

Physical Education

Quarter 3- Module 2: Introduction to Team Sports (Baseball/Softball)



Physical Education – Grade 8
Alternative Delivery Mode
Quarter 3 – Module 2: Introduction to Team Sports (Baseball/Softball)
First Edition, 2020

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8

Physical Education
Quarter 3 - Module 2 :
Introduction to Team Sports
(Baseball/Softball)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the execution of the skills involved in team sports. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

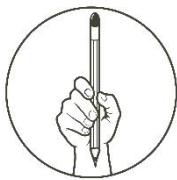
This module contains:

Nature and Background of Team Sports

- Lesson 1 - Baseball/Softball
- Lesson 2 - Let's Develop Our Skills
- Lesson 3 - Lets Develop Our Skills More
- Lesson 4 - Hit That Ball
- Lesson 5 - Let's Do The Moves

After going through this module, you are expected to:

1. describe the nature and background of sports (PE8GS-1d-1)
2. execute the skills involved in team sports (PE8GS-IIId-h-4)
3. display tolerance and acceptance of individuals with varying skills and abilities in executing team sports (PE8pf-1d-h-37)



What I Know

Let us check what you already know about the lesson to take. Find out how well you know and understand the team sports – baseball/softball game.

Directions: Read the questions carefully. Choose the letter of the correct answer.
Write your answers in your activity notebook.

- What team sports is being played by two opposing teams who take turns in batting and fielding?
A. baseball/softball C. football
B. basketball D. volleyball
 - What is the playing area of baseball/softball?
A. basketball court C. sepak takraw court
B. diamond field D. volleyball court
 - When the batter swings and misses pitched ball it is called?
A. foul C. legal
B. illegal D. strike
 - Which of the following is the fundamental skill in playing baseball/softball?
A. blocking C. serving
B. catching D. shooting
 - How many innings are there in baseball/softball game?
A. five C. nine/seven
B. four D. three
 - Who will throw the ball in which the other player on the offensive team tries to hit with a bat?
A. catcher C. pitcher
B. batter D. runner
 - How many players are there in baseball/softball game?
A. 6 players C. 8 players
B. 7 players D. 9 players
 - What is a basic skill in baseball/softball which is related to fielding?
A. catching C. hitting
B. throwing D. running

9. What do you call the officials that officiate the game baseball/softball game?
- A. coach
 - B. tournament manager
 - C. time keeper
 - D. umpire
10. Which of the following is the element of throwing?
- A. catching
 - B. batting
 - C. shooting
 - D. wind-up
11. Who is the key player in baseball/softball who stay at the designated place of the playing field?
- A. batter
 - B. catcher
 - C. pitcher
 - D. thrower
12. What defensive skill used to receive a thrown ball and put the base runner or batter out to prevent the opponent from earning a point or a run?
- A. batting
 - B. catching
 - C. pitching
 - D. throwing
13. What offensive skill used to strike the pitched ball using a bat?
- A. catching
 - B. batting
 - C. pitching
 - D. throwing
14. What skill in baseball/softball game that allows a player to advance safely from one base to the other with full speed and agility?
- A. catching
 - B. batting
 - C. pitching
 - D. running
15. What drills develops throwing accuracy in baseball/softball game?
- A. Catching
 - B. Fielding and throwing
 - C. batting
 - D. running

Lesson 1

Baseball/Softball

In this module, you will learn about the execution of the basic skills in team sports. It is important to know about this topic to help you in your physical fitness activities.



What's In

Based in your prior knowledge, you have undertaken in volleyball game. Let us check how you understood the previous lesson!

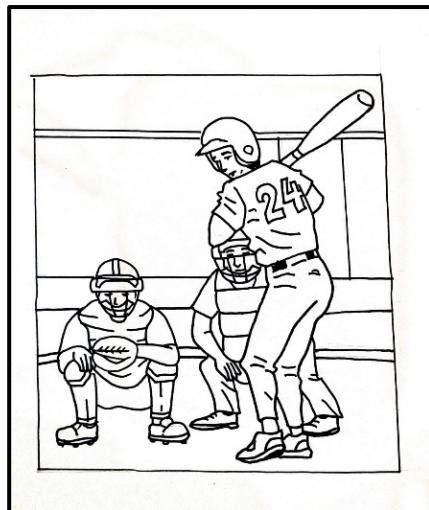
Directions: Copy the table in your activity notebook and write the corresponding basic skills in playing volleyball.

