

# BASEBALLS TOOLKIT

#PLAYEVERYWHERE



2025  
ENGLISH VERSION

WBSC  
**Base  
Ball**™

  
**UNHCR**  
The UN Refugee Agency

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## WHAT IS BASEBALL5

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### Introduction

Baseball5 or B5 is an urban version of the classic games of baseball and softball. It is a fast, young, and dynamic discipline that follows the same founding principles of its parent disciplines. Baseball5 can be played everywhere and requires only a rubber ball. Baseball5 comes from the desire to increase accessibility to baseball and softball, maintaining the uniqueness of the game, while it eliminates all original structural complexities.

Baseball5 is a mix-gender team sport where each team is composed by 5 players (+reserves). Depending on the competition format, a match can last between 20 to 60 minutes. The discipline can be characterised as: accessible, sustainable, urban, youth-focused, inclusive, and instant fun.

### Brief History

Baseball5 was launched by the WBSC in 2017 and within the first 12 months it had reached a world-wide audience from Americas to Asia. Several major international events, such as the Youth Olympic Games Buenos Aires 2018, and Tokyo 2020 Olympic and Paralympic Games have showcased the discipline and attracted participants.

In 2019 Baseball5 was used by the WBSC and the United Nations High Commissioner for Refugees (UNHCR) to boost gender equality in Zaatari refugee camp in Jordan. The international growth of the sport, the increased participation, and the global attention resulted in the inclusion of Baseball5 as medal competition for the Dakar 2026 Youth Olympic games. As of 2023, Baseball5 is being played in nearly 100 countries world-wide.

### World Baseball Softball Confederation

Headquartered in Pully, Switzerland – the World Baseball Softball Confederation (WBSC) is the international governing body for baseball and softball. The WBSC has 191 National Federations and 16 Associate Members in 137 countries and territories across Asia, Africa, the Americas, Europe and Oceania, which represent a united baseball/softball sports movement that encompasses over 65 million athletes and attracts approximately 150 million fans to stadiums worldwide annually. The WBSC complies with the highest standards of governance and safeguarding with an internal [Integrity Unit](#) and the related external commission who provide assistance to all stakeholders.

Amongst its responsibilities, the WBSC governs all international competitions involving National Teams. Among others the WBSC oversees the Premier12, the World Baseball Classic, Baseball World Cups and Softball World Cups. Additionally, the WBSC governs other disciplines Baseball5 and eSports as well as Baseball, Softball and Baseball5 events at the Olympic Games.

## UNHCR, the UN Refugee Agency

UNHCR, the UN Refugee Agency, is a global organization dedicated to saving lives, protecting rights and building a better future for people forced to flee their homes because of conflict and persecution. We lead international action to protect refugees, forcibly displaced communities and stateless people. We deliver life-saving assistance, help safeguard fundamental human rights, and develop solutions that ensure people have a safe place called home where they can build a better future. We also work to ensure that stateless people are granted a nationality. We work in over 130 countries, using our expertise to protect and care for millions.

## WHAT IS QUALITY PHYSICAL EDUCATION (QPE)

### Introduction to QPE

Contrary to traditional physical education programmes which take a “one size fits all” approach, Quality Physical Education (QPE) is grounded in the equality of opportunity for all students to access a well-balanced and inclusive curriculum.

QPE supports the acquisition of psychomotor, social and emotional skills which define self-confident and resilient citizens. It also emphasizes the value of physical literacy as a key developmental milestone contributing to body ownership, physical competency and enjoyment in lifelong physical activity.

QPE project key objectives:

- Promoting QPE’s broad-based social and develop
- mental benefits
- Practically supporting governments to design and implement inclusive QPE policy
- Developing cognitive and non-cognitive skills through physical education to get children physically literate and future well-rounded citizens.

Sustainable development begins with active, healthy, and physically engaged citizens. The importance of good health and the inadequacies of existing health infrastructures have been brought into sharp focus during the COVID pandemic. Addressing health gaps is critical for recovery efforts.

Schools are a natural entry-point to transform behaviours related to healthy lifestyles and inclusive practice. As such, investment in an innovative and integrated delivery of education, exercise and good nutrition should also be considered as key components in recovery efforts.

In 2020, COVID 19 has changed your lives in profound and myriad ways. As such, it is crucial that your voices are reflected in “building back better” post-COVID, particularly in the development of robust policy frameworks. By engaging in policy advocacy and development, you will be able to achieve more sustainability for your work and make sure our “new normal” makes sense for your constituencies.

QPE is distinct from physical education. Critical distinctions relate primarily to frequency, variety, inclusivity and meaning or value content. QPE places emphasis on peer-led learning and rounded skill development.

## Benefits

Investment in QPE supports students to develop the physical, social, and emotional skills which define healthy, resilient and socially responsible citizens. For a clear overview of the values and principles, please take a look at the [QPE infographic](#) developed by UNESCO. QPE is aimed to integrate an inclusive approach (gender equality, students with disabilities, minority groups, etc.) within a flexible and adaptable school curriculum to enable all learners despite their talents or abilities, to develop their potential and enhance their physical competence, dramatically expanding the skills that each participant gains.

## The Perfect QPE Activity

Baseball5 features most QPE principles. In fact, it is both a playful activity that aims to satisfy the motivations of the student that therefore contributes correctly to the construction of his or her personality, and a motor practice characterized by some competitive components suitably dosed according to the degree of physiological, motor and psychological development of the individual.

## BASEBALL5 FOR PROTECTION (B5fP)

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When UNHCR, the UN Refugee Agency, released its annual Global Trends report in June 2024, we reported that an estimated 120 million people worldwide are estimated to be displaced because of persecution, conflict, and violence. Forty per cent of that number are children under the age of 18, with almost half lacking the opportunity to enrol in formal education.<sup>1</sup> Under these circumstances organized, safe and developmental sport and play-based activities can offer a low-cost opportunity to bring learning and much needed normalcy to young people's lives.

The Sport for Protection (SfP) approach uses sport and play to achieve positive social outcomes for displaced people and the communities who host them. These "protection outcomes" focus on improving participants' psychosocial wellbeing, social inclusion, and social cohesion. Sport for Protection is informed by three sectors of work: (1) **child protection**, which seeks to strengthen young people's protective environments and reduce their risk factors for abuse, neglect, exploitation and violence, (2) **youth empowerment**, which identifies and encourages the use of young people's assets and potential, and (3) **sport for development and peace** (SDP), which provides an efficient, flexible and cost-effective way of promoting peace and development across societies. This approach is outlined in [The Sport for Protection Toolkit](#): Programming with Young People in Forced Displacement Settings, which aims to contribute to improved protection and wellbeing for the communities UNHCR serves.<sup>2</sup>

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<sup>1</sup> [Education | UNHCR](#)

<sup>2</sup> The Sport for Protection toolkit was a multi-stakeholder collaboration between UNHCR, the International Olympic Committee (IOC) and Terre des hommes (Tdh).

Sport for Protection is built on a set of crosscutting elements that are foundational for effective programming and should be considered when implementing Baseball5 activities in displacement settings. These crosscutting elements include equal access, well-trained coaches, facilitators or teachers, safe spaces, regular participation, referral systems, community involvement and participatory design and assessment.

Creating safe and inclusive spaces to play is particularly important for realizing positive protection outcomes. This is achieved when coaches, facilitators, and physical education teachers not only ensure the integrity of facilities and physical safety of participants, but also their emotional and psychological safety. Promoting inclusion in and through sport can include gender responsive and inclusively designed sport facilities, adapted rules and games to promote inclusion, and an environment that celebrates cultural diversity as well as diversity of thinking. Safe and inclusive spaces should be supported by establishing organizational policies and practices that protect and safeguard children and youth from abuse, harm, and/or neglect. Coaches, facilitators, and physical education teachers working with displaced people should be trained in child protection, and where possible, safeguarding in sport and trauma-informed and psychological first aid approaches.

As an activity, Baseball5 immediately overcomes a number of the physical barriers that frequently prevent displaced people from accessing sport and play, whether in refugee camps, settlements, or urban environments. Limited space is an issue in refugee camps and urban environments where refugees and host communities often live in very cramped conditions and lack dedicated sport facilities and equipment. The limited space required to play Baseball5 and the fact that it requires nothing more than a rubber ball and willing participants, suggests that Baseball5 is an ideal sport for these kinds of settings. Moreover, Baseball5's mixed-gender-teams-approach, which is built into the game's rules, can support efforts to use the game to promote gender equality.

Baseball5 is not only an ideal sport for displacement settings in regions where baseball and softball are already popular such as in parts of Latin America, the Caribbean and East Asia; but also, in countries and regions where the introduction of an alternative sport is an effective way to engage new or different groups. Introducing Baseball5 as a new sport can cut through socio-cultural barriers that sometimes plague more commonly played sports.

Following the Sport for Protection approach, the exercises outlined in this toolkit can be used to develop life skills that contribute to the sport for protection outcomes, detailed in the glossary of this toolkit (page 38). Please refer to the sport for protection enhanced QR codes on each of the exercise cards to see how they can be enhanced to contribute to protection outcomes.

## BASEBALL5 INTEGRATIONAL TOOLKIT

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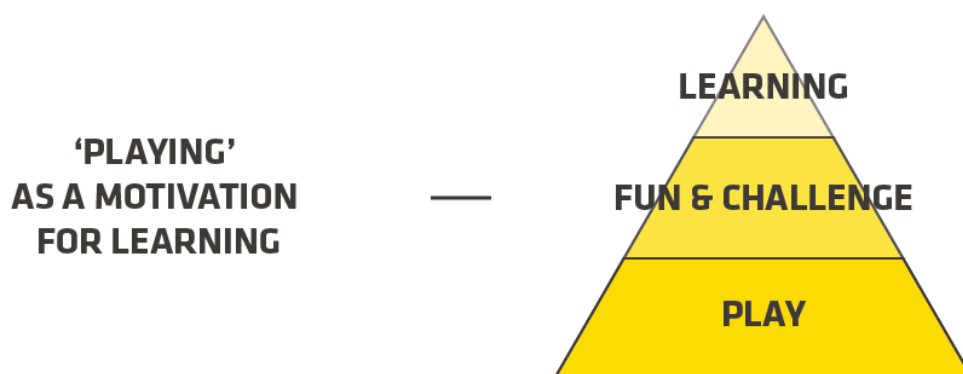
### Baseball5 within Physical Education

Students, and especially school children, express a great deal of willingness to learn motor abilities, which is also referred to as the "golden age of drive". At this stage, the systems and apparatuses involved in the control and execution of the various movements are subject to a significant development process. This puts students in the ideal position to learn new and more complex movements, since cognitive processes are already able to perceive both external and internal information which are the basis ability of making effective movements. At young age it is easier to acquire and perfect movements appropriate to the task to be performed and to the situation in which the movement is meant to be accomplished.

The development and improvement of motor abilities require receiving and processing ability from some pupils, to identify the wide variety types of information: from visual to acoustic and/or from tactile to proprioception exercise.

These types of information are beneficial for both understanding the characteristics of the demanded action and deepening the individual's processing and anticipation abilities. It is therefore necessary for the students to be guided in learning to discriminate and retain the information which is provided to them. To be able to operate during increasing rigor with precision and to move independently integrating behaviours characterized by anticipation and initiative.

It is crucial that, during this phase of great sensitivity, to stimulate students and that they are exposed to a wide variety of stress factors (such as psychophysical, cognitive, or affective-social) precisely to facilitate their learning of propensity.



At the same time, the students within the primary school age group, lives with an irrepressible need to play. The play initiates a primary motivation for movement: it is only through play that the individual satisfies the desire, the drive, and the interest in movement, and it is above all through the latter that the individual connects with him- or herself and with the environment.

Since childhood, play is a fundamental activity for the person: through play he or she manages to understand, and controls the changes of the environment, gradually solving the problems that arise in his or her exploration and thus enriching overall motor experience. In a completely natural way, girls and boys also appropriate the so-called fundamental abilities (walking, running, jumping, rolling, climbing, throwing, grabbing) by playing. During playing various athletic motor abilities are developed and therefore representing the fundamentals of sport disciplines.

All this is now supported by a significant scientific production, which highlights how appropriate motor activity during childhood produces benefits in aspects of the personal development of young practitioners. Obviously, a correct and adequate sports practice is essential for improving muscle systems, developing cardiorespiratory, and controlling weight, which results in greater efficiency of all physiological systems and apparatuses.

In fact, physical activity effectively combats metabolic pathologies such as overweight and obesity, prevents diseases of the cardiovascular and respiratory systems, strengthens the tendon muscle system, also prevents mental diseases such as depression and anxiety.

