



# LEARNING BANDS F-2

## SIX SESSIONS



Australian Government  
Australian Sports Commission

FUN COMMUNITY DIVERSITY  
EXCELLENCE TEAMWORK

# SESSION ONE F-2

## FLIP IT

### Learning intention

Flip it is a high-energy warm-up activity that requires the ability to look one step ahead. A good lead-in to fielding games.

### How to

1. Form 2 groups. Each player has a marker.
2. Half the players place their markers on the ground with the round side up and the other half with the round side down (dish up)
3. On a signal, players run around trying to flip over the other group's markers to match their own
4. Play in groups of 8 or more

**Category** Starter

**Time** 10 minutes

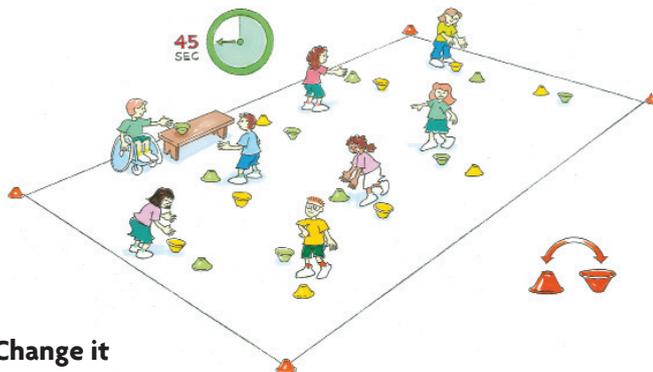
**Equipment** 1 marker cone per player

### Skill focus

Locomotor movement and teamwork

### Content descriptions

ACPMPO25, ACPMP043



### Change it

- > Use different locomotor movements
- Harder
- > 2 marker cones per player
  - > Make the playing area larger

### Safety

- > Encourage players to be aware of other players and the space around them

### Question

- > What is the best way to have more cones up or down at the end of the time limit?

# CATS AND DOGS

### Learning intention

Cats and dogs develops spatial awareness that is crucial for softball.

### How to

1. Players sit back to back along a line approximately 1 metre apart. 1 line is 'CATS', the other 'DOGS'.
2. Call the lines randomly. When a line is called, the group must stand and run to the safe zone in front of them.
3. The other group chases. If tagged, players must move to the other team.

**Category** Starter

**Time** 10 minutes

**Equipment:** 4 marker cones

### Skill focus

Locomotor movement and tagging

### Content descriptions

ACPMPO25, ACPMP043



### Change it

- > Players start lying down
- > Vary the locomotor movements
- > Change the size of the playing area

### Safety

- > Encourage players to be aware of other players and the space around them

### Questions

- > What can you do to get to your feet quickly?
- > What can you do to make this activity easier or harder?

# HOW HIGH

## Learning intention

How high is a simple energetic and fun activity that teaches proper throwing and catching techniques.

## How to

1. Arrange the players into 2 even lines approximately 2 metres apart and facing each other, making sure each player is facing their partner
2. Each pair has a ball. Each line chooses a team name.
3. Call the name of one of the teams
4. The members of that team throw their ball as high as possible and then run to their designated line
5. Each player's partner tries to catch the ball before their partner reaches the line
6. A point is scored each time a player makes it to the line before their partner catches the ball

**Category** Game application

**Time** 10 minutes

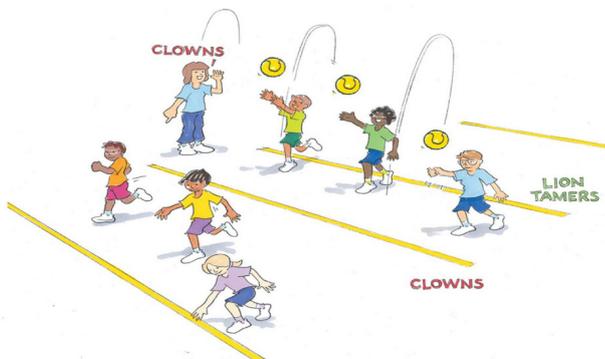
**Equipment** 1 ball or bean bag per pair

## Skill focus

Catching, throwing

## Content descriptions

ACPMPO08, ACPMP025, ACPMP043



## Tip

- > If players are struggling to score a point, stop the game and review techniques and ask other players to share their tips on scoring points.

