

ALL IN SPORTS



PLAYWORKS



KICKBALL CURRICULUM

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WHAT IS ALL IN SPORTS?

All IN Sports creates inclusive, non-competitive, educational sporting environments for third and fourth grade students who will benefit from it the most. Through the power of caring, consistent adults and well-rounded curriculum, we set young people up for success on the field and in the classroom.

The goal of All IN Sports is to create an environment that is fun and noncompetitive so that all students can feel welcome to join. All IN Sports focuses on developing teamwork and basic sport skills for participants rather than winning a game or being the best team. Score is not kept during the end of season showcase. Rather than keeping score, we focus on encouraging our teammates and learning through mistakes.

An All IN Sports practice should be fun, positive, and based on building fundamental sport and social skills!

In this curriculum you will find tips and tricks to facilitating a successful practice as well as outlines for 12 practices leading up to the end of season showcase. The practices are designed to slowly integrate new skills while keeping the focus on having fun and learning along the way.

The rules that you find in this guide might differ from what you have seen in the traditional sport. These rules are meant to help level the playing field. Please make sure you review these rules with your team.

BEST PRACTICES & TIPS AND TRICKS

FIVE PROACTIVE STRATEGIES FOR GROUP MANAGEMENT**1) Build Rapport**

Building rapport with students is the first step to proactive management. Rapport is a relationship rooted in trust. How can you build rapport? Play a game with your students. Ask them questions, and answer their questions about you honestly.

2) Attention Getters & Signals

Getting everyone's attention can be hard, especially when playing a game. Use a fun attention getter or signal to keep the fun going and get everyone's attention. A favorite includes, "When I say 'You are,' you say 'Amazing!'"

3) Transitions, Openings, and Closings

Transitions can be the hardest part of life and of sports practices! Lessen the tension by giving plenty of warning of transitions, bringing clear and concise expectations, and providing a clear ending to the activity.

4) Teaching to All Learning Styles

Be sure everyone is on the same page by teaching the expectations of the game in a way that helps visual learners, auditory learners, and kinesthetic learners. You can do that easily by using call and response rules and by playing a practice round with your students before playing the "real" game.

5) Rules & Consequences

Having consistent rules and consequences allows students to know how to act in your space every time. Be sure to keep the rules and consequences as consistent and global as possible. Be sure that rules are also simple and positive!

BEST PRACTICES FOR FACILITATION

The 4 P's of Game Facilitation will help prepare you to facilitate a game for students by guiding your thinking and setting your students up for success.

Pregame: Remember your A, B, C's!

- **Attention Getter** - Use a fun attention getter to signal the start of a new game.
- **Basic Game Rules** - Introduce the name and goal of the game (e.g. have fun, tag as many people as possible, etc.), and give three to five basic rules on how to play the game. Be sure to instruct on play space boundaries, safety measures, and start and stop signals if needed.
- **Call and Response** - Use a "call and response" to check for understanding (e.g. What's the goal of the game? When I say the start word, what do you do?).

Practice: Play one round of the game to allow students to experience the rules you have just given. Make note of any confusion from the rules while students play the game and clarify those rules at the end of the practice round. Then ask participants if they have any further questions.

Play: Have fun playing the game! Watch and listen carefully to make sure everyone is playing appropriately. Feel free to "freeze" the game to go over rules and/or behavior expectations if needed.

Postgame: Use a signal to end the game. Have students take a few deep breaths to cool themselves down. Ask debrief questions to help students explore what they learned or experienced during play.

BEST PRACTICES & TIPS AND TRICKS

RO-SHAM-BO: A SIMPLE CONFLICT RESOLUTION TOOL

Throughout this guide you will see the term “Ro-Sham-Bo.” **Ro-Sham-Bo is Rock Paper Scissors!** At Playworks, we use Ro-Sham-Bo all the time to settle conflicts, determine teams, or play the game itself. Take some time before playing the games in this guide with your students to teach them the basics of Ro-Sham-Bo. Encourage students to use it any time they cannot make a decision on their own. Don’t know who got to a spot first? Ro-Sham-Bo! Who gets to be line leader today? Ro-Sham-Bo!

Rock (hand in a fist) is more successful than Scissors.
Scissors (two fingers out) is more successful than Paper.
Paper (hand lays flat) is more successful than Rock.

End each round with an air high-five and by saying “Good Job” or “Nice Try.”