Furthermore, movement improves logical-mathematical cognitive abilities, as well as abilities related to learning, reading, and writing. Motor activity generates improvements in attention span as well as memory abilities, ultimately producing improvements in the educational performance of young practitioners.

Physical activity also produces improvements in other important areas, such as it accustoms young people to a systematic commitment, it encourages respect for rules and opponents, it makes them experience extreme dimensions such as victory and defeat by putting the young person in front of challenges and goals to be achieved. All this increases one's self-esteem and self-efficacy and improves social relationship with others.

Physical activity appears to be the best tool for young people to develop their potential regarding to so-called soft skills, which are very important, not only for sport carriers but also for life in general: knowing how to make decisions, take responsibility, time management, communicate more effectively, control emotions and stress etc.

All this can only happen if the proposed motor activity contains certain characteristics and is carried out under certain conditions.

The activity proposed, Baseball5 has these mentioned characteristics as it is inspired by the concept of "deliberate play". This concept is an essential tool for building a solid basis of intrinsic motivation, useful for achieving important sporting results, for continuous practice, and commitment to sport (Wall & Côté, 2007; Fraser-Thomas et al., 2008, Fraser-Thomas & Côté, 2009). Deliberate play is one of the main elements behind the definition of the Developmental Model of Sport Participation (DMSP) proposed by Jean Côté who teaches Sports Psychology at Queens University in Kingston, Ontario, Canada.

Deliberate play is described by elite athletes (Côté, 1999) as the set of intrinsically fun motor activities in which they engaged during childhood, which represented an activity other than organized sport and adult practices, that is instead called "deliberate practice"

In observing the deliberate play, initially simple and intuitive, but constantly evolving towards increasingly complex forms, it is possible to identify some indispensable traits:

- presence of elements of uncertainty, which favours an increase in the attention and control of the situation by the child, making the situation itself real with a minimum of pleasant anxiety and controlled risk;
- clear and comprehensible rules, often adapted from traditional sports, accepted by all, which can change depending on the situation, and become simpler or more complex, stiffer or more flexible and from which stable roles do not derive;
- reduced adult monitoring and control;
- attention of the players oriented towards the immediate gratification that comes from the joy more than from the result that, in any case, is not experienced as definitive;
- possibility for the child to build a fictitious reality and therefore imagine his or her own situations and solutions.

Based on these elements, Jean Côté formulated in a review, in the International Journal of Sport Policy and Politics in 2016, some indications addressed to the different organizations that deal with youth sports and that the World Baseball Softball Confederation (WBS) has entirely shared in its Baseball5 project.

These indications aim to create more favourable conditions for the integrated achievement of 3P (performance, participation, and personal development) which represent the fundamental objectives of a correct and adequate youth sports practice.

For the purpose of this publication, it is particularly useful to remember the following:

- introduce basic sports programs that provide the possibility of trying different sports;
- discourage early specialization in a sport;
- allow children to play in all roles in a given sport;
- promote "deliberate play" within and outside organized sport;
- designing gaming activities that focus on short-term fun and gratification;
- understand the needs of children, without giving too much importance to the aspects related to training.

The WBCS has developed an educational tool in line with the most recent educational needs, with the clear intention of offering schoolteachers a valid means for achieving the objectives that physical education proposes in this delicate level of education.

This instrument, Baseball5, is configured as a real pedagogical action towards the child and must provide for targeted and intentional programming of interventions, with a proposition of playful situations to which children must actively respond with their unique solutions

The methods used are in fact active: that is, they start from the interests and needs of the child and therefore urge their personal initiative, active participation, and problem-solving abilities. The proposal is based on the correct application of the concept of sport in schools, warning of the danger that a mis practice could represent activities must not be used as a pretext for premature start-ups to sports, nor should they present themselves as an exceptional episodic school experience. All this is therefore a specific educational and didactic intervention aimed at grasping the true social and cultural meanings of motor activity even before sports.

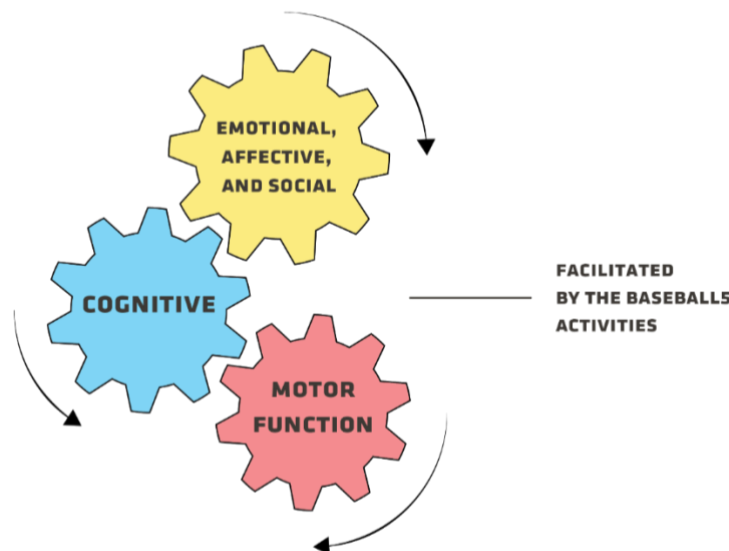
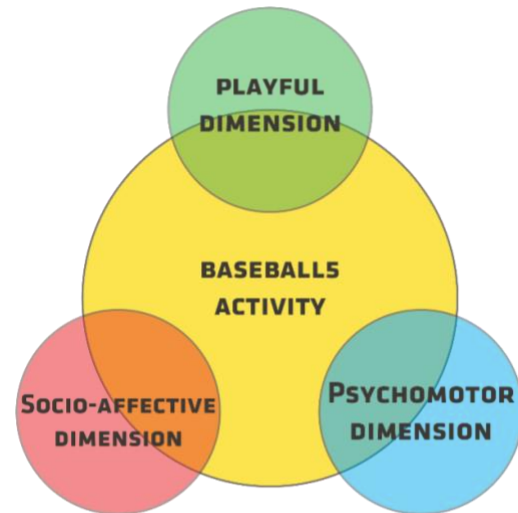
Baseball5 addresses different dimensions of motor activity in schools (playful, socio-affective and psychomotor), keeping together functional, cognitive and social aspects, with the aim of educating children to know themselves and others, to act independently, to communicate in an open and available way to socialize with the group of peers and adults.

The objectives that can be pursued through a correct practice of Baseball5 will therefore be:

- the acquisition and achievement of wide levels of autonomy, which in psychological terms result in an effective construction of students' self-esteem;
- the development of social skills, typical of sports activity, whereas thanks to the competition, accordingly dosed and controlled, there is a serene confrontation with teammates, opponents; and others
- knowledge and respect for the rules and roles of the game. This objective will be achieved more effectively as more roles and rules are chosen by the children themselves: the teacher will not have to impose rules or models of technical or even tactical behaviour, on the contrary he or she must be a careful and conscious animator and facilitator of the game, whose active protagonists will always be the students.]

The teacher's main task is to assure inclusion. In fact, by connoting the movement and approach to sport in educational terms, he or she contributes to the promotion of the person in a pleasant and welcoming context, supporting their autonomy, the development of self-awareness and self-esteem.

Play and sport, if centred on the person, in fact, favours the processes of inclusion and cohesion of the individual in society, both for people with typical development and for those with disabilities. This is because they allow everyone to explore deep traits of the self in interacting with the particularities and difficulties of the other, and to undertake further meaningful experiences.



All this, with a clear benefit on the following aspects: interpersonal communication, cooperation, respect for standards, solidarity, fairness, justice, increased motivation, encounter with frustration and overcoming it. In this sense, the teacher will have to ensure that the different proposals/challenges are adapted to the competences of his or her students: it is the game that adapts to the ability of girls and boys to play it and not vice versa. With a careful look at those who have special educational needs, but with the same valid principle: the game must adapt to the needs of the students.

Baseball5 represents a mean for achieving the educational-didactic objectives of the school, an additional tool in the hands of the teacher in tune with their own purposes. It has many fundamental abilities in different forms depending on the situation, for example:

- running: between bases during offense or to intercept the ball while defence;
- throwing and catching the ball: whether it is thrown by a teammate or hit by an opponent; jumping: to avoid the ball while running during offense, to catch it if you are in defence;
- sliding and diving: to reach the base without being touched by the opponent or touching the runner with the ball while on defence.

Baseball5, as a team game, stimulates and develops the coordination and conditional abilities; it also places the players in a complex context, in which the cognitive and socio-affective skills indispensable for the success of the game itself are solicited (see diagram below).

From a methodological standpoint, Baseball5 presents some elements of absolute innovation, especially comparing it with the most popular sports disciplines in the school. These are the most significant methodological features of the proposal:

- Learn by Playing
- The Rules Are Based on The Motor Level Of The Pupils.
- The Central Role Of The Teacher.
- The Originality of The Game Dynamics.

## COORDINATION ABILITIES

**BALANCE:** both static in maintaining certain positions in offense or defense, or dynamic in running within the lane and in contact with the bases.

**COMBINATION** and **PAIRING:** catching the ball while running or jumping; coordinating the action of the arms and legs in catching or batting.

**SPACE-TIME ORIENTATION:** finding the position within the field according to lines, lanes, bases, teammates and opponents; identifying the trajectories of the ball by calculating its direction and speed.

**DYNAMIC DIFFERENTIATION:** appropriately dosing the force according to the distance to be traveled by the ball, whether throwing or batting.

**REACTION:** both simply as in running to a base after batting, and complex as in quickly reacting to the various situations that arise during the game.

**MOTOR ANTICIPATION:** predicting the actions of the opponents and therefore planning in advance a suitable response imagining the future course of the game;

**MOTOR FANTASY:** solving a certain game situation in an original way, or performing a certain movement in a new way by redefining it on the basis of past experiences.

## MOTOR ABILITIES

**SPEED** both in terms of performing a single gesture, such as throwing or batting, and speed of the game.

**FORCE** is solicited exclusively with regard to the aspect of rapid force, the only aspect of the force that should be developed in this age group.

## COGNITIVE, AFFECTIVE, AND SOCIAL SKILLS

**KNOWLEDGE AND COMPLIANCE WITH THE RULES:** Players must appropriate the game rules and respect its principles

**INTERACT WITH THE SITUATION:** must be able to make the appropriate decision based on the dynamics that the game Presents

**COLLABORATION:** ex.: work together to achieve a common goal

**NOTE:** The colors that distinguish these three aspects will be included in the game cards.

## Benefits of Baseball5

### Learn by Playing

Already during the first lesson the students are able to play a complete game: two teams face each other in compliance with a very simple regulation. As students' abilities grow, the rules that govern the game become more and more complex. In this way, the traditional terms for starting a sports game are reversed: traditionally the abilities of the game are learned first and developed by means of specific, repetitive, sometimes even boring exercises; then these abilities are performed in the game. However, In Baseball5, the fundamental element is the game, which adapts its rules to the ability level of the students, thus becoming an effective means for learning and developing abilities. These are then learned from the first moment "in situation", that is, during the game, which is not seen as an end where the students must assert their abilities, but as an opportunity to learn and improve such abilities, behaviours, and rules.

### The Rules Are Based on The Motor Level Of the Pupils.

During the activity, the students become more and more skilled in batting, throwing and catching the ball; the regulation must take into account these changed conditions and is adapted according to the abilities of the players. The teacher is therefore called to gradually introduce rules that respond better to the improvement of the overall motor level and to the different needs of the pupils.

### The Central Role of The Teacher.

The teacher must not propose the activities to the students in a sort of programmed instruction, valid for everyone without distinction, passing from one exercise to another in a rigid progression. Instead, he or she must observe the behaviours of the students during the game and try to manage these behaviours through the introduction of the different rules.

One of the most important tasks for the teacher is to ensure the competitive balance between the two teams. Through a careful introduction of the rules, the teacher must keep the fate and final score of the match as uncertain as possible. All this without granting advantage for one team or the other, but ensuring the right balance between offense and defence. It must create the conditions for players in offense to never score without ever getting out and the defending team cannot get all the batters out without ever suffering a point.