## Safety

- > Check there is enough space between each pair
- > Make sure players run in a straight line when running to the line.

## Question

- > Which throw helps you get the ball high enough to make it to the line before it is caught?
- > As a catcher, what did you need to do to catch the ball before your partner reaches the line?

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# WHAT DID YOU LEARN?

## How to

1. This reinforces key skills or tactical points. Use keywords and provide tactical tips.
2. Ask the players questions, eg remember when I asked Mary, Kate and John to show us how to throw?
3. What did you learn today?

## Format

Questions and answers

## Tips

- > Give the players the opportunity to ask questions and reinforce key skills
- > Provide feedback and encouragement

**Time** 5 minutes



## CHANGE IT

When observing the activity, ask yourself the following questions:

- > Is the game safe and fun?
- > Are all players engaged in the game?
- > Is the objective of the game being achieved?
- > Are all the players being included?
- > Is participation being maximised?
- > Is the game appropriate to the ability level of each player?
- > Are they being challenged?

**If the answer to any of these questions is No, then CHANGE IT?**

# SESSION TWO F-2

## 2 SQUARE BOUNCE

### Learning intention

2 square bounce aims to develop the concepts of finding space, anticipation, teamwork and deception.

### How to

1. Players form pairs and take sides opposite each other on the court. The player with the ball serves. The ball must cross the line above waist height.
2. Play continues until 1 player cannot return the ball after 1 bounce, or the ball is thrown out of court, or the receiver drops the ball. The serve alternates between players.
3. Play to a specified number of points, or set a time limit. 1 point is scored for winning the rally.

**Category** Starter

**Time** 5 minutes

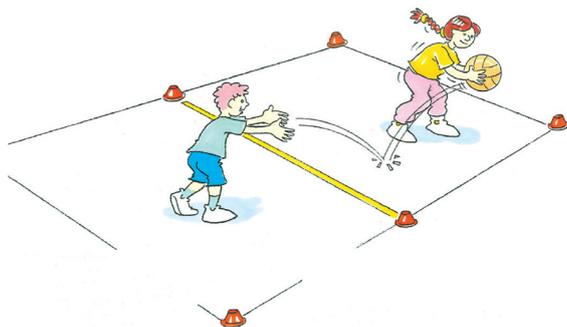
**Equipment** 1 volleyball or similar per pair  
6 marker cones per court  
A court surface that allows the ball to bounce

### Skill focus

Catching, throwing, bouncing and teamwork

### Content descriptions

ACPMPO43, ACPMP061



### Change it

- > Play 3 v 3 and alternate serves
- > Restrict the time in possession depending on the ability of the players, eg 3 seconds or more
- > Provide a no-go or bounce-free zone
- > Change the type of passes players can use, eg chest pass, one-handed pass, overhead pass or underarm pass
- > Change the type of ball used

### Questions

- > Where is the best place to bounce the ball when you serve?
- > Where should you stand ready to catch the ball on the bounce?

## PERFECT CATCH

### Learning intention

This activity emphasises a variety of strategies for keeping the ball off the ground, particularly overhead passing.

### How to

1. Play in groups of 6-8
2. Each player is given a letter. 1 player begins with the ball
3. The player throws the ball into the air and calls out another player's letter
4. The player with that letter attempts to catch the ball while other players run away
5. If the ball is caught, the player immediately throws the ball into the air while calling out another letter
6. The game repeats
7. If the ball is dropped, the player fielding the ball calls 'FREEZE'
8. Players freeze
9. The player with the ball has 1 turn to roll the ball at a frozen player
10. If the player doesn't hit a frozen player, they throw the ball back in the air again and call out another letter

**Category** Starter

**Time** 10 minutes

**Equipment** 1 soft core ball per group

### Skill focus

Throwing and catching

### Content descriptions

ACPMPO43, ACPMP045



### Change it

Easier

- > Allow one bounce before the catch if required
- > Reduce the size of the playing area

Harder

- > Add in an additional ball; spread the players out more or delay calling out the letter

### Safety

Players need to be aware of other players and the space around them, particularly when moving to catch the ball.