GETTING BACK IN THE GAME

You will notice that the games in this guide all have the opportunity for any person who is not successful in an attempt at playing to get back in the game. At Playworks, we know that play time is often short; kids that spend time “out” or on the sidelines waiting miss out on valuable experiences. Therefore, we have identified ways to get kids back in the game quickly even if they make a mistake.

GOOD JOB, NICE TRY

Have you ever heard disrespectful or noninclusive language during play? This is a common challenge, but it is also an opportunity! You can create safe, inclusive spaces by making high-fives and positive language the norm. Adults should role model these positive behaviors and embed them in games. For example, when a student cycles out of a game or makes a mistake, each student waiting in the recycle line can give that student a high-five and say, “Good job, nice try.” In doing so, we build community among students and create positive habits. This replaces phrases like “You’re out” which often lead to conflict.

TIPS FOR DIVIDING TEAMS AND MAKING PAIRS

All IN Sports avoids using “team captains” and aims for inclusive, varied teams any time we play games that require them. Creating teams, groups, or pairs is an opportunity to have some fun before the game even starts!

Here are some fun things to try:

- Count students off using silly categories (apple and banana, kangaroos and lemurs, etc.)
- Have students turn to a partner and play Ro-Sham-Bo. The more successful partner goes on one team and the less successful on the other.
- Have students separate based on student birth months or days.
- Draw teams from a hat.
- Use a deck of playing cards to divide into teams based on color or suit.

ALL IN SPORTS



PRACTICE OVERVIEW – KICKBALL

<i>PRACTICE NUMBER</i>	<i>KICKBALL SKILL</i>	<i>SOCIAL SKILL</i>
Practice One	Meet Your Team & Intro to Kickball	Team Building
Practice Two	Kicking & Baserunning	Relationship Building
Practice Three	Throwing & Catching	Relationship Building
Practice Four	Kicking & Positions	Positive Communication
Practice Five	Throwing & Catching	Positive Communication
Practice Six	Kicking & Baserunning	Strategic Thinking
Practice Seven	Baserunning & Fielding	Strategic Thinking
Practice Eight	Pitching	Social Awareness and Empathy
Practice Nine	Fielding, Defensive Roles	Teamwork
Practice Ten	Rules Reexplained	Strategic Thinking
Practice Eleven	Putting it All Together	Self-Management
Practice Twelve	Showcase Prep	Strategic Thinking & Self-Management

ALL IN SPORTS KICKBALL RULES

HOW TO PLAY

- Two teams take turns playing offense (kicking) and defense (fielding). A leader from each team will play Rock Paper Scissors (or Ro-Sham-Bo), and the more successful player may decide if their team would like to kick or field first.
- The game will last five innings or a predetermined amount of time.
 - If a time limit is reached, finish the entirety of the inning.
 - Each inning includes a top half and a bottom half. Each team will get to kick and play defense in every inning.
- The fielding team places nine players in positions on the field, and the remaining players support their teammates from the sidelines.
- Both teams create a “kicking order” that includes all players on the team, and the kicking team starts by sending the first player on the list to home base. The kicking team will follow this order throughout the entirety of the game and resume their position in its progression after rotating sides (e.g. if the seventh player in the order was the last kicker before the final out, the eighth player will start during their team’s next chance to kick).
- The fielding team’s pitcher, standing in the middle of the diamond, starts play by rolling the ball to the kicker at home base. The kicker can elect to kick the ball or “pass” on the roll.
- If the ball is kicked, the kicker starts running to first base. The kicker, now a baserunner, does not have to advance past first if they make it there safely. This remains true for every base except when a baserunner is advancing to every base behind them, which forces the foremost baserunner forward.
- Baserunners must freeze at the closest base when the fielding team returns the ball to the pitcher.
- Baserunners cannot leave their current base before the ball is kicked.
- If a kicked ball is caught in the air, existing baserunners must return to the base they started at.
- The kicking team will not switch to defense until either the fielding team gets three outs or every player on the team kicks (i.e. “kick through the order”).
- The fielding team can get an out in the following ways:
 - A fielder catches a kicked ball before it hits the ground.
 - A fielder, holding the ball, tags the base in front of a forced baserunner. This can be done with their feet.
 - A fielder tags a baserunner, who is not actively touching a base, with the ball. No “throw-outs” or throwing the ball at a baserunner.
 - If the baserunner runs outside the base path or any distance deemed unreasonable by an adult leader to avoid being tagged, then this is also an out.
 - If the kicker kicks four pitches into foul territory, this also results in an out.
- A run is scored when a baserunner safely progresses from kicking to first base, second base, third base, and then home.

