

A Sports Camp Program LEVEL 1

A

Dear Camper,

Welcome to Sports-For-Life Camp. We will be participating in numerous sports and games which include baseball, flag football and soccer. We will also be playing several other sports and games. You will benefit from participating in these activities by becoming more active which will result in being more healthy. The sport that I will be teaching is baseball. You will benefit from playing this sport by being active. You will be doing different types of drill and techniques to increase health benefits of exercise and physical activity. We will be meeting on Saturday, August 7 at 11:30 a.m. at the baseball diamond. You will have to bring a baseball glove and that is all. I'm excited to see you there!

Sincerely,
Sport-For-Life worker.

B

Day 1

Focus Of Today's Lesson	- learn to throw a ball properly - begin to become more active
Warm-Up 10min. 5min. 10min.	- stretches - run 2 times around the bases - play catch with a partner
Equipment	- bat -balls -gloves - helmets - catcher mask - jock
Lesson Plan	- learn the proper method of throwing a ball - learn to catch a ball
Applications 20min. 15min. 10min.	- when throwing the ball, make sure you throw it over your head, not to the side or under hand - throw the ball on the ground for your partner to field a grounder - use 2 balls with your partner, and throw the ball at the same time
Safety Considerations	- CSA approved helmets - equipment must be off playing area - bases secured - helmets with earflaps
Rules and Guidelines	- don't wear metal cleats - don't throw ball at players
Cool Down 5min.	- jog once around the bases
Follow-Up	- today we learned how to throw and catch a ball properly - tomorrow we will be focusing on hitting

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C

Day 2	
Focus On Today's Lesson	- learn to swing a bat properly - apply skills to hit the ball
Review	- learned how to throw and catch a ball - drills to help learn these skills
Warm-Up 5min. 10min. 5 min,	- run 2 laps of the bases - arm and leg stretches - play catch
Equipment	- bat -balls -gloves - helmets - catcher mask - jock
Lesson Plan	- learn how to swing a bat properly - use this skill to hit the ball
Application 20min. 20min.	- practice swinging the bat by standing straight, bend your knees, keep your head on the ball - keep back elbow up - get a partner and one person throw the ball up and a partner hit the ball against the fence
Safety Considerations	- CSA approved helmets - equipment must be off playing area - bases secured - helmets with earflaps
Rules and Guidelines	- don't wear metal cleats - don't throw ball at players
Cool Down 5min.	- job around the bases twice
Follow-Up	- today we learned how to properly hit a ball - tomorrow we will be applying these skills into a game situation

D

Day 3	
Focus Of Today's Lesson	- applying skills into a game - learn positions
Review	- we learned to hit a ball - we learned how to swing the bat properly
Warm-Up 5min. 10min. 5min.	- run bases 3 times - arm and leg stretches - play catch
Equipment	- bat -balls -gloves - helmets - catcher mask - jock
Lesson Plan	- learn to play the game - apply previous skills into a game Learn to play the positions
Applications 15min. 35min.	- players will go to a position and ball will be hit to them, and they will have to get the runner out - after this, learn to play a game - players will choose a position and each batter will get 3 pitches to hit the ball into play - 3 outs for each team, and team with most runs at the end wins
Safety Considerations	- CSA approved helmets - equipment must be off playing area - bases secured - helmets with earflaps
Rules and Guidelines	- don't wear metal cleats - don't throw ball at players
Cool Down 5min.	- job around the bases twice
Follow-Up	- today we finished the class by applying our skills into a game

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited knowledge of the rules and guidelines applicable to the game of baseball. He or she mentions two important general guidelines for play in the lesson plans (e.g., “don’t wear metal cleats”, “don’t throw ball at players”). The student’s work also contains some evidence of guidelines for specific drills (e.g., “players will choose a position and each batter will get 3 pitches to hit the ball into play”). However, the student repeats the overall rules and guidelines each day, and they do not reflect the skills or drills being taught.

Thinking/Inquiry

- The student promotes the benefits of lifelong participation in physical activity with limited effectiveness. The student makes a brief link in the welcome letter between participation in baseball and the benefits of participation (e.g., “You will benefit from participating in these activities by becoming more active which will result in being more healthy.”). The student uses a welcoming and positive tone in the letter (e.g., “I’m excited to see you there!”). However, he or she does not address the social, mental, and emotional benefits of participation. Also, the student provides no detail or explanation as to how participation specifically enhances physical fitness or overall health.

Communication

- The student communicates instructions to the campers with limited clarity. Each lesson begins with objectives and skills that are progressive in nature, and the activities provide some variety for the campers. However, the explanations for drills and activities lack significant detail, and the time frames for these are unrealistic (e.g., 40 minutes allotted for two minor batting drills). While the student gives some attention to initial positioning for skills, he or she does not mention how to execute the skill (e.g., batting instruction on day 2).

Application

- The student demonstrates leadership skills in the three-day program that are of limited effectiveness. He or she provides a specific, daily focus for activities that encourages campers to stay on task and participate (e.g., *day 1*: focus on throwing and catching the ball, and related activities). However, the student does not give evidence of skill modelling. Also, he or she provides limited detail for group organization (e.g., “players will go to a position”).
- The student promotes a safe environment for participants with limited effectiveness. He or she includes a small list of general safety guidelines that are repeated each day (e.g., “bases secured”, “CSA approved helmets”, “helmets with earflaps”). The student also includes warm-up and cool-down activities that are somewhat appropriate in nature. However, they are limited in scope and significantly lack explanation (e.g., “arm and leg stretches”, “play catch”). In addition, safety considerations are limited and lack the guidelines specific to each day’s activities.

Comments

This work is representative of a solid level-1 performance. The student demonstrates achievement of the expectations to a limited degree in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to:

- include specific rules of the game of baseball;
- provide guidelines and rules for play that are specific to the skills and drills being taught;
- identify and explain the various benefits of participation;
- provide greater detail as to how to implement drills and activities, while providing appropriate time frames;
- deliver skill cues that complete all phases of the skill;

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- demonstrate the specific skills being taught;
- be specific in outlining how campers will be organized in drill and game situations;
- provide variety and detail to warm-up and cool-down activities;
- include safety considerations relevant to the equipment being used and the drills being taught;
- edit and proofread work to correct misspelling/misuse of key words and errors in grammar.