Team Sport	Basic Skills
	Example: 1. Blocking
	2.
Volleyball	3.
	4.
	5.



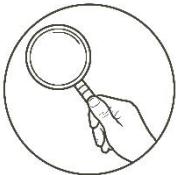
What's New

Directions: Observe the picture and answer the questions below.



Illustrated by: Mark Evan Bernales

1. What do you observe in the picture?
2. Does the game have similarities?
3. Is this a team sports?
4. What team sport is demonstrated in the picture?



What is It

Nature and Background of Baseball/Softball

Baseball and softball is a game played by two teams, each made up of 9 players. Baseball game lasts for 9 innings while softball lasts for 7 innings except when the score is tied at the end of the 9th inning for baseball and 7th inning for softball where extra inning will be played until one team is ahead of point against the opposing team after that extra inning, an inning is completed when both teams have their turn at bat and fielding. The defensive team is the fielding team that compose of a pitcher, catcher, a player on first baseman, second baseman, baseman, the short stop, outfielders. The team with most points after the 9th inning for baseball and 7th inning for softball wins the match.

History

The game of **baseball** is said to have begun in the early 19th century and the first baseball clubs were formed around that time. In 1845, an Englishmen named Alexander Cartwright devised the first set of rules in baseball. In fact. Many of the rules listed then are still used in the game.

Baseball became a game of strategy and hitting throughout the last part of the 20th century. However, pitching and home run hitting are the baseball benchmark of today. Depending on the strength of their bull pens and there home runs hitters, baseball teams are either big winners or big losers. The only consistent thing is the cost of admission still continues to rise.

The name “**softball**” dates back to 1926. The name was coined by Walter Hakanson of the YMCA at a meeting of the National Recreation Congress. Other name for softball are “indoor baseball,” “kitten ball,” “diamond ball,” “mush ball,” and “pumpkin ball.” The name softball had spread across the United States by 1930, similar sports with different rules and name were being played all over the United States and Canada. The formation of the Joint Rules committee on Softball in 1934 standardized the rules and naming throughout the United States.

The 117th meeting of the International Olympics Committee held in Singapore in July 2005, voted to drop softball and baseball as Olympics sports for the 2012 Summer Olympics Games.

The Equipment

Equipment used are: Gloves – a leather contraption that fits on the hand and prevent the hands from injury when catching the ball; Ball - is a white ball roughly three inches in diameter with red/white stitching; The bat, which is made of wood in the professional ranks, and likely made of aluminum or a metal composite at amateur levels. Almost all softball bats are aluminum or metal.

Other equipment's are: uniforms, and protective gear. For example, helmets for the offensive team and a helmet, shin guard, and chest protector for the defensive catcher. Also cleats, sliding shorts, face mask, and knee sliders may be worn.

The Playing Field

Is the area within which the ball may be legally played and fielded. It is bounded by a line on both side starting at the home plate going to the first base and beyond on the right side and going to third base on the left side up to a distance of 220 ft. which is known as the foul line. The fair territory is divided into two halves: The part of the field bounded by the three bases and the home plate is called the infield, and the grassy part behind the infield is called the outfield. The distance between bases including the home plate is 90 feet that form the diamond. The foul territory is the area behind the foul line. All batted balls that goes over the fence is awarded homerun. Other fields are variable, and the outfield fences or the amount of "foul territory".

Mechanics and Rules

The table shows the crucial aspects of baseball/softball regarding rules and regulations. This should serve as your guide in playing baseball/softball. Remember that you are playing amateur and not professional baseball/softball player.

Aspect of the Game	Things to Consider
Team Composition	Nine players per team (Pitcher, Catcher, 1 st Baseman, 2 nd Baseman, 3 rd Baseman, Short Stopper, Right Fielder, Left Fielder, and Center Fielder)
Start of play	The chief will start the game with a toss coin (whichever team wins the toss coin may decides whether to they with offense or defense)
Duration of the Game	Nine innings for Baseball and Seven innings for Softball
Ball "In" and " Out" of play	The ball is "in play" if it is batted and lands on the fair territory, it is a foul ball when it lands on the foul territory behind the foul line.
Time – out	When the play is temporarily suspended by the chief umpire or at a request of a team to discuss strategy or respond to an injured player.
Substitutions	Replacing a regular player with a substitute.
Batter/Baserunner is out	<ul style="list-style-type: none"> • Batter unable to hit pitched ball that enter the strike zone for 3 times. • Base runner is tagged with the ball before reaching the base.