### The Originality of The Game Dynamics.

#### **Baseball5 has completely original features.**

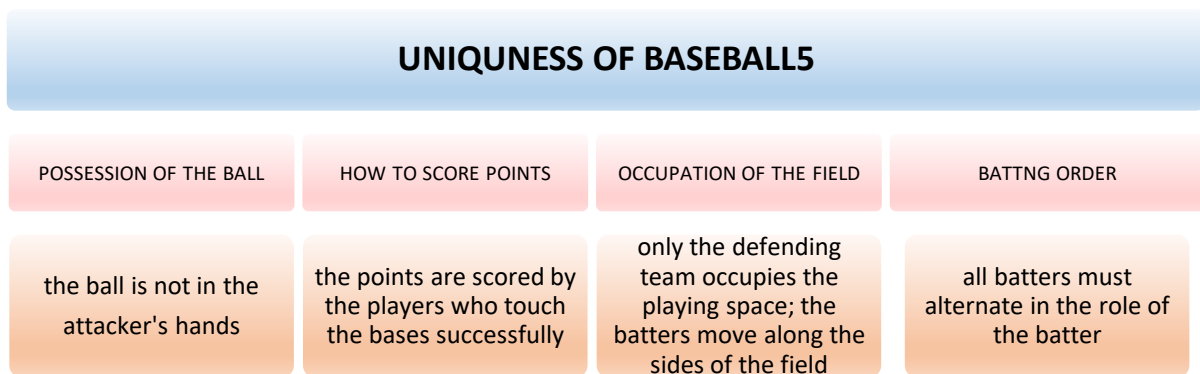
Possession of the ball is not the prerequisite for being able to score points as in football, basketball, rugby, hockey, etc. On the contrary, the ball must be thrown as far as possible to be in a position to score points; points (**runs**) are not scored by putting the ball in a goal, basket or beyond a line, but by running and conquering bases without being eliminated by the defence.

Players on both teams do not occupy the field simultaneously. Only the defending team has all the players on the field, while the offensive team sits on the bench and one player at a time shows up for batting.

This feature is crucial. It prevents the same players, perhaps the best, from always being at the centre of the game's action, thus to marginalize the less capable ones.

The dynamics of the game, demanded by the BATTING ORDER, oblige everyone to take turns and equally be the protagonists of the action.

This involves, on one hand, taking responsibility for those who are batting at the time, encouraging even the shyest or most introverted to measure themselves in the game, and on the other hand favours a real participation in solidarity of the most gifted companions. Pupils realize that the result can only be good for the team if everyone can effectively hit the ball. This is especially true for the less capable, who are the subject of suggestions and encouragements, because it is impossible for others to take their places and "solve the situation themselves", thus winning the game.



Numerous research have recently shown a sharp decrease in children's spontaneous motor abilities. The new generations are in fact less and less exposed to motor stimulations coming from the natural environment and, on the contrary, often live a social context that forces them to long periods of inactivity: the hours spent sitting at school or at home engaged in activities that do not involve any movement and mostly in isolation.

The teacher at school or the instructor in the sports club is therefore frequently in the position of having to stimulate the development of motor abilities and the learning of basic motor schemes that are indispensable for learning more complex abilities, such as those related to baseball and softball (see diagram p.13).

From this point of view, the consolidation of basic motor schemes is an essential objective of movement education for children starting at the age of 6, regardless of the sport they practice. A fundamental ability can be defined as an essential unit of movement. The union of several basic elements (e.g. throwing and catching) increases motor abilities, which are none less the combination of multiple simple movements, organized both in chrono-logical terms and in spatial terms.

The assertiveness of the fundamental skill is, therefore an essential attribute for properly developing children's motor abilities and must therefore be placed in a correct didactic programming. The main fundamental skills are: walking, running, rolling, jumping, climbing, throwing and catching.

In designing a lesson in and out of the gym it is desirable that there should therefore also be moments dedicated to the general aspects of the movement to enrich children's motor experiences.

## Starting Activities

### Three Games to Start Baseball5

Our proposal aims to accompany children towards learning Baseball5 and is structured in such a way to determine an increasing level of difficulty. It starts with the batters who, with possession of the ball, can acquire the basic strategies that govern the game of Baseball5. Using throwing as an initial action also allows the teacher to observe children's ability to perform this fundamental ability and to foresee, where necessary, implementation of other activities and games that stimulate catching and throwing (see play cards). At the same time the observation of the dynamics of the game allows the teacher to understand and govern the different phases with the gradual insertion of rules and variants, and perhaps delegate some of them to the pupils themselves.

In fact, the teacher can also involve children in the choice of some solutions: how can we make the game more difficult for the batters? Same for defenders? Or finding new ways to play.

The teacher must also pay attention to the composition of the teams in order to avoid inequalities which may discourage or, on the contrary, enhance the members of the two antagonistic teams as already indicated in the paragraph on the "The Central Role Of The Teacher".

It is useful that students also perform the functions of referee (umpire) as they fulfil this role:

- it makes children autonomous in the management of the game, favouring the possibility that they can play in complete autonomy even outside school hours;
- it also makes them protagonists in a role that is felt by many as "uncomfortable";
- prevents the teacher from being experienced as the only one able to decide the fate of the game;
- ensures that everyone understands and knows the rules;
- makes everyone feel active for longer during the game.

### Rules and Variants

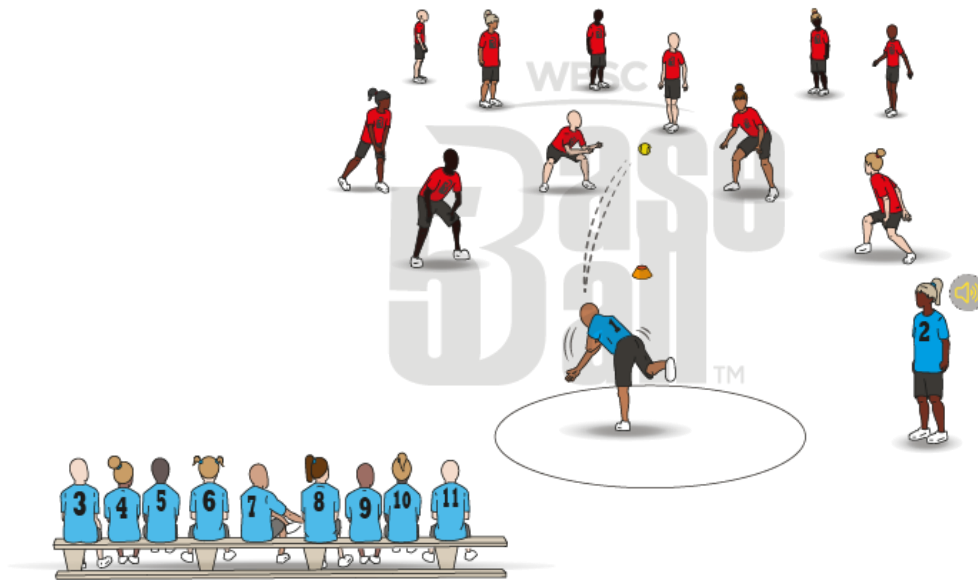
The variants presented serve to keep the game new and innovative, but they are designed above all to maintain the relationship, offense – defence, in balance. It must be ensured that

the number of runs scored is always satisfying for the offense and that the defence is able to defend with some success. This ensures that players' motivation is kept high, as they feel exposed to increasingly complex challenges tailored according to their actual playing abilities. It is therefore strongly recommended to insert the variants and to switch from one game to another only when girls and boys have fully absorbed the different stages of the progression.

As for the rules of the different phases, they are more specifically related to the progressive approach to reach the "complete" game of Baseball5. In other words, the rules determine the transition from one game to another of progression. The different games, although they can be considered as activities in their own, are usable independently, if proposed with appropriate graduality and progression. This will finally lead players to acquire the necessary fundamentals and knowledge to face Baseball5 with competence and safety.

The transition from one stage to another should also arise as request from the players themselves, who can suggest different modes proposing alternative solutions to the dynamics of the game. The task of the coach is to stimulate the sharing and direct participation of the students in the construction of the game, accurately managing the different steps of the progression.

## Starting Game #1 (Throw and Run)



### Preparation

Divide the class into two teams and number players in progressive order (1, 2, 3, 4, 5, ...). The offensive players will sit on the bench to wait for their turn. Inside the playing field a signalling "cone" (base marker) is arranged as well as a starting point is established for the batters, so called "home plate". It is about 5/7 meters away from the cone. Before the ball is thrown, the umpire must shout "PLAY" out loud, indicating that both offensive and defensive players are ready.

**NOTE:** Runners' running lanes (straight line between two bases) must be avoided by all defenders.

### The Role of Offensive Players

The batter on duty is inside the designated home plate area (circle, mat or other marked space on the ground) and will have to try to throw the ball away from the defenders in order to complete a lap around the cone and return to the home plate to score a run. When all offensive players have alternated in throwing and running, the runs accomplished will be counted. Offensive players will also have to act as umpires. Therefore, they will alternate this role according to the batting order (for example: while batter #1 is throwing, then #2 will be the umpire, #2 will then become the batter and #3 will be the umpire and so on).

### The Role of Defensive Players

Defenders will have to take possession of the ball and lift it above their head with their arm stretched out before the batter has made a full lap (home plate – cone – home plate).

### Rules

If the offensive player can complete the lap (home plate – cone – home plate) before one of the defenders have lifted the ball over his or her head, the offensive team will have scored a run. If one of the defenders lift the ball over his or her head before the batter has finished his or her lap, the batter will be out (thus, return to the bench without scoring the run). Only offensive players can score runs. When all the offensive players have batted, the accomplished runs will be counted, and teams must switch: the offense goes to defence and vice versa.

### Variants

The distance of the cone (base marker) is commensurate with the offensive players' throwing and running abilities: initially the distance will be short, but with the improvement of the offensive players batters' throwing ability, it will be possible to increase the running distance necessary to score the run.

## Starting Game #2 (Ball Throw)



### Preparation

Divide the class into two teams. The offensive players, numbered in progressive order (1, 2, 3, 4, 5, ...), will sit on the bench to wait for their turn. Inside the playing field, arrange three cones to draw a square of about 6 meters per side with the home plate serving as the fourth corner of the square and as a starting point for batters. Assign a 'receiver' role to one of the defenders.

**NOTE:** Runners' running lanes (straight line between two bases) must be avoided by all defenders.

### The Role of Offensive Players

The batter on duty within the designated zone (circle, mat or other marked space on the ground) will have to try to throw the ball away from defenders, in order to make a counter clockwise lap around the three cones and return to the home plate to score a run, before the defenders manage to recover the ball to a defender who run to cover home plate. Offensive players will also have to act as umpires and will alternate this role according to the batting order (for example: when batter 1 is throwing, the 2 will be the umpire and so on).

## The Role of Defensive Players

Defenders will have to take possession of the ball and pass (throw) it to a defender who ran to cover home plate. He or she will have to receive the ball while having at least one foot on the home plate, before the batter has completed the lap (from home to home), as per drawing.

### Rules

If the batter can complete its lap (home plate – cones - home plate) before the defenders throw the ball back to the receiver, they will have scored a run. If the defenders manage to recover the ball back to home plate before the batter has finished his or her lap, the batter will be called out (thus, he or she returns to the bench without having scored the run).

Only offensive players can score runs. At the end of each offense, runs successfully accomplished are counted.

### Variants

1. If the ball is caught in the air (without the ball touching the ground) by a defender, the batter will be called out and the run will not be valid.
2. After three outs (runner/batters eliminated), offense and defence exchange roles and at the next exchange (i.e. when the defence returns to the offense), it will resume again from the player after the one who has been called out last.



## The Role of Offensive Players

The batters, depending on the effectiveness of the hit and the behaviour of the defence, have two possibilities:

- Option 1: the batter on duty is safe within an established area (circle, mat or other space marked on the ground) and will have to try to throw the ball away from the defenders, in order to complete his or her lap around the bases (i.e. he or she will have to touch them counter clockwise from the first base to the home plate) and return to the home plate to score a run, before the defenders manage to get the ball back to the receiver. The batter in this case will be safe and would have scored a run for the team.
- Option 2: The batter (in case the ball did not end so far away from the defenders that it allowed him to complete the entire lap around the bases) can decide to stop at the second base (but only after touching the first base) and wait for the next offensive player's throw to try to complete the lap and thus score the run.

**NOTE:** For the run to be valid, all bases must be touched by runner!

## The Role of Defensive Players

The defence will have three possibilities at their disposal:

- Option 1: defenders who want to get the batter out, who is running towards second base, must throw the ball to that base (second base) before the runner is able to reach it safely.
- Option 2: In case the runner has already touched the second base, they can try to get him or her out by throwing the ball towards home plate.
- Option 3: If a batter is already safe on second base (i.e. he or she must complete only the second half of the bases round), defenders can throw the ball to home plate to prevent the player from second base from advancing to home plate and score.