PRACTICE STRUCTURE OVERVIEW

SECTION AND TIME	BEST PRACTICES
Welcome & Warm Up 5 minutes	It is important to begin practice with a consistent procedure each time. (How are they dismissed to practice? Do students need to get changed? Where are backpacks being put? When are they getting water? Etc.) Consistent procedures establish expectations, help regulate students, and reduce transition times. Every All IN Sports practice begins with the same dynamic warm up. This warm up will be repeated at each showcase. Students can lead this activity once they are familiar with the routine. All IN Sports Dynamic Warm Up
Skill Review 5 minutes	Take a few minutes to review what has already been covered in previous practices to ensure understanding and continue to help build confidence in the sport. Remember this is simply a review, and all games are a culmination of skills, which will be consistently used and expanded upon.
Skill Intro 5 minutes	Each practice focuses on a specific skill. The goal of each practice is to get participants, whether old or new, comfortable with a part of the game. Use this time to demonstrate the skill and talk about why it is important to the game.
Activity 1 15 minutes	The first activity is a simple drill or game meant to help students get a low stakes first opportunity to try the new skill. This is a time when students might fail. The goal of this activity is to give students multiple opportunities to attempt the new skill. Make sure that each student gets a chance to build confidence. Remember to use this time to offer guidance and encouragement.
Skill Review 5 minutes	Take two to five minutes to debrief the first activity. Use call and response to review key concepts of the skill together. Allow students to share what they learned and ask questions.
Activity 2 15 minutes	The second activity of practice builds on the first activity by enhancing the skill and adding a level of gameplay and community building.
Closing 10 minutes	It is important to end practice with a consistent procedure each time. Consistent procedures establish expectations, help regulate students, and reduce transition times. Closing procedures include a cooldown activity, debrief question (highs and lows, grows and glows, etc.), a lookahead, and a “hands-in” moment. Dismissal: Follow after-school safety procedures (no students unsupervised and students moving in an organized fashion).

PRACTICE OUTLINES

PRACTICE ONE: MEET YOUR TEAM AND INTRO TO KICKBALL

Social Skill Focus: Team Building – During your first practice focus on developing a sense of community and develop relationships with players they might not normally interact with. Emphasize healthy foundations for future practices.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes		Allow players to introduce themselves and a favorite (animal, food, etc.) before playing.	
Skill Review 5 minutes	Team Foundations: Group Agreements	Remind students that this league is a chance for everyone to play, and the main goal is to have fun and learn football. “If you have never played before, this is a space to learn; if you know the game well, this is a chance to be a leader. Our goal is to be a great TEAM.” Review All IN Sports Group Agreements.	Optional: Whiteboard or Chalkboard
Skill Intro 5 minutes	Rules Basics and Play Structure	Introduce players to the basics of kickball. • Play starts with a roll from the pitcher and ends when the defense returns the ball to the pitcher. • The kicker runs the bases in a counterclockwise order, and a point is scored if they can safely make it back to home. • Players all have a chance to kick, run, and play defense in every game.	
Activity 1 15 minutes	Multi-Ball Kickball (Variant)	Before playing, assign each player a number, and have them spread out within the play space. Player one will kick first. • Player one will get the chance to kick every ball. • The defense cannot move until the final ball is kicked. • When the final ball is kicked, player one will run the bases until the defense returns every ball to the coach/pitcher. • Have player one switch with player two, who is now the kicker.	3-4 Kickballs, Bases
Skill Review 5 minutes	Kicking	Notice how players were kicking in Activity One, encourage them to use the top of their dominant foot, or “laces”, to strike the ball, rather than their toes. Emphasize that this will allow kickers to be more accurate and avoid toe injuries.	
Activity 2 15 minutes	Name Tag (Name Touch)	Have players state their name before the game, giving participants another chance to familiarize themselves with their team before this name game. If you have it, let the tagger use a pool noodle to tag hands!	Optional: Pool noodle
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What was the best part? When is our next practice? What should we bring? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE TWO: SKILL FOCUS – KICKING & BASERUNNING