	<ul style="list-style-type: none"> The batted ball is caught before it hits the ground.
Serious Offenses/Misconduct	Assault of an opposing player Disrespecting officials
Overtime	Extra inning is being played to break the tie.
Officials of the game	Umpire, base umpires, scorer, and time-keeper (in case innings are timed)

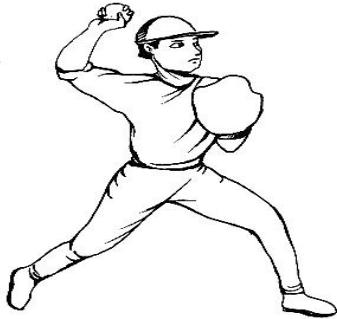
Skills to be Developed in Baseball/Softball

A. Pitching

Pitching is an important skill that puts the game to play. It is performed by a pitcher in baseball and softball who stand at the pitcher's plate.

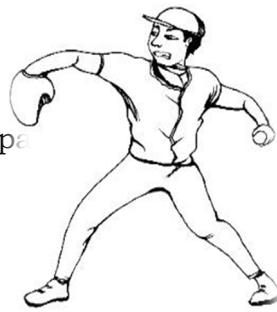


Elements of Pitching:



Wind-up

Keep the front part of the right foot in contact with the side of the plate. Shift the weight to the back leg and take a backward step.



Pivot

Pivoting in Baseball - the front foot to turn past the plate. Lift the left foot



Stride

Take a wide step with your left foot then release the ball.

Illustrated by: Glenn C. Dano



Follow-through

After releasing the ball, continue the forward motion, with the throwing arm pointing to the target ball.

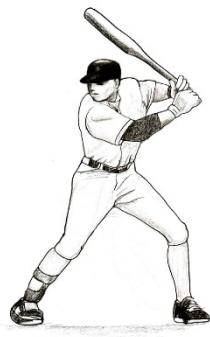
B. Batting



Elements of Batting:

Grip

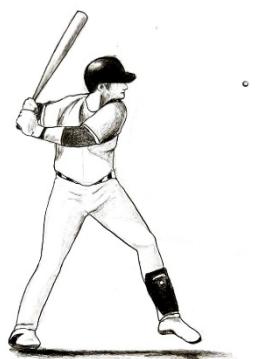
To get an effective grip, lay the handle of the bat across the fingers of both hands, then wrap your hands around the bat. Don't hold the bat in the palms, as this doesn't allow you to flex and rotate your wrists as well when you swing. Keep a light grip on the bat until the moment you contact the ball to maximize your speed



Illustrated by: Renante L. Navarro

Stance

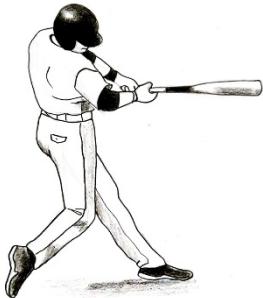
Place your feet shoulder width apart or slightly wider. Your feet should be parallel to one another and aligned direct under your shoulder. If you're right handed, your left side should be facing the pitcher, with your head pointed in the direction the ball will be coming from. If you're left handed, it will be your right side. Above all, your stance should be comfortable.



Stride

Place it where you **stride** when your front foot lands, open or closed. If you are not striding directly back at the pitcher, you'll feel it under your foot immediately. If you can land in the same spot with good alignment and direction back toward the pitcher, you have a better chance of hitting the ball consistently.

Swing



The swing should begin with the hips, with the shoulders following closely behind. Try to stay upright as you rotate so you don't come off your axis. Once the ball leaves the pitcher's hand, step out very slightly with the front foot. Only move the foot 2-3 inches and be careful not to come out of alignment in your core as you step. This will increase the power of your swing by adding directional force to the motion of the hips and shoulders.

Illustrated by: Renante L. Navarro

C.Catching



It is a defensive skill used to receive a thrown ball and batted ball.