### Questions

- > How could we throw the ball to make it harder for the fielders?
- > Can we call something else other than a letter?

# PRESSURE FIELDING

## Learning intention

Pressure fielding is a catching, fielding and throwing activity that leads to improved fielding skills.

## How to

1. 1 fielder, who is 10 metres away, faces 3 or 4 players who are standing a few metres apart from each other
2. Players take turns to throw flyballs or ground balls to the fielder who must field the ball and turn and throw to a target on command

**Category** Get into it

**Time** 30 minutes

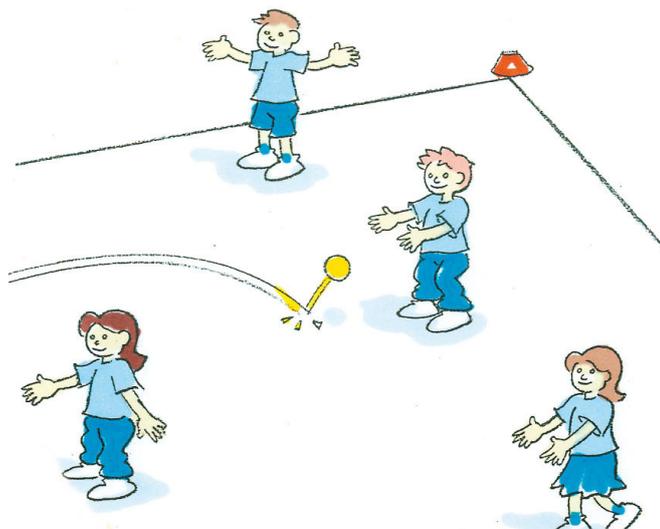
**Equipment** 1 foam ball per player  
1 glove per player (optional)

## Skill focus

Fielding, throwing, catching and locomotor movement

## Content descriptions

ACPMPO43, ACPMP061



## Change it

Harder

- > Players throw ground balls and flyballs

## Tips

- > Score 1 point for every ball caught or fielded correctly and 1 point for every target hit
- > Add a time limit or a throw count, ie 20 throws or 1 minute

## Question

- > Can you show me how you would stand when you are ready to field a ground ball?

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# LET'S SEE IT

## How to

1. Highlight a skill or tactic
2. Whisper to individuals or groups to be ready at the end of the session for a demonstration
3. Gather everyone together and ask one group to demonstrate an activity
4. Emphasise one key point and keep it short

## Format

Short, focused demonstration

## Tip

- > Give the players the opportunity to ask questions and reinforce key skills

## Time

10 minutes



# GAME SENSE

## The game is the focus

The coach enables players to develop sporting skills and tactics by playing fun and competitive games

## The coach is the facilitator

Rather than direct players on how to perform skills, the coach acts as a facilitator and sets challenges allowing players to find solutions through game-play.

## Discreet coaching

Ensure the activity remains engaging for all, discreetly providing tips to allow the game to flow. Create an engaging and supportive environment, building player confidence and self-esteem.

## Ask the players

Ask the players questions about how they think the games can be modified to make them easier or harder.

## Make changes

Game variations create fun, safe and inclusive environments. Modify games to challenge all participants.

# SESSION THREE F-2

## AROUND THE WORLD

### Learning intention

Around the world is a fun activity that introduces gross motor movement and spatial awareness.

### How to

1. Players pass the ball quickly from hand to hand around their waist
2. As players advance, pass the ball around their knees and ankles
3. Players pass the ball between their knees forming a figure 8
4. Knees apart and bending forward, players drop the ball from behind their back and quickly move their hands to the front to catch the ball before it hits the ground
5. Explore and ask the players to invent their own passes

**Category** Starter

**Time** 5 minutes

**Equipment** 1 foam ball per player

### Skill focus

Balancing and catching

### Content descriptions

ACPMP008, ACPMP025



### Change it

- > Players can work in pairs
  - > Players come up with their own movement patterns
- Harder
- > Introduce a second ball

### Question

- > What is another type of pass we can try?
- > Can you show me?

# OCTOPUS

### Learning intention

Octopus is an energiser or warm up that requires players to avoid being tagged whilst running along the lines.