## Rules

1. If the batter can complete the lap around the bases and return to the home plate, before the defenders have recover the ball to home plate, they will have scored a run.
2. If defenders throw the ball back to the second base before the batter is able to reach it, the batter will be called out.
3. The batter (runner) stopped at second base, must wait for the throw of the next batter in the batting order from the home plate before leaving second base, otherwise he or she will have to repeat the throw.
4. If the ball is caught in the air (without the ball touching the ground) by a defender, the batter will be called out and the run will not be valid.

After three outs, offense and defence exchange roles and at the next exchange (i.e. when the defence returns to offense), it will resume again from the player after the last one who got out during the previous offensive turn.

## Ideal Baseball5 Activity

The proposal that WBS addresses to school pupils originates directly from the game: during the first lesson already, the students will be able to play a real Baseball5 match, only regulated by very simple rules. These rules will be change according to the development of the technical abilities of the students and according to their different needs. It is therefore advisable to follow the indications given and the progression of the basic activities: throw and run, ball recovery, and ball recovery with a safe base.

“All you need ball.”

## Official Baseball5 Documents

Also reflected in the [appendix](#), the following documents have been developed to support the integration of Baseball5. The WBS is constantly working to progress its disciplines. Therefore, these documents are continuously updated and modified as more and more games are played and the WBS receives constant feedbacks.

### Official Rulebook

Practical information about game preliminaries, game rules, as well as field setup can be found in this document. The information enclosed is meant to be referred to during decision-making.

### Official Scoring System

This document highlights the major features of Baseball5 competitions and games management. It is intended to be a complement to the WBS Baseball5 Rulebook. Includes a presentation of the WBS Baseball5 Scoring System.

### Official Line-up Card

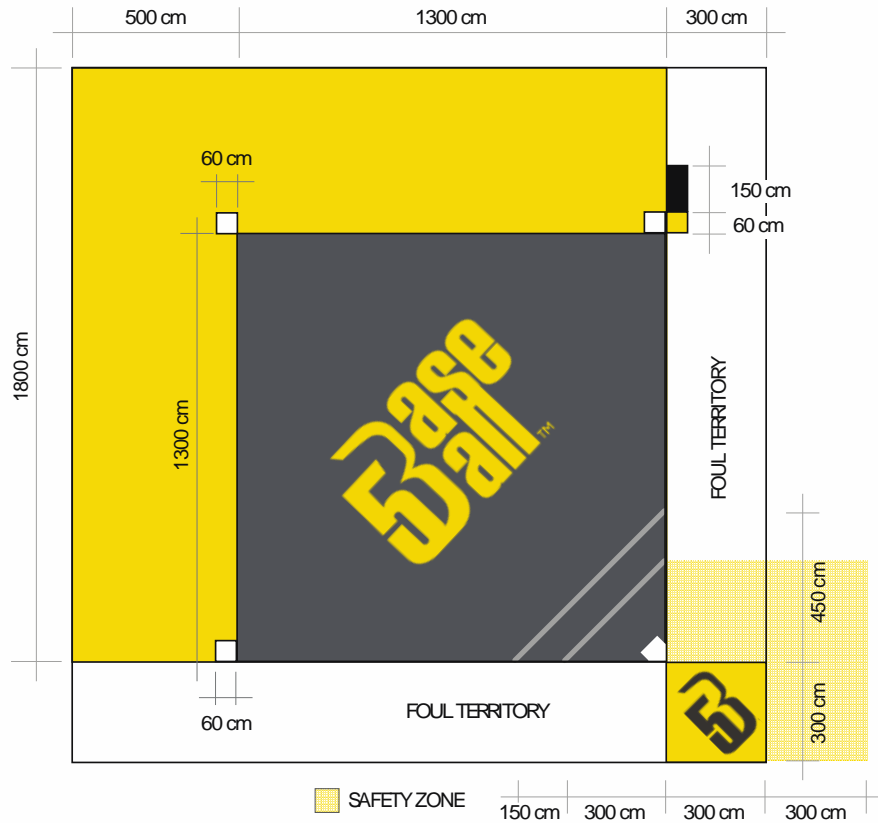
Line-up cards contain the batting order of one team, list of substitutes, details of the match (place, time, name of competition, etc.), as well as the name and signature of the manager. One team's line-up card must be shared with the Game Officials and opposing team to prevent batting out of order or illegal substitution.

### Official Score Card

An official scorecard is used by the Game Official to record general game information, play-to-play actions and the line-ups of both teams.

## Official Baseball5 Field

Here we describe the size and characteristics of an ideal Baseball5 field. The playing field can be adapted according to the available space.



The infield is a square with a base in each corner.

The distance in-between bases is 13 meters, and the bases are squares with sides of 60 cm.

As home plate you can draw a pentagon that is like home plate of baseball and softball.

Behind the home plate is the batting box and the bases are numbered counter clockwise: the first, the second and the third base, placed, as previously said, at the corners of the infield.

The outfield is outlined with a fence that runs parallel to the lines of the infield at 5 meters from the lines between the bases. Such a fence that encloses the field can vary from 60 to 80 cm high.

So the field, both infield and outfield, forms a square which sides measure a total of 18 meters in length

The batter's box is placed at one of the corners of the field outside of the fair territory, in foul territory. The batter's box is a square whose sides are 3 meters in length. Here, too, it should

be remembered that these are ideal measures but that they can be adjusted to the different needs of space.

Each team consists of 5 players, however during official competitions there may be three additional players as reserves.

The game takes place, as in baseball and softball and is divided into innings, each inning is represented by a turn when each team has been both on offense and defence.

At the beginning of the game each team gives the umpire and the opposing team its batting order (line-up card) indicating the order in which the players will go to the batter's box to hit the ball.

This order must be kept for the entire duration of the match and any substitutes will replace the starting player only once, the starting player may re-enter the game, only to gain his or her original position.

The game begins with the home team in defence and the visitor team in offense.

The goal of the defending team is to get the opposing players (batters) out and in fact when the defensive team manages to make three outs the change is made, the defensive team goes to offense and the team that batted and suffered three outs goes on the field to defend.

The goal of the offensive team is to score as many runs (points) as possible. Runs are scored every time a batter, after hitting the ball, manages to make the entire lap around the bases and returns to the home plate without getting out by the defensive team.

The defensive team is positioned on the field as it sees fit to adequately cover the entire field and thus eliminate the opponents.

The game begins with a batter hitting the ball with his or her hand from inside the batter's box. He or she can do so, with either the first closed and or the palm of the hand. Batting will be only considered valid if the ball bounces at least once in fair territory, that is, the part of the field between foul lines.

The batter must stay in the box until the ball is hit and then he or she can run to reach first base.

When the ball is in play, after the batter has hit it, it must be recovered by the defending team to try to get the opponents (batters/runners) out.

Outs can happen in three ways:

1. Force out: a defender, holding the ball, touches the base where the batter is force to run to;
2. Fly out: a defender manages to catch the ball hit by the batter in the air before the ball touches the ground.

3. Tag out: a defender, constantly in possession of the ball, touches an opponent (tags) when he or she is not in contact with a base.

As previously mentioned, each batter, following the batting order, must hit the ball with his or her hand, then run to the first base to then score the run once the lap of the bases is completed

However, the batter will be called out if he or she performs an illegal hit. An illegal hit is when the ball hit by the batter does not bounce on the field and therefore passes above the fence without touching the pitch; or makes the first bounce in foul territory or hits the fair territory but too close to home plate. Depending on the age of the players this minimum distance from the home plate can be 2 or 3 meters. However, it's the umpire who determines whether a hit is illegal or not. The batter who performs an illegal hit is directly eliminated.

Other rules concern runners, that is, the batter who runs around the bases after hitting the ball with his or her hand.

- Runners are also called out if they leave the base before the ball is hit by their teammate at the batter's box. This form of out is called "early leave" and occurs precisely when the runner leaves the base before the ball has been hit by the batter's hand.
- A runner is also called out if he or she passes (overtakes) a teammate during the run around the bases or is stationed on a the same base which is already occupied by another runner.
- Runners who do not do everything possible to avoid a collision with defenders, while defending the ball, can also be called out. Here, too, the umpire's judgment will be decisive and will determine the elimination of the runner when he or she has caused a collision with the defender.

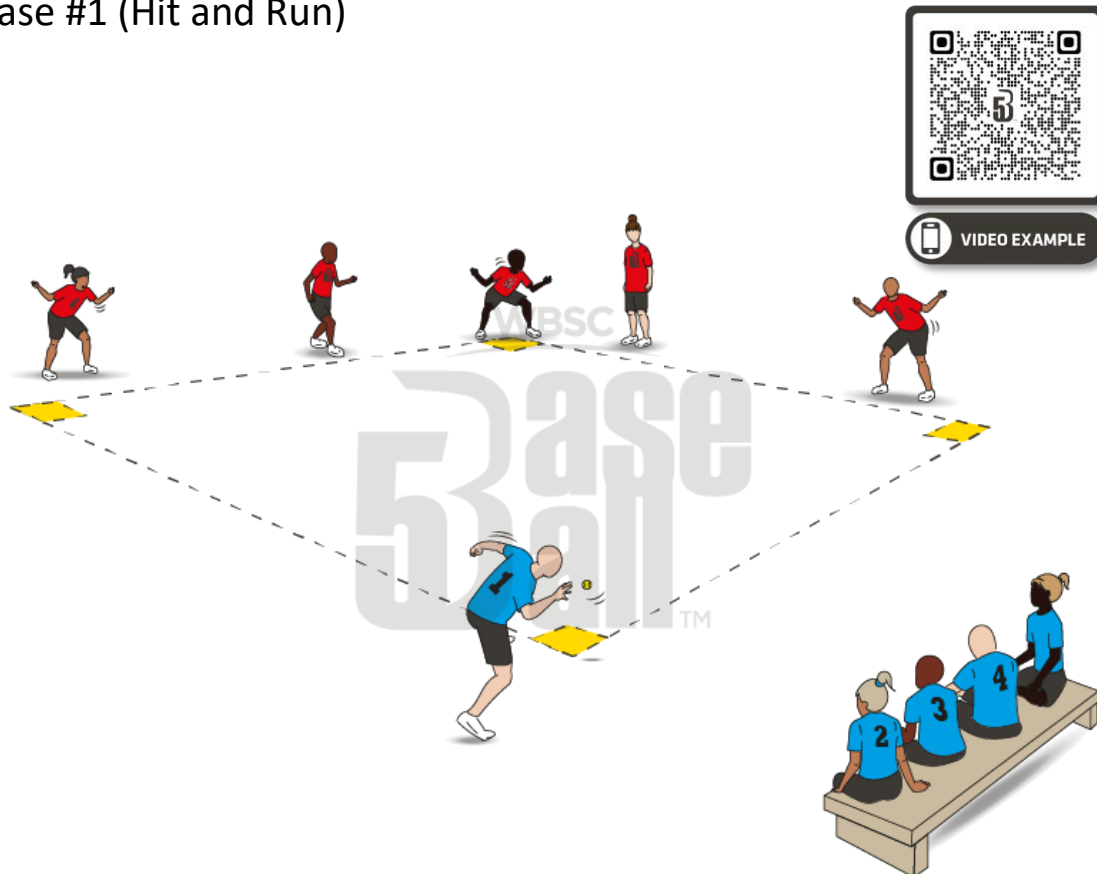
Thanks to these simple rules the game develops very easily and quickly. At the end of the 5 innings played, the team with the most runs wins.

If the game is tied at the end of the fifth inning, additional innings are played until a team is ahead (by a minimum of one run) for a full inning.

However, the main feature of the game is its extreme ease and adaptability: everyone can play and have fun in any space with a very simple and accessible equipment.

To better understand the dynamics of the game, the didactic progression has been divided into three different phases, which is presented below.

## Phase #1 (Hit and Run)



### Preparation

Divide the group into two teams. The offensive players, numbered in progressive order (1, 2, 3, 4, 5, ...), will sit on the bench to wait for their turn. Inside the playing field, arrange the square (as per drawing on page 21) with a distance between the bases of about 6 meters per side.

**NOTE:** Runners' running lanes (straight line between two bases) must be avoided by all defenders.

### The Role of Offensive Players

Players on the offensive team must hit the ball with their hand and run around the bases touching all of them in the correct order, which is first base, second base, third base and returning to home plate.

**NOTE:** For the run to be valid, batters/runners must touch all bases (including the home plate).

## The Role of Defensive Players

Defenders will have to take possession of the ball and throw it to a defender who will run to cover home plate who will have to grab it with at least one foot touching the home plate, before the batter has completed the full lap (from home to home).