D.Throwing



It is the most basic skill in baseball and softball. Use in fielding the ball to a teammate to make a play to a batter or base runner preventing them to advance to the next base or home plate.

Illustrated by: Glenn C. Dano

Elements of Throwing are the following:



Grip

Grip the ball across the seams with your index and middle finger. The thumb is under the top of the other fingers.



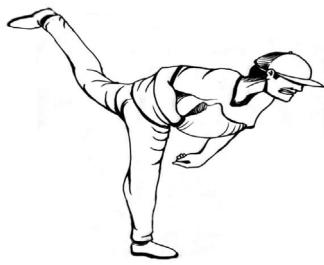
Delivery

Make a backward swing with bent elbows; lean forward in transferring weight to the left foot and release the soft/baseball.



Wind-up

Raise the throwing arm up and turn the shoulder in the throw direction. The gloved hand points toward the target. Raise the left foot and place all the weight of the body on the right foot.



Follow-through

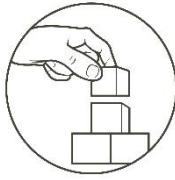
Point the throwing arm down-forward, putting the feet parallel in a ready position during the game.

E. Running/Base-Running

It is a very important skill that a player needs to master because it allows the player to advance from one base to the next base or home plate.



Illustrated by: Glenn C. Dano



What's More

This activity provides an opportunity for you to demonstrate the basic skills you have previously learned.

Activity 1. Skills Development 1

Directions: Execute the skills in baseball/softball. Put a checkmark (/) to the column YES or NO that corresponds to your performance. Copy the table in your Activity notebook.

Skills in Baseball/ Softball	4 times in place	YES	NO	4 times while walking	YES	NO	4 times while running	YES	NO
1. Pitching									
2. Hitting/ Batting									
3. Catching									
4. Throwing									
5. Base Running									

Activity 2. My Fitness Contract

Directions: You are tasked to accomplish the Quarterly Fitness Contract in the previous modules. How is doing baseball/softball skills help you in attaining your goals towards fitness? Write your answers in your activity notebook.



Additional Activities

Directions: Put a checkmark (/) on the column corresponding to your response to the skills in baseball/softball you have performed for the whole week. Copy the table in your activity notebook.

Skills in Baseball/Softball	Week 1						
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1. Pitching							
2. Hitting/Batting							
3. Catching							
4. Throwing							
5. Base Running							

Lesson 2

Let's Develop Our Skills



What's In

Directions: Identify the baseball/softball skills shown below. Write the answers in your activity notebook.

1.



2.



2.

3.



4.



5.



Illustrated by: Glenn C. Dano



What's New

Warm-Up

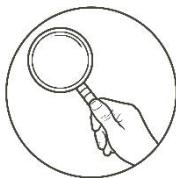
Jogging

Procedures:

1. Make sure you keep your upper body straight.
2. Your hips, knees and feet should be aligned.
3. Do not let your knees buckle inwards.



Illustrated by Glenn C. Dano

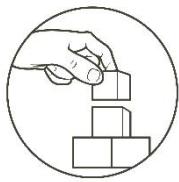


What is It

In any sports it is very much necessary to know the safety pre-cautions to avoid possible injuries during the game. Below are the safety precautions in playing baseball/softball.

Safety Precautions in Playing Baseball/Softball

1. Make certain that you wear all equipment that is issued by the coach. Advise the coach of any poorly-fitted or defective equipment.
2. Advise the coach if you are ill or have any prolonged symptoms of an illness.
3. Advise the coach if you have been injured.
4. Engage in warm-up activities prior to strenuous participation.
5. Be alert for any physical hazards in the locker room or in or around the participation area. Advise coach of any hazard.
6. Recognize your surroundings; i.e., batters warming up, thrown bats, batted or thrown balls, on-deck circle (one person at a time).
7. Use hard hats while batting/running bases/hitting in batting cages (Baseball).
8. Familiarize yourself with surroundings and grounds; i.e., fences, field conditions such as holes, lips on infield edges, etc. when playing on away fields.
9. Be aware of the potentially serious injuries to your ankles, knees, and legs if you do not follow the correct procedures in base running. Sliding head first into bases should be avoided.
10. Follow instructions regarding communication between players; i.e., talking and calling each other off on "pop flies" and etc.