### How to

1. Players line up along 1 side of the diamond
2. 1 player is chosen to be 'IT' and stands in the middle of the field
3. When 'IT' calls 'OCTOPUS', players run from one side of the field to the other trying not to get tagged
4. If tagged, players must freeze but can assist by tagging players by moving only their arms
5. Continue until 1 person remains untagged
6. Look for ways for players who are tagged early to return to the game quickly
7. Ask both taggers and runners to work together to come up with a successful strategy

**Category** Starter

**Time** 10 minutes

**Equipment** 4 marker cones

### Skill focus

Locomotor movement and teamwork

### Content descriptions

ACPMP009, ACPMP029, ACPMP047



### Change it

- > On your call, vary the locomotor movement, ie running, hopping, skipping or jumping
- Easier
- > Start the game with more than one tagger
  - > When a player is tagged, they can also become a tagger

### Safety

- > Players need to be aware of other players and the space around them

### Questions

- > What can we do to make this game easier or harder?
- > Would it be easier if the playing area was smaller?
- > How can the 'IT' person tag more players?

# CIRCLE GROUNDERS

## Learning intention

Circle grounders is a rolling and trapping activity that leads to improved fielding skills.

## How to

1. Players form a large circle
2. 1 player begins with the ball and rolls it to another person in the circle
3. That player fields the ball and rolls it to another player in the circle trying to get it through their legs

**Category** Get into it

**Time** 20 minutes

**Equipment** 5 soft core balls per group  
1 glove per player

## Skill focus

Fielding, catching, throwing and locomotor movement

## Content descriptions

ACPMPO08, ACPMP025, ACPMP043



## Change it

Easier

- > Use larger balls

Harder

- > Play with 2 or more balls
- > Make the circle bigger

## Tips

- > Move behind the ball
- > Bend at the waist and knees
- > Watch the ball into your hands

## Question

- > What can you do to help your teammates receive the ball?

# CIRCLE SIT

## How to

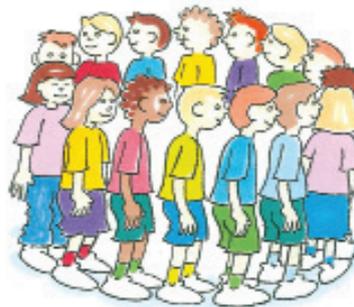
1. Players stand in a circle facing the back of the person in front of them
2. Players are close to each other with the toes of each player touching the heels of the player in front
3. After the count of 3, all players sit down slowly on the knees of the player behind
4. Players stand up on the count of 3

**Format** Cooperative play

## Questions

- > What did you learn today?
- > What was one thing you did well today?

**Category:** Winding down



## CHANGE IT

When observing the activity, ask yourself the following questions:

- > Is the game safe and fun?
- > Are all the players engaged in the game?
- > Is the objective of the game being achieved?
- > Are all the players being included?
- > Is participation being maximised?
- > Is the game appropriate to the ability level of each player?
- > Are they being challenged?

**If the answer to any of these questions is NO, then CHANGE IT!**

# SESSION FOUR F-2

## THROW CLAP CATCH

### Learning intention

Throw clap catch is a fun cooperative activity that supports players to develop the fundamental skills of catching.

### How to

1. Each player begins with a ball, which they throw in the air, clap their hands and then catch
2. Options for this game are to see how many claps a player can do, clap behind their backs or touch the ground

**Category** Starter

**Time** 10 minutes

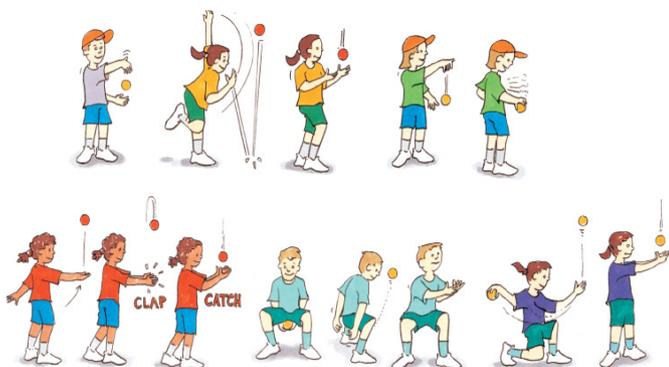
**Equipment** 1 ball per player

### Skill focus

Catching, throwing and hand-eye coordination

### Content descriptions

ACPMPO08, ACPMP025, ACPMP043



### Change it

Easier

- > Use a bigger ball

Harder

- > Count the number of catches in 30 seconds then increase the time
- > Catch the ball with 1 hand, turn 180 degrees before catching the ball

### Question

- > Can you show me the best way to catch the ball?