Social Skill Focus: Relationship Building – Focus on each student spending time with students they don't normally interact with.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Introduce the warm up activity . Let players know that this is how each practice will begin. Demonstrate and lead students through the warm up two to three times.	Cones
Skill Review 5 minutes	Knowing Each Other	Give players another chance to introduce themselves and their personality. Go in a circle stating your name and answering a check-in question (e.g. favorite game, what animal you would be, what superpower would you have, etc.).	
Skill Intro 5 minutes	Baserunning Basics	Have players identify home, first base, second base, and third base. Show students how they can safely “run through” or beyond first base without being at risk of a tag (continue past the base, turning right into foul territory).	
Activity 1 15 minutes	Baserunning Relays	Split players into two teams and have both teams line up parallel to each other behind first base, facing second base. - On the coach's signal, the first player in each line will race around the bases, touching second, third, and home. - When a player from one team touches home base, the next runner in their line may take off. - The team who gets their entire team across home first is the more successful team. - Encourage players to use positive engagement and cheer while not actively running.	Bases
Skill Review 5 minutes	Efficient, Safe Baserunning	Notice how players naturally run in a curved path. Encourage players to turn gradually, following the “banana path,” and aim for the corner of the base when rounding the corner. Safe baserunning requires both the runner and defender to be mindful of their space, so encourage players to practice control and awareness as they run.	
Activity 2 15 minutes	Cone Kickball or Kindergarten Kickball	Emphasize that students have to collect cones to advance in the game, and that “placing” the ball in an unguarded area of the field will allow the kicker more time to collect cones.	Cones, Ball, Bases
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hand- in.	

PRACTICE OUTLINES

PRACTICE THREE: SKILL FOCUS – THROWING & CATCHING

Social Skill Focus: Relationship Building – Focus on each student spending time with students they don't normally interact with. Rotate pairs and groups during activities to foster a sense of community. Encourage students to help each other improve.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Introduce the warm up activity . Let players know that this is how each practice will begin. Demonstrate and lead students through the warm up two to three times.	Cones
Skill Review 5 minutes	Discuss Baserunning Skills and Play Structure	In addition to what was learned last time, retouch on the basic play structure (emphasizing that the ball must get back to the pitcher to end the play).	
Skill Intro 5 minutes	Throwing and Catching a Kickball	These skills are heavily implemented while playing defense, whether players are returning the ball to the pitcher or throwing to a base. Here are some helpful tips for players: • Use two hands. • Step towards where you are throwing, use a chest pass for short to intermediate distances, and try an overhead throw for longer distances. • Communicate! Say the name of who is intended to receive the ball.	
Activity 1 15 minutes	Ball Toss Race	Play a round or two with an emphasis on control, then challenge players by timing them and racing against their “score.” Alternatively, you can add a second or third ball. Emphasize that students are saying names when throwing. Start with a small circle using underhand throws, then back up and use two-handed overhead throws for a longer distance.	Kickball(s)
Skill Review 5 minutes	Reemphasize the Throwing and Catching Basics	Encourage players to reflect on what makes a throw easy to catch; you may push them towards ideas like appropriate power, chest height, or forewarning.	
Activity 2 15 minutes	One Step Back	If you do not have enough balls or people for everyone to have a partner, you can play this game in small groups. Challenge players by counting how many successful throws they get before the ball hits the ground.	Several Kickballs (or other balls if necessary)
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE FOUR: SKILL FOCUS – KICKING & POSITIONING

Social Skill Focus: Positive Communication – Focus on how players are communicating with their teammates. Promote encouraging/supportive language, respect, and kindness throughout practice. This not only requires modeling on behalf of the coach, but specifically naming this expectation for players.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Introduce the warm up activity . Let players know that this is how each practice will begin. Demonstrate and lead students through the warm up two to three times.	Cones
Skill Review 5 minutes	Throwing and Catching, Kicking	Review last practice's throwing and catching tips, as well as best practices for kicking (use the top or side of the foot, take a few steps for momentum, face where you want the ball to go).	
Skill Intro 5 minutes	Defensive Positions	Walk players around the field and introduce them to each of the nine defensive positions (Pitcher, Catcher, First Base, 2B, 3B, Left Field, two Center Fields, and Right Field).	
Activity 1 15 minutes	Multi-Ball Kickball (NEW Variant)	Before play, assign each player a number and position. Player one will kick first. - Player one will get the chance to kick every ball. - The defense will field every kick as a live play, but player one will only run on the final roll of their turn. Have player one switch with player two, who is now the kicker.	Bases, Kickballs
Skill Review 5 minutes	Positions	Ask players to brainstorm why they think having positions in kickball is important.	
Activity 2 15 minutes	Defensive Simulations	Have students stand in defensive positions as if they were playing on a tiny kickball diamond. Verbally prepare the defense for the situations (e.g. "there is a runner on first and one out!"), and ask students how they think the defense should approach the situation. Simulate the play and ensure that the defense is calling out where the ball should go (e.g. "first!"). This varies based on where the most advanced runner is. If there is already a runner on second base, encourage the defense to look at third base first. Emphasize taking time in between kicks to think about what comes next and communicating (e.g. put a runner on first base and ask the defense to prioritize getting that runner out before the kicker. Where should they throw the ball? Replicate this with runners on different bases).	
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE FIVE: SKILL FOCUS – THROWING & CATCHING