What's More

Activity 1. Skills Development 2

Directions: Remember your Skills Development 1 in the previous lesson? You are going to do the same but you will be executing the said skills with an increased number of times. Put a checkmark (/) to the column YES or NO that corresponds to your performance.

Skills in Baseball/ Softball	8 times in place	YES	NO	8 times while walking	YES	NO	8 times while running	YES	NO
1. Pitching									
2. Hitting/Batting									
3. Catching									
4. Throwing									
5. Base Running									

Activity 2. Fitness Contract

Directions: As part of achieving your fitness goals and as part of your contract in the previous modules, how is increasing the number of times doing the Baseball/softball skills help you in attaining your goals towards fitness? Write your answers in your activity notebook.



Additional Activities

Directions: Put a checkmark (/) on the column corresponding to your response to the skills in baseball/softball you have performed for the next two (2) weeks. Copy the table in your activity notebook.

Skills in Baseball/Softball	Week 2						
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1. Pitching							
2. Hitting/Batting							
3. Catching							
4. Throwing							
5. Base Running							

Lesson 3

Let's Develop Our Skills More



What's In

Directions: Write **TRUE** if the statement is correct and **FALSE** if the statement is incorrect, then change the underlined word or group of words to make the statement true. Write your answers in your activity notebook.

1. Gripping is a basic skill in baseball/softball which is related to throwing.
2. Catching is an offensive skill in baseball/softball.
3. Nine/Seven (9/7) players compose a team in baseball/softball.
4. Fielding and throwing drills develop throwing accuracy in baseball/softball.
5. An inning is finished after both teams commit two outs in baseball/softball.
6. A batter is out when he/she misses four (4) pitched balls in baseball/softball
7. Foul ball is a batted fly or ground ball that lands outside the foul line.
8. A free walk is awarded to a batter on the fourth ball.
9. Lead is a term in baseball/softball which is related to running on base.
10. The official in baseball/softball is called referee.



What's New

Warm-Up

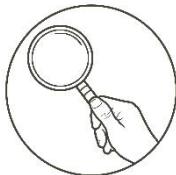
Jumping Jacks

Procedures:

1. Start by standing straight up with feet together and arms down by your sides.
2. Next, jump both feet out to the sides making your feet at least shoulder -width apart, while also raising your arms up and over your head.
3. Finally, return your feet and arms to the starting position.



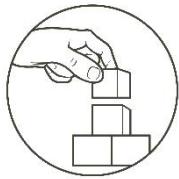
Illustrated by Renante L. Navarro



What is It

Safety Precautions in Playing Baseball/Softball

1. Make certain that you wear all equipment that is issued by the coach. Inform the coach of any poorly-fitted or defective equipment.
2. Inform the coach if you are ill or have any prolonged symptoms of an illness.
3. Inform the coach if you have been injured.
4. Engage in warm-up activities prior to strenuous participation.
5. Be alert for any physical hazards in the locker room or in or around the field of play area. Inform coach of any hazard.
6. Recognize your surroundings; i.e., batters warming up, thrown bats, batted or thrown balls, on-deck circle (one person at a time).
7. Use helmet while batting/running bases/hitting in batting cages (Baseball).
8. Familiarize yourself with surroundings and grounds; i.e., fences, field conditions such as holes, lips on infield edges, etc. when playing on away fields.
9. Be aware of the potentially serious injuries to your ankles, knees, and legs if you do not follow the correct procedures in base running. Sliding head first into bases should be avoided.
10. Follow instructions regarding communication between players; i.e., talking and calling each other off on "pop flies" and etc.



What's More

Activity 1. Skills Development 3

Directions: Remember your Skills Development 2 in the previous lesson? You are going to do the same but you will be executing the said skills with an increased number of times. Put a checkmark (/) to the column YES or NO that correspond to your performance.

Skills in Baseball/Softball	12 times in place	YES	NO	12 times while walking	YES	NO	12 times while running	YES	NO
1. Pitching									
2. Hitting/Batting									
3. Catching									
4. Throwing									
5. Base Running									

Activity 2. Fitness Contract

Directions: As part of achieving your fitness goals and as part of your contract in the previous modules, how is increasing the number of times doing the Baseball/softball skills help you in attaining your goals towards fitness? Do you think you are on track in terms of achieving your goals? Write your answers in your activity notebook.