## Rules

If the batter can complete the run (home plate-home plate) before the defenders recover the ball back to home plate, they will have scored a run. If the defenders manage to recover the ball to home plate before the batter has finished his or her lap, the batter will be out (that is, he or she returns to the bench without having to score the run). Only batters can score runs. At the end of each offensive turn the accomplished runs will be calculated. The game ends when the two teams have alternated 5 times in offense and defence.

## Special Cases

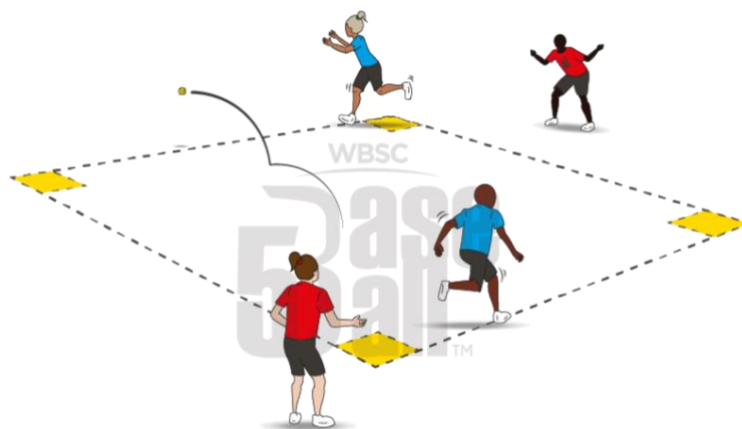
If the batter hits the ball outside the fair ground, he or she must repeat the hit (the umpire will report this by shouting “foul ball”).

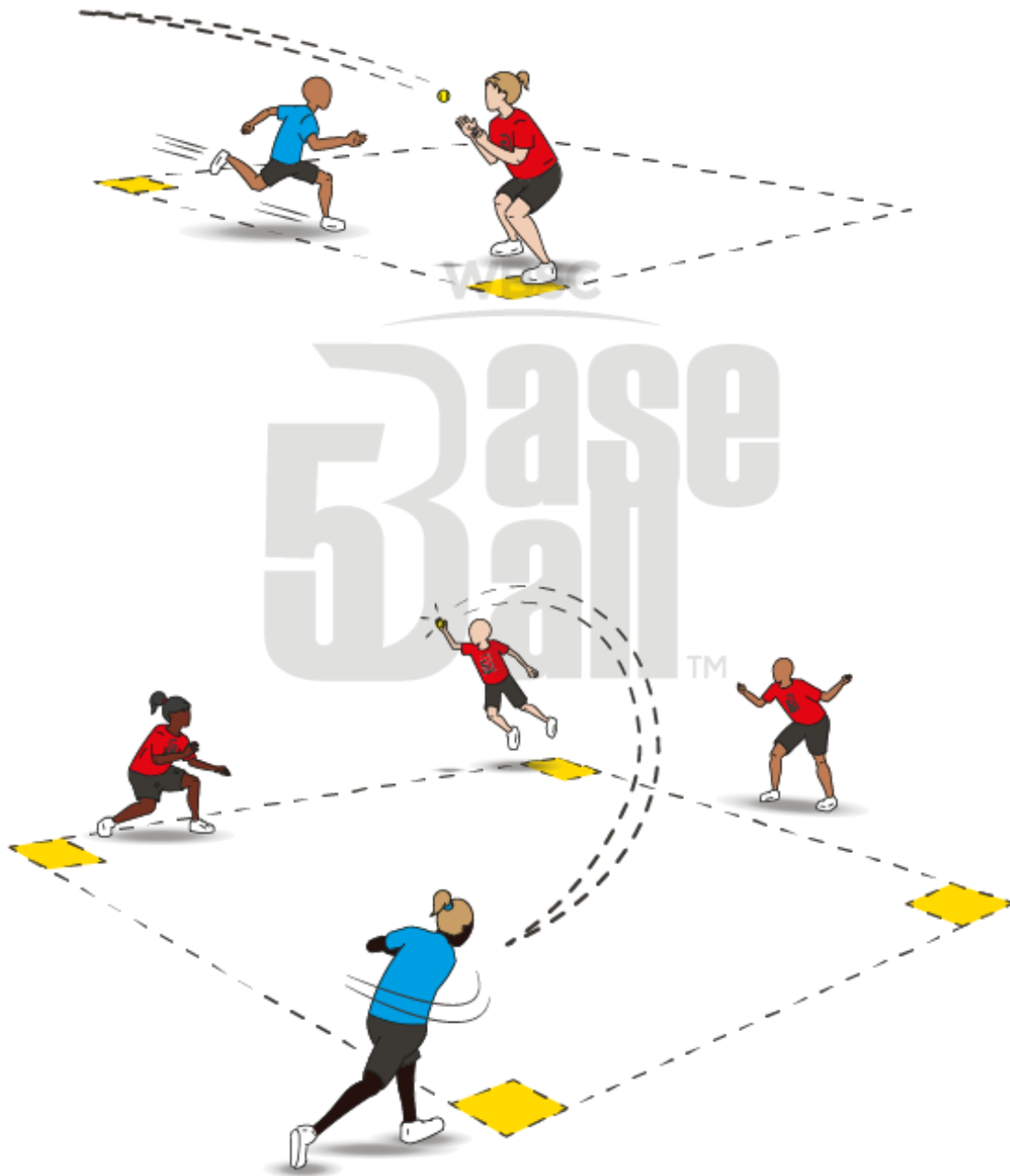
If a defender (without possession of the ball) is in the running trajectory of the runner, the run must be awarded for the batter, due to obstruction by the defender.

## Variants

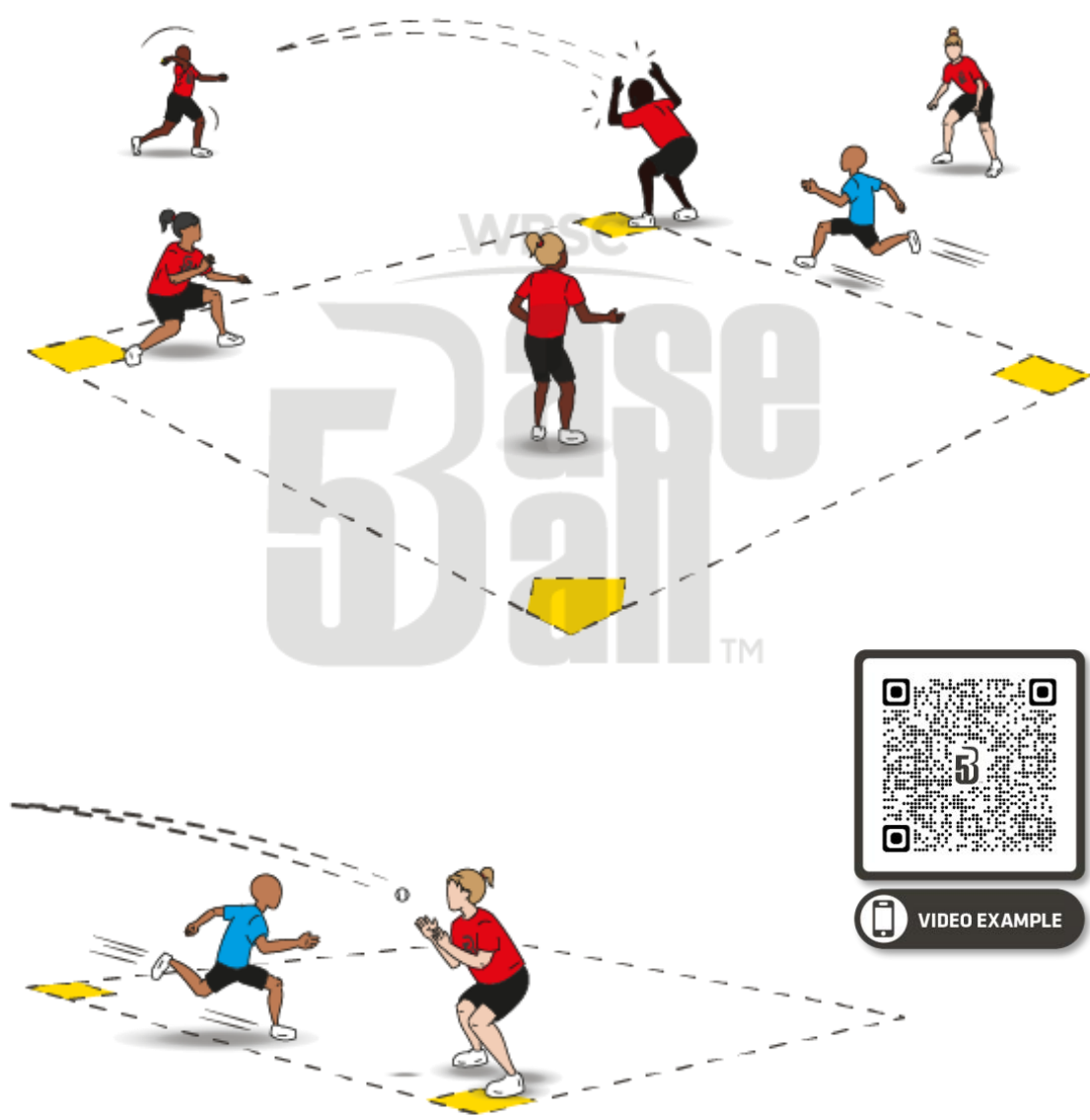
If the ball is caught in the air by a defender, the batter will be called out and the run will not be valid.

After three outs, offense and defence exchange roles and at the next exchange (i.e. when the defence returns to the offense), the batting order will resume again from the player after the last one who has gotten out during the previous offensive turn.





## Phase #2 (Stop & Go)



### Preparation

Similar as previous games, but "increasing" the distance between bases (6–8 meters). One of the defenders has to run to cover home plate and the second base role to the one that will be positioned at the second base (around half way).

**NOTE:** Runners' running lanes (straight line between two bases) must be avoided by all defenders.

### The Role of Offensive Players

- Option 1: The batter on duty has the bases in front (as per drawing on page 27) and will have to try to hit the ball away from the defenders that he or she can complete the lap around the bases (i.e. he or she will have to touch them counter clockwise from the first base to the home plate) and return to the home plate to score a run, before the defenders manage to get the ball back to home plate. The batter in this case will be safe.
- Option 2: The batter (in case the ball did not end so far away from the defenders that it allowed him to complete the lap around the bases) can decide to stop at the second base (but only after touching the first base) and wait for the next batter's hit from the batter's box to try to complete the lap and thus score the run.

### The Role of Defensive Players

The defence will have three possibilities at their disposal:

- Option 1: defenders can choose to get the batter/runner out by throwing the ball to a teammate (second baseman) who will touch the second base before the runner is able to reach it (thus, getting the runner out when he or she is still only approaching the base, but not contacting it).
- Option 2: In case the runner has already touched second base, therefore he or she is safe, they can try to get him or her out by bringing or throwing the ball to home plate during the next hit.
- Option 3: If a batter is already safe at the second base (he or she must complete only the second half of the bases), defenders can immediately return the ball to the home plate to prevent the player previously safe on the second base from advancing to the home plate, therefore scoring a run.