Social Skill Focus: Positive Communication – Focus on how players are communicating with their teammates. Promote encouraging/supportive language, respect, and kindness throughout practice. Join in on an activity with the students and model what positive communication can look like under frustration (example: high-fives when mistakes are made).

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Introduce the warm up activity . Let players know that this is how each practice will begin. Demonstrate and lead students through the warm up two to three times.	
Skill Review 5 minutes	Defensive Positioning and Throwing/Catching	Review the positions learned at last practice and why throwing and catching are important on defense.	
Skill Intro 5 minutes	Throwing to a “Cut Off”	When the ball needs to travel too far for one throw (e.g. from deep left field to home plate), it is often easier and quicker to complete a series of passes rather than one long throw. The player breaking up the distance (e.g. the third basemen between the left fielder and catcher) is the cut off in this situation. Use a white board or live demonstration to show what this might look like. Player takeaway: throwing to a teammate is often faster than attempting a throw outside of a comfortable distance.	Optional: Whiteboard
Activity 1 15 minutes	Fox and the Rabbit	Start close, passing the balls using handoffs rather than throws. Once players fully understand the game, take a few step backs and use gentle tosses instead.	Kickballs
Skill Review 5 minutes	The Transition from Catching to Passing	Ask players to reflect on the movement of catching, turning, and immediately passing. What was difficult? What can we do better?	
Activity 2 15 minutes	Passing Relays	- Split into two or three teams. Each team gets their own ball and line of cones, stretching about 40 yards. - Spread the cones out a comfortable distance, and each student stands on a cone. - On “go,” teams pass the ball from player to player from the front of the line to the back, then back to the front. It’s a race! - No running; players must stay on their cone unless they are retrieving a ball.	Kickballs, Cones
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE SIX: SKILL FOCUS – KICKING & BASERUNNING

Social Skill Focus: Strategic Thinking – Highlight cause and effect for students and how it can change the way the game is played. Ask students to think about the time in between plays and how staying organized can result in success.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Welcome students. Have students complete the dynamic warm up.	Cones
Skill Review 5 minutes	Baserunning	Quickly explain the sequence of baserunning and how someone can be called out while running the bases (tagged with the ball or forced out). Note: a baserunner is forced to progress to make room for another player, and in this case, the defense can simply step on the most advanced base while holding the ball.	
Skill Intro 5 minutes	Rule: No Advancement When a Kicked Ball Is Caught	Baserunners must return to their starting base if a kicked ball is caught. They may not “tag up” and advance.	
Activity 1 15 minutes	Red Light Green Light	Facilitate a classic recess game but add strategic thinking skills by drawing parallels to red, green, and yellow light situations in kickball. - Green lights: the kicker will always run when they kick. Preexisting baserunners will always run when there are two outs or when they are forced (e.g. the runner on first must move if the kicker kicks a ball on the ground). - Yellow Lights: Baserunners should hesitate when the ball is in the air and may be caught, or if they are not being forced to run and may be tagged if they take off. - Red Lights: Baserunners cannot leave their base until the pitch has been kicked, nor can they leave if the pitcher has the ball.	
Skill Review 5 minutes	Review Choice Scenarios	Ask students about the appropriate times to run or not run while playing offense. Note: We encourage to physically demonstrate these scenarios to aid players’ understanding.	
Activity 2 15 minutes	Trick O’ Treat	This is another base-racing game that is ideal for a kickball diamond. Emphasize that students are running counterclockwise, can only collect one ball per turn, and must pass on the outside.	Kickballs, Cones
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE SEVEN: SKILL FOCUS – BASERUNNING & FIELDING