Additional Activities

Directions: Put a checkmark (/) on the column corresponding to your response to the skills in basketball you have performed for the next three (3) weeks. Copy the table in your activity notebook.

Skills in Baseball/ Softball	Week 3						
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1. Pitching							
2. Hitting/Batting							
3. Catching							
4. Throwing							
5. Base Running							

Lesson 4

Hit That Ball



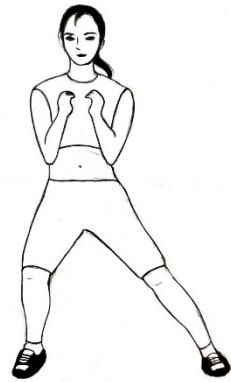
What's New

Warm up

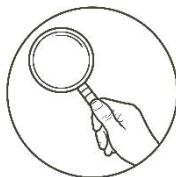
Shuffle

Procedures:

Stand with your feet hip distance apart. Hinge/bend forward at the hips, knees bent, looking forward, chest lifted, and neutral spine. Hold your hands in loose fists in front of your chest. Move right using small quick shuffle steps for a determined amount of time - repeat movement to the left side.



Illustrated by Renante L. Navarro

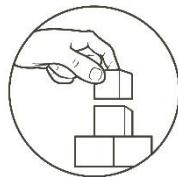


What is It

Safety Precautions in Playing Baseball/Softball

1. Make certain that you wear all equipment that is issued by the coach. Inform the coach of any poorly-fitted or defective equipment.
2. Inform the coach if you are ill or have any prolonged symptoms of an illness.
3. Inform the coach if you have been injured.
4. Engage in warm-up activities prior to strenuous participation.
5. Be alert for any physical hazards in the locker room or in or around the field of play. Advise coach of any hazard.
6. Recognize your surroundings; i.e., batters warming up, thrown bats, batted or thrown balls, on-deck circle (one person at a time).
7. Use helmet while batting/running bases/hitting in batting cages (Baseball).
8. Familiarize yourself with surroundings and grounds; i.e., fences, field conditions such as holes, lips on infield edges, etc. when playing on away fields.

- Be aware of the potentially serious injuries to your ankles, knees, and legs if you do not follow the correct procedures in base running. Sliding head first into bases should be avoided.
- Follow instructions regarding communication between players; i.e., talking and calling each other off on "pop flies" and etc.



What's More

Activity 1. Hit That Ball

Directions: Execute the batting skill with a partner. Your partner will act as the pitcher while you are the batter. Write your score in your activity notebook. Refer to the criteria below:

Criteria for Skill Assessment	YES	NO
1.1 Hitting the pitched ball 3 times		
1.2 Hitting the pitched ball 5 times		
1.3 Hitting the pitched ball 8 times		
Total		

Activity 2. Do the Hitting

Directions: Look for a playmate (i.e. brother, sister, mother, father and friends) for you to perform the batting skill for 5 minutes. Player/s with the greatest number of points wins. Write your points and score in your activity notebook. Refer to the criteria below:

Criteria for Skill Assessment	Score
Hit the pitched ball with 25 hits and above	30
Hit the pitched ball with 16 – 20 hits	25
Hit the pitched ball with 11 – 15 hits	20
Hit the pitched ball with 6 – 10 hits	15
Hit the pitched ball with 5 hits and below	10

Game:

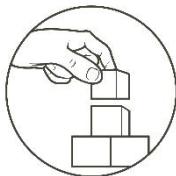
- 1.1 3 vs 3
- 1.2 5 vs 5

Activity 3. Fitness Contract

Directions: As part of achieving your fitness goals and as part of your contract in previous module how is increasing the number of times doing the baseball/softball skills help you in attaining your goals towards fitness? Do you think you are on track in terms of achieving your goals? Write your answers in your activity notebook.

Lesson 5

Let's Do the Moves



What's More

Activity 1. Let's Play on!

Directions: Look for a playmate (i.e. brother, sister, mother, father and friends) for you to perform the skills in playing baseball/softball.

You will need:

Players: 3 – 5 players in a team

Equipment: baseballs/softballs, gloves, bat

Area: Specious space outside the house with improvised gloves, bat and bases.