### Rules

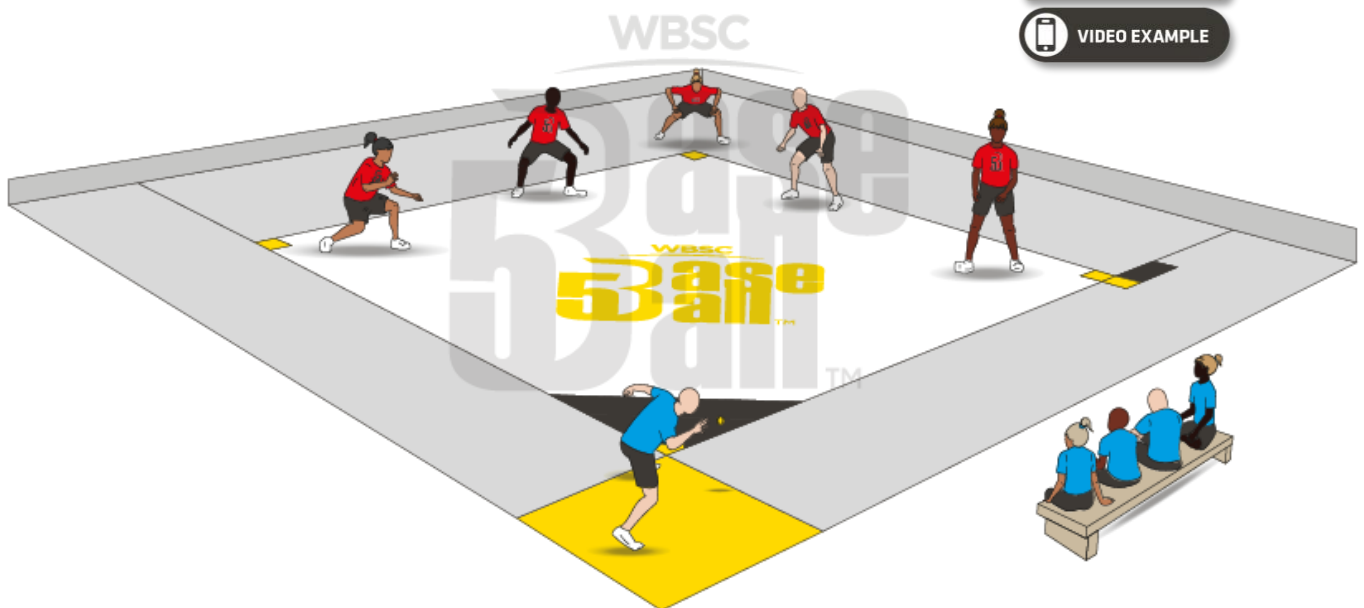
1. If the batter can complete the lap around the bases and return safely to home plate before the defenders throw the ball to home plate, they will have scored a run.
2. If the defenders throw the ball to the second baseman before the batter reaches it, the batter/runner will be out.
3. The batter/runner, safe on second base, must wait for the next batter to hit the ball from the batter's box before departing towards home plate, otherwise the batter will have to repeat the hit.
4. If the defence catches the ball in the air, the batter will be called out.
5. At the end of each offensive turn every accomplished run will be counted.
6. The game ends when the two teams have alternated 5 times in offense and defence.
7. After three outs made by the defence, the two teams change positions (offense-defence) and, at the following offensive turn (that is, when the team defending returns to offense), the batting resumes from the number after the last player who has been called out.

### Special Cases

If the batter hits the ball outside the fair territory (foul ball) he or she must repeat the hit.

If a defender (without ball possession) is in the runner's running trajectory, the next base must be assigned to the runner who has been obstructed. (ex. Defensive player is obstructing the way between first and second base, the runner must be announced as 'safe' on second base automatically).

### Phase #3 (Baseball5 Game)



### Role of the Teacher

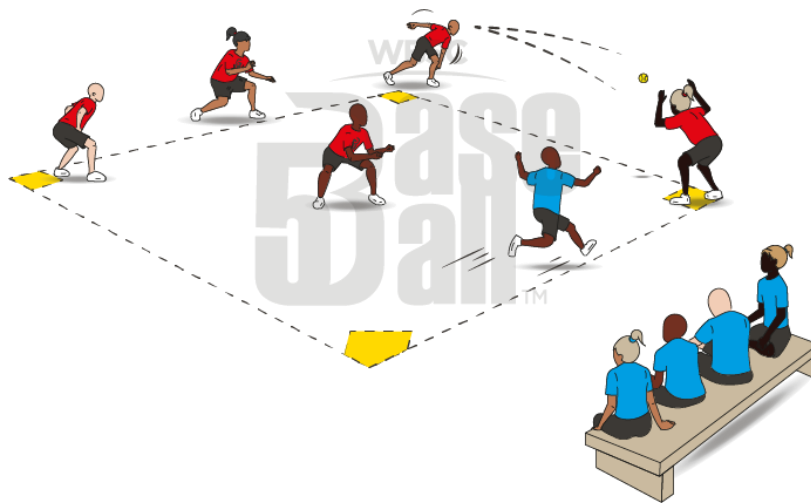
Before moving on to full Baseball5, make sure the kids have understood the basic rules, that they have some confidence with the batting with their hand, and that everyone had enough experience throwing and catching the ball (see game cards for exercises).

### Preparation

Divide the class into two teams. The offensive players, numbered in progressive order (1, 2, 3, 4, 5, ...), will sit on the bench to wait for their turn. Inside the playing field, arrange the square with a distance between the bases of about 13 meters per side and the defensive players as indicated on the drawing.

Assign defensive roles making sure that all children fill all roles (it is recommended to rotate defenders to different roles at each defensive turn to ensure continuous learning and constant motivation).

**NOTES:** Adapt the size of the square to the playing space available at hand (in the gym it might be smaller, while outdoors larger), but the distance between the bases must not exceed 13 meters. If the class consists of twenty or more children, you can add other (external) defenders. Runners' running lanes (straight line between two bases) must be avoided by all defenders.



### The Role of Offensive Players

The batter on duty is in the batter's box (see drawing on page 36) and will have to try to hit the ball with his or her hand and reach one of the bases, before the defenders recover the ball back the base where he or she is running to (e.g. towards first base). If the batter/runner arrives safely, he or she can stop at the base and wait for the next teammate's batting to "conquer" the next base. The offensive players waiting on the bases will be called runners and only when a runner has reached the home plate, after touching the others in sequence, will he or she have scored a run.

### The Role of Defensive Players

The defence has several solutions at their disposal and may choose the one that will most effectively allow them, from time to time, to get a batter/runner out:

- Out at first base: the defenders, recovered the ball, throw it to the first baseman, who touches the base with his or her feet while having the ball firmly in his or her hands, before the batter/runner reaches the base safely;

- Out at second base: the defenders, recovered the ball hit by the offensive player, throw it to the second baseman who, with the ball firmly in his or her possession, touches the second base before the runner (who comes from first base) manages to get there;
- Out at third base: the defenders, recovered the ball batted by the offensive player, throw it to the third baseman who, with the ball firmly in his or her possession, touches the base before the runner (who comes from second base) manages to get there;
- Out at home plate: the defenders, recovered the ball batted by the offensive player, throw it to one of their teammates who, with the ball firmly in his or her possession, touches the "home plate" before the runner (coming from third base) manages to score the run;
- Tag out: A defender touches (tags) the batter/runner with the ball in his or her hand after he or she has batted it and started his or her run or after a runner has detached from a base and the runner is between two bases (not in safe territory).
- Fly out: if a defensive player catches the ball batted in the air (without the ball touching the ground), the batter/runner is called out and the runners must stay at their bases.

#### Rules

1. Every time a runner manages to reach the home plate, the offensive team scores a run.
2. If the defenders throw the ball back to a base before the batter/runner reaches it, the runner is out.
3. The batter(s), stationary on the bases (safe), must wait for the next batter before departing towards the next base, otherwise the hit must be repeated.
4. If the defence catches the batted ball in the air, the batter is out and all runners, waiting on the bases, must return to the base where they started; any run scored will not be valid.
5. After three outs made by the defence or after five runs scored by the offensive team, the two teams change positions (offense-defence) and, on the following exchange (i.e. when the team defending returns to offense), the batting order resumes again from the player after the one who got out last.
6. At the end of each offensive turn, the accomplished run are counted.
7. The game ends when the two teams have alternated 5 times between offense and defence.

### Special Cases

- If the batter hits the ball outside of the fair territory (foul ball) he or she must repeat the hit.
- If the ball is hit over the fence without bouncing on the ground, the batter is out.
- If the hit touches the ground too close to home plate (less than 3 or 4.5 meters) the batter is out.

Only one runner at a time will be able to stop on each base (first, second or third base), in case if two runners are simultaneously touching the same base player listed below in the batting order will be called out.

The runner hit by the ball batted (physically obstruct the trajectory of the batted ball, before a defensive player can recover the ball) by one of his or her teammates, the runner is out, while the batter who has batted the ball is allowed to finish the action with the conquest of the base.

If a defender without possession of the ball is in the running trajectory of the runner, the next base must be assigned to the runner who has been obstructed. (ex. Defensive player is obstructing the way between first and second base, the runner must be announced as 'safe' on second base automatically).



## Exercise Cards

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### How to read and use them

This toolkit is completed by 9 Exercise Cards which have the purpose to guide the instructor in selecting and organizing the right exercises according to his/her purposes. The cards are hands on tool to be brought to the field and provide fast and intuitive support.

Each card is composed by a graphic, a description box, a graphical chart for developed abilities, a remark / notes box, possible variants, and suggestions. In details:

**Graphics:** a useful graphical representation on how to organize the space, the participants and the tools needed for the exercise.

**Description box:** a complete explanation of the exercise or game, the flow of it, how to time it, count runs, determine start and finish as well as the winner.

**Developed abilities chart:** an intuitive representation of the abilities developed with the exercise. A score from 1-5 is associated to each ability marker, the higher the score the more the ability is stressed. Please refer to the below [glossary](#) for more details

**Remarks / Notes:** this box contains useful general information about the exercise such as the equipment need and the minimum number of participants as well as the overall level and the main subject of the exercise.

**QR Codes:** each exercise is completed by a QR code which directs directly to an instructional video.

## Glossary

BLUE group: Coordinating Abilities

**Skill Combination:** The ability to combine the different abilities of which a single motor task is composed in a harmonious and effective way. For example, receiving a ball and running; jump and throw. It also refers to the possibility of coordinating different body segments: arms and torso, arms and legs, etc.

**Kinesthetics Differentiation:** The ability to control the dynamic force parameters very accurately to be applied to individual movements according to the task to be performed. It therefore allows you to appropriately dose the force according to different needs: for example, throwing the ball at different distances, adjusting jumps or thrusts to overcome obstacles of different heights.

**Rhythmic Differentiation:** The ability to chronologically organize muscular commitments in relation to space and time. It allows you to have a rhythm in the execution of each movement that produces a correct succession of contractions and decontractions that that movement involves.

**Space-time Orientation:** The ability to orient oneself in a space by calculating distances from objects, people and references of the field, consequently modifying the movements of the body according to this space. Furthermore, it is the ability that allows you to identify the trajectory of the ball by calculating its speed and direction.

**Reaction Anticipation:** The ability to react as quickly as possible to different stimuli. It allows to perform adequate motor responses in response to different signals. One can distinguish a simple reaction and a complex reaction. The first, simple, when you know the stimulus to respond to (the starter for a quick start) while the second, a complex reaction, when there can be as many stimuli as possible to match different possible responses (the different direction of the ball hit by an opponent).

**Transformation:** The ability to modify and transform the movement being performed according to sudden and unexpected changes in the situation. This ability is closely linked to the ability to react (Reaction Anticipation).

**Balance:** The ability to keep the body in a position more suitable to perform each movement. A static balance is distinguished with the body still and a dynamic balance when the subject is in motion. The effective action of the vestibular apparatus is essential.

#### ORANGE Group: Fitness

**Strength:** The ability that allows you to overcome resistance (a weight, an apparatus, your own body, that of the opponent) or to oppose it with, in any case, a tensive commitment of the muscles.

**Speed:** The ability to perform movements in a very short time. A cyclic speed can be distinguished for equal movements that are repeated in a similar way, as in running, rowing or cycling. Acyclic speed is where the action is unique and must be performed as quickly as possible as in baseball throwing, tennis serve, etc.

**Endurance / aerobic capacity:** The ability to perform effective movements for prolonged times. In fact, short, medium, or long resistance is distinguished according to the duration of the actions to be performed. For medium to long times a good efficiency of the aerobic energy system is required.

## RED Group: Psycho-social wellbeing

This group marks life skills related to [Sport for Protection \(SfP\)](#) outcomes

The exercises presented in the next section of this toolkit can be used to develop life skills that are associated with three SfP outcomes. However, it is essential to remember the foundations of SfP, outlined on pages 4-5, to ensure that the exercises create a safe and inclusive environment that will enable the development of protection outcomes. Life skills are enhanced through the Sport for Protection activity adaptations, which can be accessed using the QR codes provided on the exercise cards.

**Social Cohesion:** Social cohesion is enhanced when a community is able to negotiate in non-violent ways, respect diversity and develop a sense of community trust.

**Associated life skills:** *Teamwork, creation of personal networks, active listening, non-violent resolution of conflict, negotiation and refusal, tolerance, social safety knowledge, and honesty and integrity.*

**Social Inclusion:** The process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice, and respect for rights.

**Associated life skills:** *Advocacy, self-confidence, knowledge of individual rights, awareness of one's strength, fairness, empathy, respect, generosity, leadership, identity formation, responsibility, and accountability.*

**Psychosocial well-being:** The positive state of being where an individual thrives.

**Associated life skills:** *Knowledge of protection rights and mechanisms, knowledge of individual rights, understanding trust, communication, regulation skills, cognitive skills, coping skills, perseverance, goal setting and the capacity to aspire, stress reduction and physical movement skills.*

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# BASEBALLS EXERCISE CARDS

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2025  
ENGLISH VERSION



# Batting Relay



## THE GAME

Two or more teams are seated in a row, cross-legged, side by side, and facing a wall. The first student of each row has the ball in hand and will hit the ball with his/her dominant hand from behind the cone, against the wall.