# CUT THE CAKE

### Learning intention

Cut the cake is an introductory passing and catching activity.

### How to

1. Form groups of 4 to 5
2. A leader stands in front of each group 3 metres away
3. The leader throws to each player in the group
4. Once each player has received the ball the first player in line runs out to take the leader's place
5. The previous leader then moves to the end of the line and the activity continues

**Category** Get into it

**Time** 10 minutes

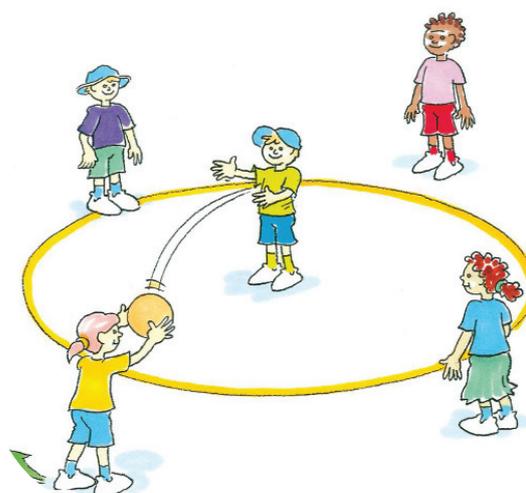
**Equipment** 1 foam ball per group

### Skill focus

Catching, throwing and teamwork

### Content descriptions

ACPMPO08, ACPMP025, ACPMP043



### Change it

Easier

- > Use a larger ball

Harder

- > Groups race each other as a mini competition
- > Increase the size of the circle

### Tip

- > Keep your eyes on the ball

### Questions

- > What can you do to encourage your teammates?
- > How can you make your passes quicker?

# BEAT THE BALL

## Learning intention

Beat the ball is a modified game of softball that builds on striking and fielding skills and encourages teamwork and thoughtful placement of the ball. It provides a good introduction to softball.

## How to

1. Form a batting team and a fielding team
2. The batting team takes turns to hit the ball off the batting tee
3. After the hit, the batter attempts to run around the bases before the ball is thrown to home plate
4. Fielders must field the ball and throw it in turn to 1st, 2nd, 3rd bases and home plate

**Category** Game application

**Time** 30 minutes

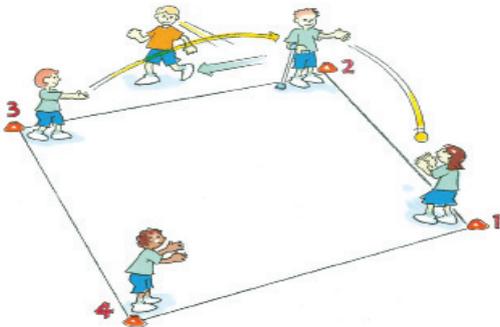
**Equipment** 1 batting tee, 1 foam bat, 1 foam ball, 1 marker cone

## Skill focus

Fielding, throwing, catching, shot placement, striking and teamwork

## Content description

ACPMPO43, ACPMP045, ACPMP061, ACPMP063



## Change it

Easier

- > Reduce the distance of the bases
- > Players run around a single marker cone set 10 metres apart

Harder

- > Players score 1 point for every time they beat the ball
- > If the fielding team successfully catch all 3 throws they earn a point

## Tips

- > Encourage awareness of other players
- > Instruct players to shout "MINE" or their own name when moving to field the ball

## Question

- > How can you work as a team to field the ball quickly?