Social Skill Focus: Strategic thinking – Highlight cause and effect for students and how it can change the way the game is played. Ask students to think about the time in between plays and how staying organized can result in success.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Welcome students. Have students complete the dynamic warm up .	Cones
Skill Review 5 minutes	Outs	Spend time reviewing the different ways the defense can get an out: being tagged with the ball or a force out.	
Skill Intro 5 minutes	Safe Tagging	Reinforce best practices for safe tagging: • Tag players while holding the ball, not by throwing it. • Tag baserunners on the arms, shoulders, or back. • Practice caution: stay on your feet, and watch where you're running.	
Activity 1 15 minutes	Pickle!	Start with a baserunner in between two bases, both of which are marked by a defender. Have the defender on the more advanced base (e.g. third rather than second base) start with the ball. The defenders are trying to tag the runner, while the runner is trying to get to a base. Encourage passing!	Two Bases, Kickball
Skill Review 5 minutes	Communication	Debrief and reflect on the importance of communicating when throwing the ball to a teammate, strategizing, or cheering on your team.	
Activity 2 15 minutes	Play at the Plate!	Make a line in center field behind second base with one student on second, the pitching spot, and home, and a base runner on second. Toss a ball high for the student on second to catch. Once the ball is caught or hits the ground, the runner on second may race home, while the defenders simulate a passing relay towards home. Rotate through positions.	Bases, Kickball
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE EIGHT: SKILL FOCUS – PITCHING

Social Skill Focus: Social Awareness and Empathy – Take time after each game to talk about how it felt when someone got you out. Remind students that it is a part of the game, and that frustration or disappointment is okay. Ask students how they can support others who may feel disappointed or frustrated. Encourage students to be mindful of how they celebrate their wins, and encourage them to utilize “Good Job, Nice Try” and high-fives. Remind them how they might feel in others’ positions.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Welcome students. Have students complete the dynamic warm up .	Cones
Skill Review 5 minutes	Safe Tagging	Review last practice with an emphasis on safe tagging and positive communication.	
Skill Intro 5 minutes	Pitching and Being the Pitcher	Up until this point, the coach has been doing much of the pitching. Ask students to reflect on why that might be, and how they can replicate similar positive outcomes. Emphasize empathy when kickers may get frustrated with bouncy or inaccurate rolls from pitchers.	
Activity 1 15 minutes	Partner Passing	Players should pair up (or get into small groups) and roll the ball between each other. Try to get as many repetitions as possible! Here are some tips for a quality pitch: • Start with two hands, swing the ball back, then release in a bowling-styled motion. • Release the ball low and near parallel to the ground; late or early releases will cause bouncing.	Kickballs
Skill Review 5 minutes	Pitching	Take time to reflect on being a successful pitcher. Ask students what type of roll they prefer to get when kicking.	Kickballs
Activity 2 15 minutes	Snowball Alley	This game is even better in a grassy area! Tripping is a hazard when using heavy balls. Limit the number of balls, and emphasize that players are rolling to an obstacle rather than trying to strike someone. Balls stay on the ground.	Kickballs or Dodgeballs
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE NINE: SKILL FOCUS – FIELDING & DEFENSIVE ROLES

Social Skill Focus: Teamwork – Focus on uplifting instances of positive teamwork and modeling how to be a good teammate. Highlight that teamwork means being inclusive, ensuring that everyone feels wanted on the team, and that winning without teamwork doesn't feel like winning for everyone.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Welcome students. Have students complete the dynamic warm up .	Cones
Skill Review 5 minutes	Pitching	Discuss what players learned about pitching and the role of the pitcher in your last practice. In activity one, Jackpot, the thrower fills a similar leadership role of the pitcher.	
Skill Intro 5 minutes	On-Field Communication	Emphasize the importance of communicating on the field. On defense, communication is both a safety and a strategy tactic. Avoid running into each other, and make proactive decisions. On offense, coaches and players can aid in baserunning decisions.	
Activity 1 15 minutes	Jackpot	Have fun with this game, then debrief about what made it challenging! When everyone is playing an individual game without communication or in a cluster, it can be very challenging to be effective. Contrast this to our communication goals when playing kickball.	Smaller throwable ball (this game is traditionally played with a football)
Skill Review 5 minutes	Positions	Review positions with players. Ask them to name where their preferred or least-preferred spots to play are. Have them move there, and ask them to identify any unfilled positions.	
Activity 2 15 minutes	Defensive Simulations	Assign defensive positions to players and have them take the field. Verbally prepare the defense for the situations (e.g. a runner on first and one out), and ask students how they think the defense should approach the situation. Then simulate the play and ensure that the defense is calling out where the ball should go. Add baserunners and encourage the pitcher to take more communication leadership. If there is a runner on first, have the pitcher communicate “play at second!” before rolling; If there is a runner on second, have them communicate “play at third!” etc.	Bases, Kickball
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES**PRACTICE TEN: SKILL FOCUS – RULES REEXPLAINED**