Each player has only one attempt at his/her disposal: if the ball hits the wall without first bouncing it is a point, in all other cases it is not. Once the batter is done, despite the result, the player gathers the ball and runs to the next student in line, by giving the ball his/her turn ends and the next student may proceed with his/her attempt.

At the end of a set time, the team with the most points wins.

## DEVELOPED SKILLS

Skill combination	● ● ● ● ●
Kinaesthetic differentiation	● ● ● ● ●
Rhythmic differentiation	● ● ● ● ●
Space-time orientation	● ● ● ● ●
Reaction anticipation	● ● ● ● ●
Transformation	● ● ● ● ●
Balance	● ● ● ● ●
Strength	● ● ● ● ●
Speed	● ● ● ● ●
Endurance / aerobic capacity	● ● ● ● ●
Stress reduction	Psychosocial well-being

## SPECIFICATIONS

**Batting and Fielding**

**Level of skill required**



**Number of players:**  
4 to 6 players per team



**Material:**  
balls, empty wall, cones

## VARIANTS

Each player must hit the wall without first bouncing it on the ground. When he/she fails, the same player must retrieve the ball and repeat the hit until he/she gets a valid one. At this point the player runs to collect the ball, then gives it to the next teammate, who then attempts to hit the wall. The team that first manages to get all its members to complete the exercise correctly, wins. At each new round, the order is repeated.

## SUGGESTIONS

- Adjust the distance of the cone from the wall, closer or farther, according to the skill / age of the players

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

# Squash



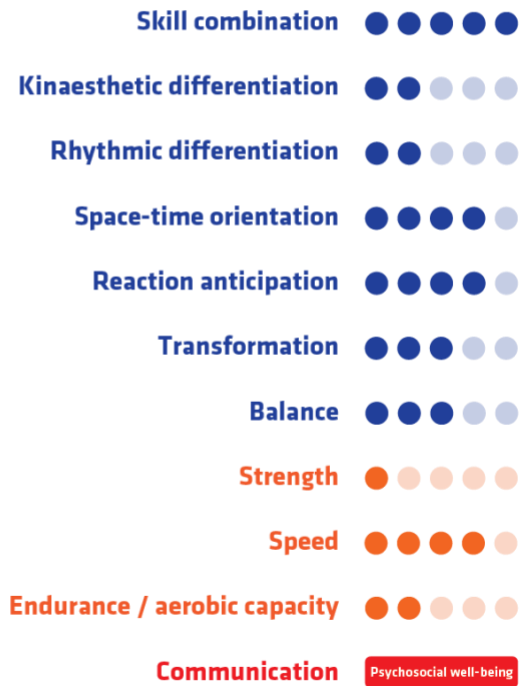
## THE GAME

In front of the wall, 3-5m away, all the players are positioned in single row. The first player throws the ball against the wall and runs to the back of the row. The second player in the row fields the ball and throws it back against the wall as quickly as possible.

The ball that bounces backwards after hitting the wall must always pass between the line of the cones, in order not to make the fielding too difficult, within the space illustrated by two cones as in the figure.

The player who misses the catch or throw, is out. Whoever stays in the game last wins.

## DEVELOPED SKILLS



## SPECIFICATIONS

Throwing and Fielding

Level of skill required



Number of players:  
minimum 3



**Material:**  
rubber ball, empty wall, cones

## VARIANTS

Instead of eliminating whoever misses the throw or catch, a penalty point is assigned and at the end of a set time, whoever has suffered the fewest penalty points wins the competition.

## SUGGESTIONS

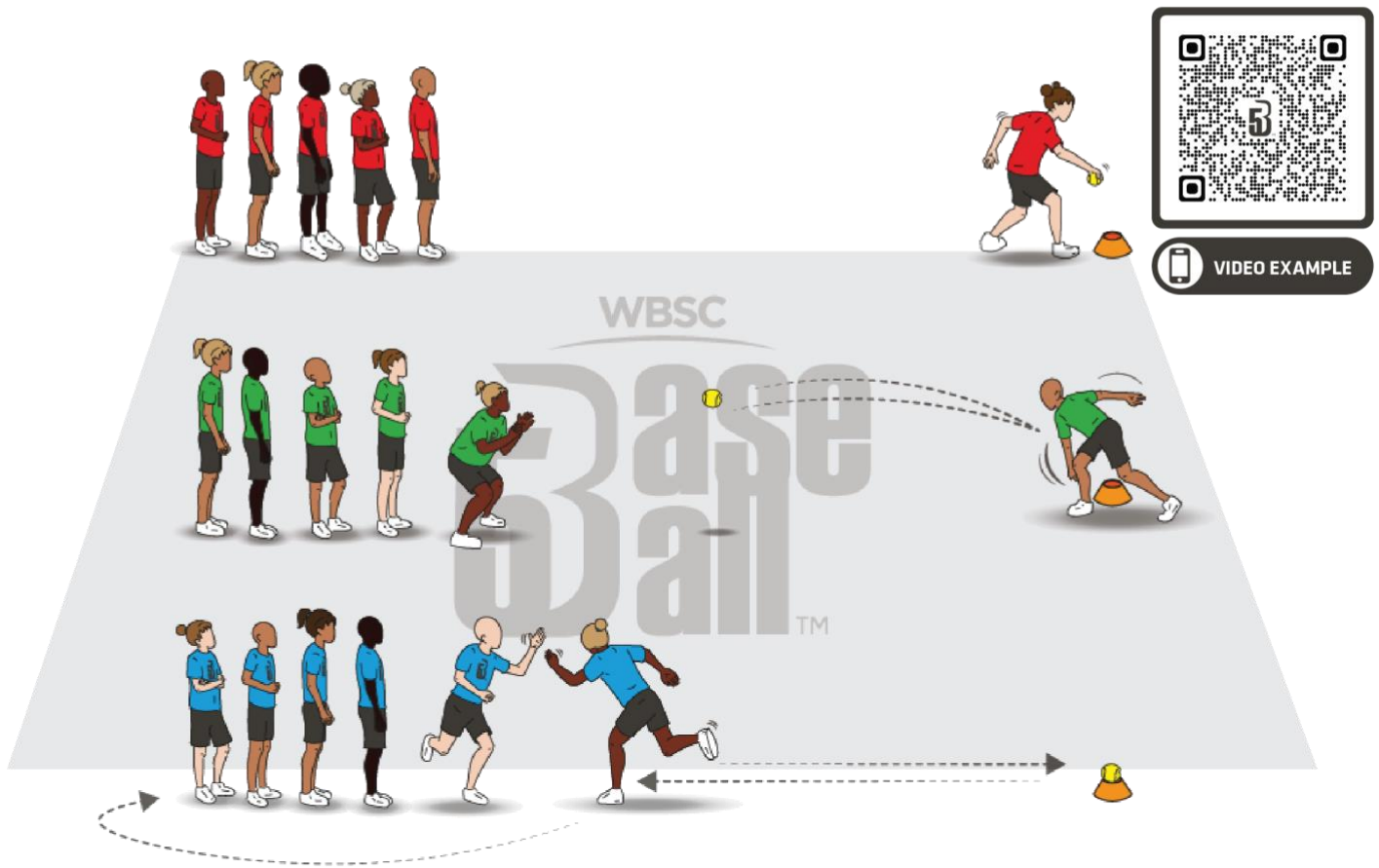
- Depending on the skill of the players, increase or decrease the distance between the two cones to make it more difficult or easier to catch the ball after it has bounced off the wall.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

## Catch, Throw, & Run



### THE GAME

Each team lines up behind a starting line in a single row. About 10 m away, in front of each team, a cone (or circle) is placed with a ball on/in it.

The first player in the row, at the "go" of the instructor, sprints forward, takes the ball and throws it towards the teammate now positioned at the beginning of the row, waits for him/her to throw it back and puts it back on the cone. Then he runs back, with a "high-five" he/she passes the turn and goes to the end of the row. The moment the second player receives the "high-five": the player can leave to repeat the same sequence.

The team that first returns to the original starting order, wins.

## DEVELOPED SKILLS

Skill combination	● ● ● ● ●
Kinaesthetic differentiation	● ● ● ● ●
Rhythmic differentiation	● ● ● ● ●
Space-time orientation	● ● ● ● ●
Reaction anticipation	● ● ● ● ●
Transformation	● ● ● ● ●
Balance	● ● ● ● ●
Strength	● ● ● ● ●
Speed	● ● ● ● ●
Endurance / aerobic capacity	● ● ● ● ●
Understanding trust	Psychosocial well-being

## SPECIFICATIONS

Fast and accurate  
throwing and catching

Level of skill required



Number of players:

3 to 8 players per team



**Material:**

rubber balls, cones

## VARIANTS

At each round, the player who removes the ball from the cone throws it back to his/her teammate, waiting at the starting line, in different ways: overhand throw, rolled on the ground, with two or three bounces, overhand throw and the teammate performs a catch by simulating a force play, overhand throw and the teammate simulates a tag play.

## SUGGESTIONS

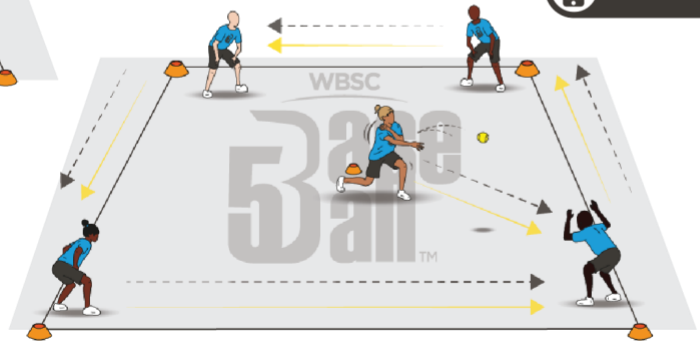
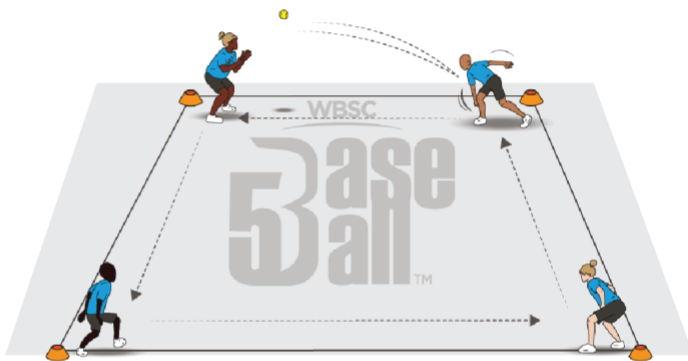
- Always use relatively soft balls, such as tennis-ball or sponge-ball, as an out-of-control throw could hit a teammate in a row.
- Adjust the distance between the starting line and the positioning of the ball with the level of catching and shooting skills of the players.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

## The Square



### THE GAME

Two or more teams of four players each arrange themselves to form a square with a side from 5 to a maximum of 9 m: each player is positioned on one of the corners. The length of the sides of the square will be chosen by the instructor according to the skill of the players and the type of ball used. The player in possession of the ball starts the game by throwing it to the teammate. The instructor, from time to time, will have to establish the direction of the ball, clockwise or counterclockwise. Each time the ball passes by the player who started the game, he will have to shout the number of laps that the team has completed and when the last of the predetermined laps is finished, he will shout "stop". manages to reach that number of turns of the square.

To increase the difficulty of the game, it can be played with five players per team who throw and rotate, transforming the game into "Square throw and follow through". The fifth player, with the ball in hand, he positions himself in the center of the square and at the "start" he/she passes it to a teammate, following the throw and positioning himself in his/her place by taking its position.

The game ends when the player who received the first pass from the player who was in the center returns to receive the ball in its initial position. Also optional to play with just one team at a time, measuring the time it takes to complete an entire lap: "Time trial square". The group with the fastest time wins.