# LET'S SEE IT

## How to

1. Highlight a skill or tactic
2. Whisper to individuals or groups to be ready at the end of the session for a demonstration
3. Gather everyone together and ask one group to demonstrate an activity
4. Emphasise one key point and keep it short

## Format

Short, focused demonstration

## Tip

- > Give the players the opportunity to ask questions and reinforce key skills

## Category

Winding down

## Time

5 minutes



## GAME SENSE

### The game is the focus

The coach enables players to develop sporting skills and tactics by playing fun and competitive games.

### The coach is the facilitator

Rather than direct players on how to perform skills, the coach acts as a facilitator and sets challenges allowing players to find solutions through game-play.

### Discreet coaching

Ensure the activity remains engaging for all, discreetly providing tips to allow the game to flow. Create an encouraging and supportive environment, building player confidence and self-esteem.

### Ask the players

Ask the players questions about how they think the games can be modified to make them easier or harder.

### Make changes

Game variations create fun, safe and inclusive environments. Modify games to challenge all participants.

# SESSION FIVE F-2

## TRIANGLE TAG

### Learning intention

Triangle tag builds on introductory spatial awareness activities. Space and player awareness is important for all indoor and outdoor games and sports.

### How to

1. Arrange players into groups of 4
2. To form a triangle, 3 children join hands while the 4th stands outside the triangle facing the group
3. 1 player within the triangle is nominated as 'IT'
4. Without breaking hands, the triangle group tries to move themselves to prevent the outsider from tagging the player who is 'IT'
5. Change outside player every 20-30 seconds

**Category** Starter

**Time** 10 minutes

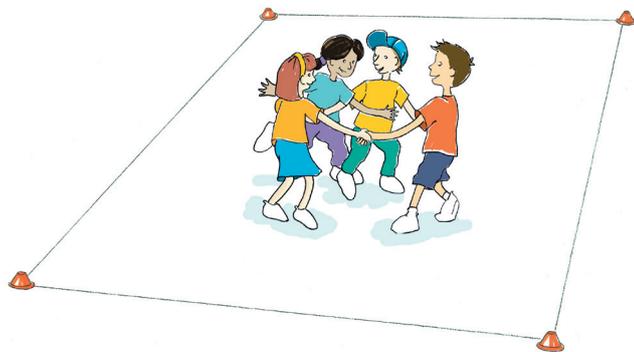
**Equipment** 4 marker cones

### Skill focus

Balancing and locomotor movement

### Content descriptions

ACPMPO43, ACPMP061



### Change it

Harder

- > On your call, vary the group size and the number of 'IT' players

### Safety

- > Encourage players to be aware of other players and the space around them
- > Start off at a slower pace
- > Encourage team cooperation

### Questions

- > What are the different ways you can prevent the person who is 'IT' from being tagged?
- > Show me the best way to tag the 'IT' player

# GROUND BALL

### Learning intention

Ground ball is a rolling and trapping activity that leads to improved fielding skills.

### How to

1. Players line up side-by-side, each with a ball. 1 player begins facing the group, 10 metres away.
2. On 'GO', 1 player at a time rolls a ground ball in the direction of the other player
3. The player must move to field and return as many ground balls as possible within a certain time

**Category** Get into it

**Time** 10 minutes

**Equipment** 1 soft core ball per player  
1 glove per player

### Skill focus

Fielding, throwing, catching, locomotor movement and rolling

### Content descriptions

ACPMPO08, ACPMP025, ACPMP043



### Change it

Easier

- > Use larger balls
- > Allow the players to field the ball before the next ball is rolled
- > Increase the rolling distance to give the fielder more time

Harder

- > Vary the speed of the rolls to challenge the fielder
- > Reduce the time between rolls

### Tips

- > Move behind the ball
- > Bend at the waist and knees
- > Watch the ball into your hands

### Question

- > How can you field the most ground balls?
- > Once you have fielded the ball, what do you need to do to get ready for the next roll?

# KEEP IT OFF

## Learning intention

Keep it off links to activities requiring defending, throwing and catching.