Procedure:

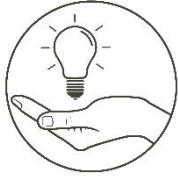
The objective is for the batter to hit the ball into fair territory and run bases without stopping, before the catcher gains possession of the ball and calls “STOP”. The fielders, instead of playing regular baseball/softball rules, throw the ball directly at home to the catcher. There are no cuts. A caught fly ball would mean no score. A fly ball would count as turn at bat. After each batter has had turn to bat, side changes.

Scoring:

One point is scored for each base touched before the catcher receives the ball at home. A home run counts for four points. The team that earns a higher score after two innings wins.

Activity 2. Fitness Contract

Directions: As part of achieving your fitness goals and as part of your contract in the previous modules, Do you think by increasing the number of times doing the baseball/softball skills will help you in attaining your goals towards fitness? Do you think you are on the right track in achieving your goals? State the reasons for telling so. Write your answers in your activity notebook.



What I Have Learned

Very Good! Now, let us see how much you have learned in this module. Has your understanding about the basic skills in baseball/softball deepened your involved in our daily lives after the discussion? Express your thoughts below.

Reflection/Realization

Directions: Complete the sentences below. Write your answer on your activity notebook.

Three things that I learned from the lesson

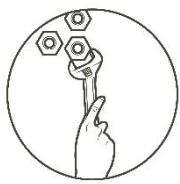
1. _____.
2. _____.
3. _____.

Two things that I liked from the lesson

1. _____.
2. _____.

One question I still want to ask

1. _____.



What I Can Do

Write It Up

Directions: List down five activities at home that involve the skills in playing baseball/softball. Write your answers in your activity notebook.

Example: Throwing garbage's into the garbage pit/trash bins.

- 1.
 - 2.
 - 3.
 - 4.
 - 5.



Assessment

Directions: Read the questions carefully. Choose the letter of the correct answer. Write your answers in your activity notebook.



Additional Activities

This activity encourages you to involve your siblings, parents and friends in the neighborhood in playing team sports (baseball/softball). This is a form of fitness activity that requires preparing a documentary of your families and friends engagement in team sports.

Directions: To apply your learning from the lesson, follow the guidelines stated below.

You will need:

- photographs of your family and friends engaged in team sports(baseball/ softball)
- coloring materials
- folder, card board, or other similar materials
- writing or printing materials
- adhesive or glue
- recyclable materials such as old magazines that can be used for collage
- camera or cellphone

The following should be evident in your output:

- uniqueness and originality
- creativity and resourcefulness
- deep understanding of the benefits derived from participating in team sports
- involvement of the family in team sports endeavors

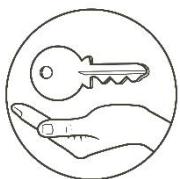
Here are steps:

1. Gather some pictures of your families and friend's team sports (baseball/ softball) activities. Prepare a documentary by organizing them in a portfolio or scrapbook or any other creative presentation you wish to do.
2. Put descriptions or captions for each documented activity. Your descriptions or captions may include the team sport, date and place it was taken, and other useful information.

3. Your uniqueness, imagination, creativity, and resourcefulness will be challenged in this activity so don't waste your chance. Go and start your masterpiece.
4. If you have difficulty in gathering your families and friends pictures as they engage in team sports, look for pictures of families participating in team sports in magazines, newspapers, or pamphlets. Cut out, organize, and paste the pictures on clean bond paper or colored paper. Put captions on these pictures and include the benefits that your family can derive from participating in team sports(baseball/softball)
5. Let your parent/guardian submit your output, on the retrieval schedule of modules to the teacher assigned for the day. Good luck!

Criteria for Assessment:

Content and relevance of pictures presented	30%
Creativity, resourcefulness, and quality of presentation	30%
Understanding (benefits of team sports to family fitness wellness)	40%
	100%



