bowled to the same batter, the batter scores a half-rounder.



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### Batting

The batter gets one chance to hit the ball and must run even if the ball is not struck (except in the case of no-balls). If the ball is hit behind the batting square, or not hit at all, the batter may only run to first base. Otherwise the batter can run around as many of the bases as possible and stop at a base only when he/she thinks there is a danger of the next base being 'stumped'.

If the batter stops at either first, second or third base without being out, he/she must stay at that base (and must keep in contact with it) until the next ball is bowled. As soon as the ball leaves the bowler's hand, a batter on a base can run to the next base if they wish, even if a no-ball is called.

Once the fourth base is reached, the person goes to the back of the batter's line and awaits their next turn to bat.

The batter is out if she/he:

- Hits the ball and it is caught without a bounce
- Runs to a base that gets 'stumped' – a fielder touches it with the ball
- Does not run to the next base when the next batter catches up with him/her (2 batters cannot be at the same base)
- Runs on the inside of a base
- Loses contact with a base when the bowler has the ball inside the bowler's square
- Overtakes a fellow batter when running around the bases
- Obstructs a fielder when not running between bases
- Has a foot outside the batter's square when the ball is bowled.

### Scoring rounders

A score is immediately posted in the following situations:

- If a bowler bowls 2 consecutive no-balls to the same batter, a half-rounder is scored
- If the batter hits the ball (or is bowled a no-ball) and then reaches the fourth base, a rounder is scored
- If the batter fails to hit the ball and reaches the fourth base, a half-rounder is scored
- If the batter hits the ball and reaches the second base, a half-rounder is scored
- If a fielder obstructs a batter running to a base, a half-rounder is scored
- If a batter waits at either first, second or third base and then proceeds to fourth base when the next ball is bowled, a half-rounder is scored.

### Winning

When both sides have played both innings, the side with the most rounders wins.