Social Skill Focus: Strategic Thinking – Highlight cause and effect for students and how it can change the way the game is played. Ask students to think about the time in between plays and how staying organized can result in success.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Welcome students. Have students complete the dynamic warm up .	Cones
Skill Review 5 - 10 minutes	Rules	As a team, read through the showcase rules listed at the beginning of the curriculum.	
Activity 1 15 minutes	Push-Catch	This is a focus and listening game. Make it more engaging over time by increasing the pace or making it an elimination game.	Kickball
Skill Review 5 minutes	Positive Communication	As a part of a debrief for Push-Catch, note for students that there are a lot of rules for kickball, and much like Push-Catch, teammates will occasionally get confused. Being a good teammate involves supporting one another and cheering them on!	
Activity 2 15 minutes	Kicking Practice	Give players numbers and positions. Player one kicks first while other players field. Player one gets three to four kicks, but doesn't run until the last one. The defense should treat the last kick as a live ball and try to get the kicker out. Rotate until everyone gets a chance.	Bases, 2-3 Kickballs
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE ELEVEN: SKILL FOCUS – PUTTING IT ALL TOGETHER

Social Skill Focus: Self-Management – Ask students how they can be prepared to support the team during plays. Encourage students to think about their role in the game plan moving forward.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up Review Showcase Rules	Welcome students. Have students complete the dynamic warm up .	Cones
Skill Review 5 minutes	Positive Communication, Self-Management	Ask players to define what a good teammate is. Steer them to think about how players talk to each other. Encourage them to practice using positive communication and practicing self-control when it is hard.	
Activity 1 5 minutes	Group Count	Use this quick, equipment-free game as an opportunity to build enthusiasm and practice the above social skills.	
Skill Review 5 minutes	Rules	Read through the showcase rules together as a group again. Make note and highlight any specific rules that your team may need extra attention on.	
Activity 2 35 minutes	Scrimmage	Split the group into two equal teams, and play a full game of kickball. Take time to pause and instruct at moments of confusion.	Bases, kickball
Closing 5 minutes	Debrief and Logistics: Showcase Overview	Before the end of practice, review the arrival time and expectations for the showcase. Let students know what to wear (jerseys are provided at the event) and what to expect, and build excitement. Make sure that caregivers are equipped with the necessary showcase information and handouts.	Printed materials

PRACTICE OUTLINES**PRACTICE TWELVE: SKILL FOCUS – REVIEW & SCRIMMAGE (SHOWCASE PREP)**

Social Skill Focus: Strategic Thinking and Self-Management – Describe how students can be prepared to continue to advance the team’s goals. Be sure to continue to call out positive communication and teamwork with high-fives and encouragement.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Welcome students Have students complete the dynamic warm up .	Cones
Skill Review 5 minutes	Rules	As a team, read through the showcase rules listed at the beginning of the curriculum.	
Skill Intro 5 minutes	Kicking Order	Before practice, put together the kicking order that you plan to use at the showcase. Show this list to your team with the intention of building excitement and ensuring that this list will allow for everyone to get many chances to kick.	Clipboard
Activity 1 25 minutes	Scrimmage	Lead students through a final scrimmage; allow them the space to make mistakes and only stop play when correction is needed. Call out examples of following the showcase rules. Encourage positive communication and teamwork.	Bases, Kickball
Debrief 5 minutes	Debrief and Logistics: Showcase Overview	Before the end of practice, review the arrival time and expectations for showcase. Let students know what to wear (jerseys are provided at the event), what to expect, and build excitement.	Printed materials

HELPFUL RESOURCES

[Playworks Game Library](#)

[Guiding Principles for Intramurals](#)

[Teaching Games for Understanding Approach](#)