Answer Key

Lesson 4	What's More	What's More	What's More	Activity 1 (answers may vary)
5. FALSE - 3 OUTS	6. FALSE - 3 (answers may vary)	7. TRUE (answers may vary)	8. TRUE 4 Times in Place	1. A 2. B 3. D 4. B 5. C 6. C 7. D 8. B 9. D 10. D 11. C 12. B 13. B 14. D 15. B
What I Know	Activity 1 (answers may vary)	What's More	What's More	What I Know
5. FALSE - 3 OUTS	6. FALSE - 3 (answers may vary)	7. TRUE (answers may vary)	8. TRUE 4 Times in Place	1. A 2. B 3. D 4. B 5. C 6. C 7. D 8. B 9. D 10. D 11. C 12. B 13. B 14. D 15. B
Assessment	12 Times while walking	12 Times while walking	12 Times while walking	12 Times while walking
1. C	10. YES	5. YES	5. YES	1. YES
2. D	9. YES	4. YES	4. YES	2. YES
3. C	8. YES	3. YES	3. YES	1. YES
4. B	7. YES	2. YES	2. YES	4. YES
5. B	6. YES	1. YES	1. YES	5. YES
6. C	10. YES	5. YES	5. YES	12 Times running
7. D	9. YES	4. YES	4. YES	1. YES
8. B	8. YES	3. YES	3. YES	2. YES
9. D	7. YES	2. YES	2. YES	1. YES
10. D	6. YES	1. YES	1. YES	4 Times running
11. C	10. YES	5. YES	5. YES	5. YES
12. B	9. YES	4. YES	4. YES	4 Times running
13. B	8. YES	3. YES	3. YES	5. YES
14. D	7. YES	2. YES	2. YES	4. YES
15. B	6. YES	1. YES	1. YES	5. YES
Lessons	12 Times while walking	12 Times while walking	12 Times while walking	12 Times while walking
Lesson 5	What's More	What's More	What's More	What's More
1. What I have	12 Times in Place	8 Times in Place	4 Times while walking	4 Times while walking
2. YES	6. YES	5. YES	5. YES	1. YES
3. YES	7. YES	2. YES	2. YES	2. YES
4. B	8. YES	1. YES	1. YES	1. YES
5. C	9. YES	4. YES	4. YES	4. YES
6. C	10. YES	5. YES	5. YES	5. YES
7. D	9. YES	4. YES	4. YES	4. YES
8. B	8. YES	3. YES	3. YES	3. YES
9. D	7. YES	2. YES	2. YES	2. YES
10. D	6. YES	1. YES	1. YES	1. YES
11. C	10. YES	5. YES	5. YES	5. YES
12. B	9. YES	4. YES	4. YES	4. YES
13. B	8. YES	3. YES	3. YES	3. YES
14. D	7. YES	2. YES	2. YES	2. YES
15. B	6. YES	1. YES	1. YES	1. YES
Lessons	What I have	What's More	What's More	What's More
Lesson 5	Answers may vary	Answers may vary	Answers may vary	Answers may vary
1. YES	6. YES	5. YES	4. YES	4. YES
2. YES	7. YES	2. YES	2. YES	2. YES
3. YES	8. YES	1. YES	1. YES	1. YES
4. B	9. YES	4. YES	4. YES	4. YES
5. C	10. YES	5. YES	5. YES	5. YES
6. C	9. YES	4. YES	4. YES	4. YES
7. D	8. YES	3. YES	3. YES	3. YES
8. B	7. YES	2. YES	2. YES	2. YES
9. D	6. YES	1. YES	1. YES	1. YES
10. D	10. YES	5. YES	5. YES	5. YES
11. C	9. YES	4. YES	4. YES	4. YES
12. B	8. YES	3. YES	3. YES	3. YES
13. B	7. YES	2. YES	2. YES	2. YES
14. D	6. YES	1. YES	1. YES	1. YES
15. B	10. YES	5. YES	5. YES	5. YES
Assessment	What I have	What's More	What's More	What I have
1. C	10. YES	5. YES	4. YES	4. YES
2. D	9. YES	4. YES	3. YES	3. YES
3. C	8. YES	3. YES	2. YES	2. YES
4. B	7. YES	2. YES	1. YES	1. YES
5. B	6. YES	1. YES	1. YES	1. YES
6. C	10. YES	5. YES	5. YES	5. YES
7. D	9. YES	4. YES	4. YES	4. YES
8. B	8. YES	3. YES	3. YES	3. YES
9. D	7. YES	2. YES	2. YES	2. YES
10. D	6. YES	1. YES	1. YES	1. YES
11. C	10. YES	5. YES	5. YES	5. YES
12. B	9. YES	4. YES	4. YES	4. YES
13. B	8. YES	3. YES	3. YES	3. YES
14. D	7. YES	2. YES	2. YES	2. YES
15. B	6. YES	1. YES	1. YES	1. YES

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