## How to

1. Divide the players into groups of 3 with 2 players passing the ball to each other, keeping it away from the 3rd group member
2. When the ball is intercepted, players switch roles

**Category** Get into it

**Time** 30 minutes

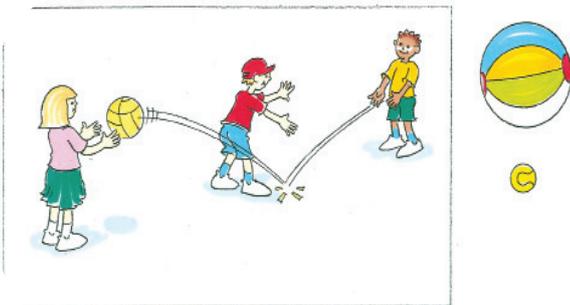
**Equipment** 1 foam ball per group

## Skill focus

Throwing, catching and defending

## Content descriptions

ACPMPO43, ACPMP061



## Change it

Easier

- > Reduce the playing area
- > Introduce a no-go zone that only the defender can enter

Harder

- > On your call, vary the type of pass, ie ground ball, underarm or overarm
- > Set a target
- > Add a time limit

## Tips

- > Fielding players should move their feet and body behind the ball
- > Players should bend at the knees and waist, with the fingers pointing down to field the ball

## Questions

- > What could we do to make this game harder for the player trying to intercept the ball?
- > When the defender is standing in front of you, what is the best type of throw?
- > When the defender is standing next to the receiver, what type of throw is best to use?

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# FREEZE FRAME

## How to

1. Ask players to mime a particular sporting action, eg passing, kicking or throwing
2. Players perform that action until you call 'FREEZE'!
3. You then look at the statues and provide feedback on their technique
4. Try to incorporate stretches

## Format

Coach feedback and skill review

## Questions

- > What did you learn today?
- > Which activity do you think was the most fun?

**Category** Winding down

**Time:** 10 minutes



## CHANGE IT

When observing the activity, ask yourself the following questions:

- > Is the game safe and fun?
- > Are all players engaged in the game?
- > Is the objective of the game being achieved?
- > Are all the players being included?
- > Is participation being maximised?
- > Is the game appropriate to the ability level of each player?
- > Are they being challenged?

**If the answer to any of these questions is No, then CHANGE IT?**

# SESSION SIX F-2

## SHIP TO SHORE

### Learning intention

Ship to shore builds on introductory awareness activities. Depending on the call you make, players can practise a variety of locomotor skills.

### How to

1. Players stand on the foul ball line
2. This is called 'SHIP'
3. The other end line, between the 2 markers located in line with second base, is called 'SHORE'
4. Coach calls out 'SHIP' or 'SHORE'
5. Players sprint to the line called

**Category** Starter

**Time** 10 minutes

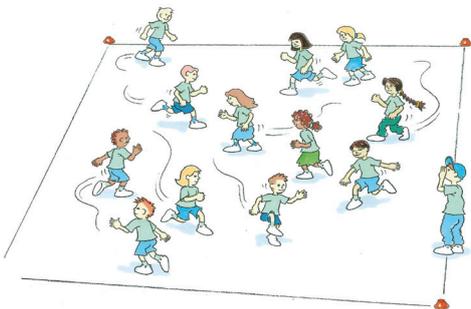
**Equipment** 4 marker cones

### Skill focus

Locomotor movement, balancing

### Content description

ACPMPO08, ACPMP025, ACPMP043



### Change it

Harder

- > Add 'HIT THE DECK'. As soon as the coach calls this, all players must drop to the ground.
- > For fitness, increase the length of the game or the distance between 'SHIP' and 'SHORE'

### Tip

- > Change direction while players are sprinting to a line, ie while players are sprinting to 'SHORE' call out 'SHIP'

### Safety

- > Encourage players to be aware of the other players and space around them

### Question

- > Why do you think it is important to be able to change direction quickly when playing a game of softball?

# HIT THE HOOP

### Learning intention

Hit the hoop is an inclusive activity that encourages players to try different sending techniques, reflect on the result and to change if necessary.

