

**Physical Education Brunswick School Department**  
**Grade 6**  
**Wiffleball**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Wiffleball has benefits as a physical activity and a lifetime recreational activity.</li> <li>▪ There are benefits to physical activity, cooperation, and team work.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one throw a wiffleball?</li> <li>▪ How does one catch a wiffleball?</li> <li>▪ How does one score runs?</li> <li>▪ How many outs per inning?</li> <li>▪ How does one get an opponent out?</li> <li>▪ What are the boundaries (foul lines, home runs)?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b><u>Basic Rules:</u></b> <ul style="list-style-type: none"> <li>○ Divide class into 2 teams; batting team &amp; fielding team.</li> <li>○ 3 outs per side.</li> <li>○ Teacher pitches for both teams.</li> <li>○ There are no balls by pitcher and no automatic walk if hit by pitch</li> <li>○ Play ball off ceiling.</li> <li>○ No bunting, stealing, or leading off base.</li> <li>○ May tag up on caught fly ball.</li> <li>○ Automatic home run if ball hits stage curtain, center-stage back-board, or above the numbers 1 – 7 on left side of dividing curtain</li> <li>○ Outs include: <ul style="list-style-type: none"> <li>➤ Throwing bat.</li> <li>➤ Ball caught on a fly.</li> <li>➤ Ball caught off wall.</li> <li>➤ Four foul balls equals on out.</li> <li>➤ Runner being tagged out or by force when field player tags bag before runner reaches it.</li> </ul> </li> </ul> </li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <b><u>Terms:</u></b> <ul style="list-style-type: none"> <li>○ Foul ball, force-out, strike, tag-up, bunt, steal, batting order</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate proper throwing, batting, catching skills.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p>

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	<ul style="list-style-type: none"> <li>a. Demonstrate the principle of opposition.</li> <li>b. Demonstrate how the point of contact changes the path of an object.</li> <li>c. Demonstrate how the point of release changes the path of an object.</li> <li>d. Demonstrate lifts and actions that decrease risk for injury.</li> </ul> <p>G2. Movement Skills Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</li> </ul> <p>G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>11. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <ul style="list-style-type: none"> <li>a. Work together as a team.</li> <li>b. Respond appropriately to peer pressure.</li> <li>c. Manage conflict.</li> <li>d. Engage peers respectfully in activities.</li> </ul> <p>12. Responsible Behavior Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>13. Safety Rules and Rules of Play</p> <ul style="list-style-type: none"> <li>a. Explain the purpose for modifying playing rules in specified situations.</li> <li>b. Explain the safety rules and possible risks associated</li> </ul>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Partners practice proper throwing and catching techniques.</li> <li>▪ In small groups, play running bases game.</li> <li>▪ Divide into 2 teams after reviewing rules and play a game.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Teacher observation of students playing game, following rules, being active both as batter and fielder, showing good sportsmanship, and team work.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>PE Games &amp; Activities Kit</u> – Ken Lumsden</li> <li>○ <u>Student-Centered Physical Education</u> – Smith/Cestaro</li> <li>○ <u>Complete Physical Education Plans For Grades 7-12</u> –</li> </ul> </li> </ul>

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	<p>Kleinman</p> <ul style="list-style-type: none"><li>○ <u>Physical Education for Children</u> – Lee, Thomas, Thomas</li></ul> <p>▪ <u>Websites:</u></p> <ul style="list-style-type: none"><li>○ <a href="http://www.pecentral.org">www.pecentral.org</a></li></ul>
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