### How to

1. Divide your players into groups of 4
2. Using a hoop as a target, place it onto a fence, wall or hold out at chest height when standing
3. Set out marker cones at distances of 5, 8, 10 and 12 metres
4. Each player in the group has a ball and starts at the 5 metre mark and throws at the target hoop registering 1 point per target hit
5. Each player will have 3 throws at each distance, only retrieving the balls after all players have thrown

**Category** Get into it

**Time** 20 minutes

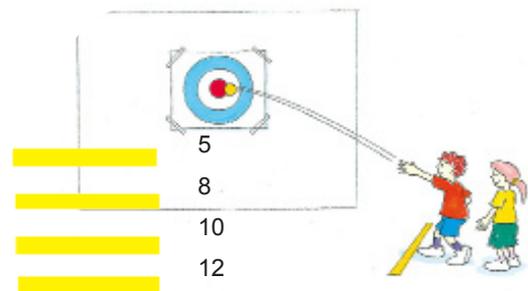
**Equipment** 1 foam ball per player  
Hoops  
Marker cones

### Skill focus

Throwing accuracy

### Content descriptions

ACPMPO08, ACPMP025, ACPMP043



### Change it

Easier

- > Use larger targets positioned closer to the throwing line

Harder

- > Score bonus points if the ball hits a target
- > Set a target and compete in teams. Aim for the smallest number of throws to hit each target or the most number of targets hit in a certain time.
- > Set different points depending on the distance of the target from the pitching line

### Questions

- > Why is hitting a target so important?
- > Where should we be looking when we are throwing the ball?
- > What method of gripping the ball is the most successful?

# CROC FRENZY

## Learning intention

Croc frenzy is a rolling and trapping activity that leads to improved fielding skills.

## How to

1. Players form a large circle with feet touching
2. 1 player stands in the middle of the circle with all the balls
3. On your signal the player in the middle attempts to roll the balls through the outside player's legs

**Category** Get into it

**Time** 25 minutes

**Equipment** 1 foam ball per player  
1 glove per player (optional)

## Skill focus

Fielding, catching, throwing and locomotor movement

## Content descriptions

ACPMPO08, ACPMP025, ACPMP043



## Change it

Easier

- > Use larger balls

Harder

- > Roll more than 1 ball at a time, ie 2 or more players in the middle

## Tips

- > Move behind the ball
- > Bend at the waist and knees
- > Watch the ball into your hands
- > Reinforce fielding stance
- > Make the circle larger to increase lateral movement

## Question

- > How can you work as a team to stop the balls leaving the circle?
- > Show me how you can make your passes quicker?

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# WHAT DID YOU LEARN?

## How to

1. This reinforces key skills or tactical points. Use keywords and provide tactical tips.
2. Ask the players questions, eg remember when I asked Mary, Kate and John to show us how to throw
3. What did you learn?

## Format

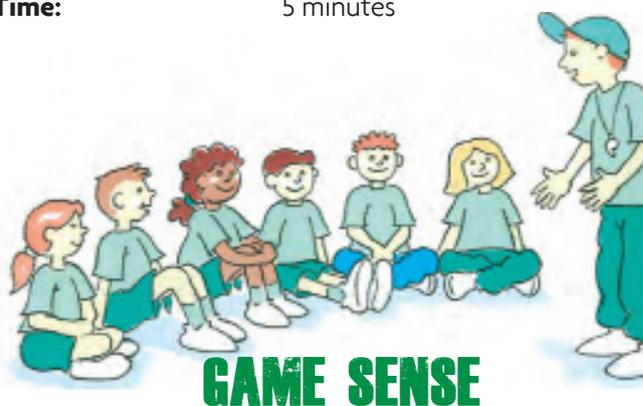
Questions and answers

## Tips

- > Give the players the opportunity to ask questions and reinforce key skills
- > Provide feed back and encouragement

**Category:** Winding down

**Time:** 5 minutes



## The game is the focus

The coach enables players to develop sporting skills and tactics by playing fun and competitive games.

## The coach is the facilitator

Rather than direct players on how to perform skills, the coach acts as a facilitator and sets challenges allowing players to find solutions through game-play.

## Discrete coaching

Ensure the activity remains engaging for all, discretely providing tips to allow the game to flow. Create an encouraging and supportive environment, building player confidence and self-esteem.

## Ask the players

Ask the players questions about how they think the games can be modified to make them easier or harder.

## Make changes

Game variations create fun, safe and inclusive environments. Modify games to challenge all participants.



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