## DEVELOPED SKILLS



## SPECIFICATIONS

Quick catching and throwing

Level of skill required



Number of players:

4 or 5 players per team



**Material:**

rubber balls, cones, stopwatch

## VARIANTS

It can be played by throwing the ball counterclockwise or clockwise, using different types of balls and throwing techniques: sponge ball and it must be touched by both hands; volley ball or similar, with one hand; different balls (sponge-ball, tennis-ball, incrediball). Different ways to throw the ball:

- clockwise;
- counter clockwise;
- overhand aim to the chest (of the teammate) clockwise;
- aim to the chest counterclockwise;
- rolled on the ground;
- 1 bounce, 2 bounce, 3 bounces.

## SUGGESTIONS

- Increase the distance between the corners of the square as you change the size and weight of the used ball.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

## The Bridge



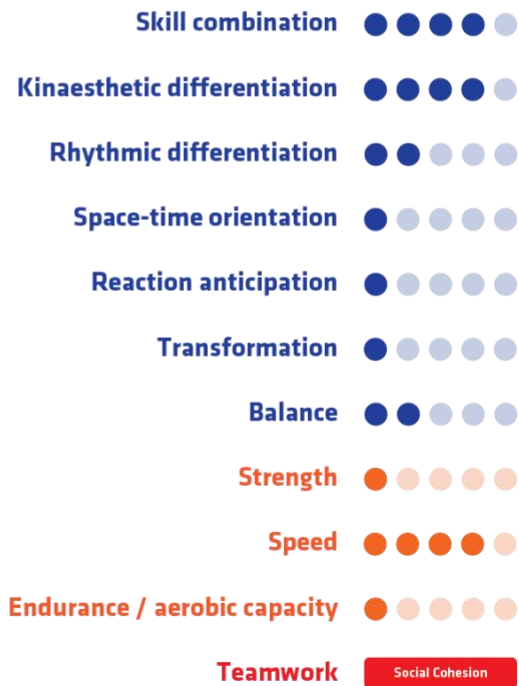
### THE GAME

The two teams line up in single row, with the players 4-8 m apart. To facilitate the positioning of the boys, two rows of Chinese markers can first be placed on the ground as reference points. The first of each row has the ball in his hand and on the "go" of the instructor he/she throws it to the closest teammate who, after receiving it, turns and passes it to the teammate who will pass it on until it reaches the last player of the row.

The latter will give way to a series of steps in the opposite direction. If passing the ball to the teammate who follows, he is skipped due to a wrong throw or catch, the ball must immediately return to the one who failed to catch it and continue his course.

The team that first returns the ball to its starting point, after it has been passed to all the members, without having missed any, wins.

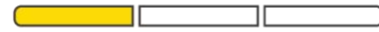
## DEVELOPED SKILLS



## SPECIFICATIONS

Quick catching and throwing,  
behind the back footwork

Level of skill required



Number of players:  
minimum 3 players per team



Material:  
rubber balls, cones

## VARIANTS

To increase the degree of difficulty, once the ball has returned to the first player in the row, the players all move one place down and the last one runs to fill the place vacated by the first in the row. The team that first returns all players to their starting position wins.

Additionally, use any type of ball, with different diameter and weight characteristics. Depending on the ball chosen, vary the distance between the players.

## SUGGESTIONS

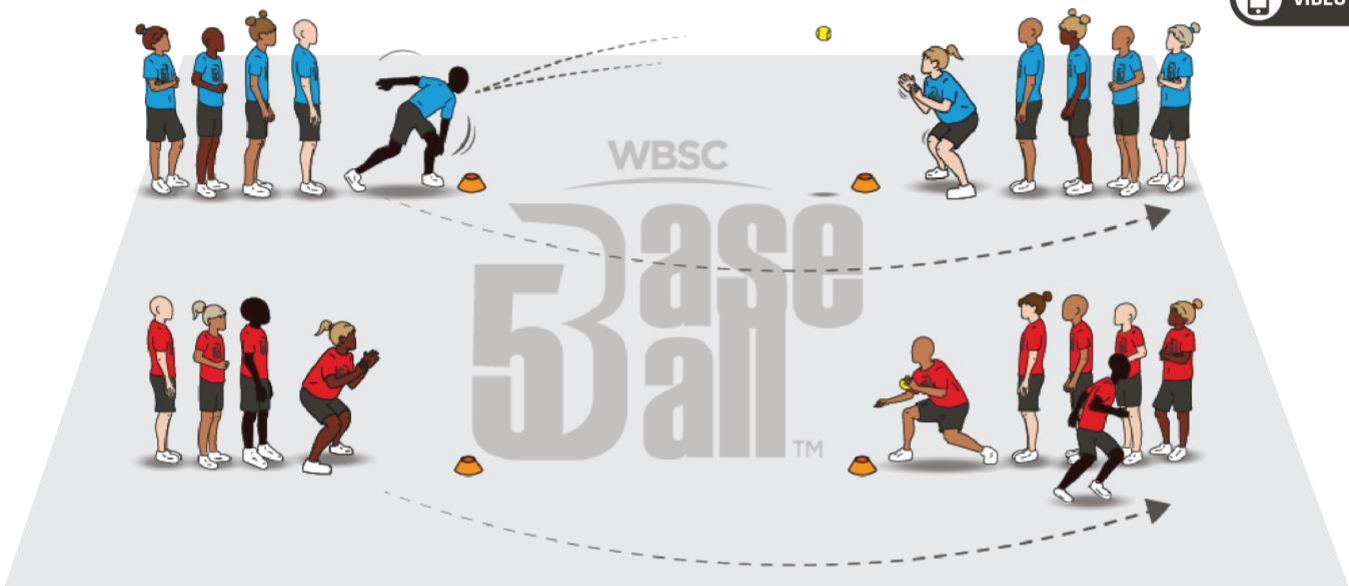
- Make the players change positions in each round so that everyone has been once at the beginning, at the end and in the middle of the row.
- The ideal number for this game is four players per team. To change position it will be enough that whoever is in the middle passes to the ends and vice versa.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

## Throw & Follow

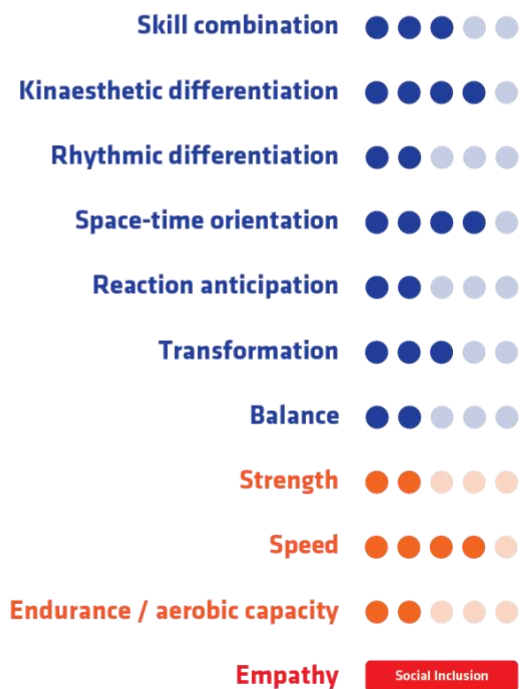


### THE GAME

Each team is divided into two groups that are positioned, in a single row, one in front of the other at a distance marked by two cones, and defined according to the skill of the players and the ball used. On the "GO": the first player in a row throws the ball to the opposite side and, following the pass, goes to the back of the other row. The game continues with a series of throws and similar movements by all players.

It is played with two or more teams next to each other and the one that first brings all its members back to the initial position wins.

## DEVELOPED SKILLS



## SPECIFICATIONS

Catch and throw

Level of skill required



Number of players:  
minimum 10 players



Material:  
rubber balls, cones

## VARIANTS

Use different types of passes: overhand/underhand throw, throw with non-dominant arm, with a bounces, rolling the ball on the ground. Use balls of various sizes and textures.

## SUGGESTIONS

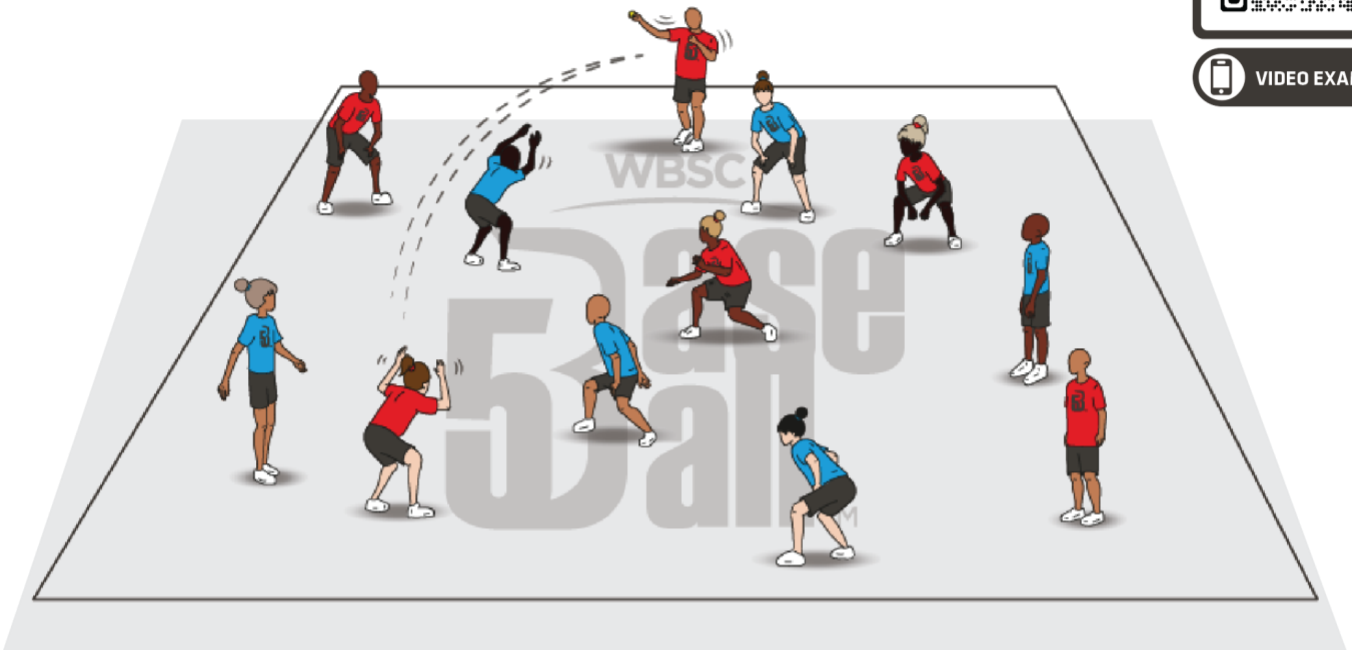
- To prevent players from interfering with each other or with the throw of the ball when moving from one row to another, place two small cones on the side halfway between the two rows, to determine the path for the players to run from one row to another.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

## Five Passes



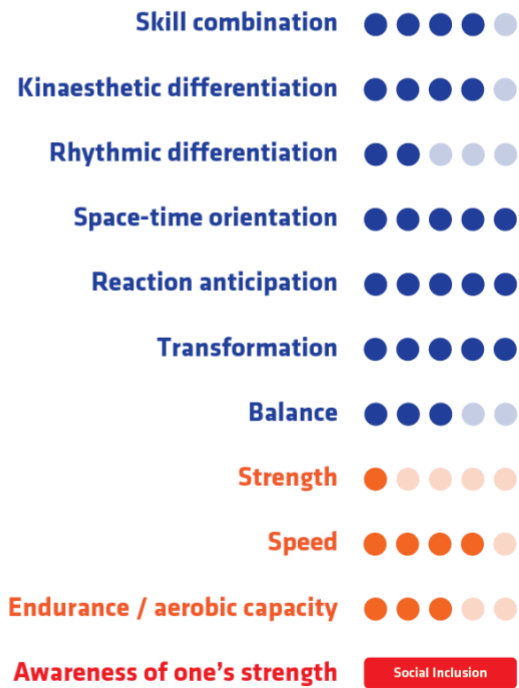
### THE GAME

The group is divided into two teams and the playing field is defined within which the players can move.

A team must be able to pass the ball five times consecutively without dropping it or intercepting it by the opponent: on the fifth pass a point is obtained and possession is reversed. Whoever has the ball in hand cannot move but only pass it to a partner and only with a throw and without being able to transfer it from hand to hand directly. The team that does not have possession must try to intercept the ball without touching the opposing players: it is not a contact game. When the ball is intercepted or falls to the ground, the possession reverses to the other team.

The team that reaches a predetermined score first, wins.

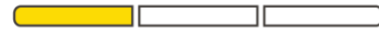
## DEVELOPED SKILLS



## SPECIFICATIONS

Catching and throwing,  
team-work

Level of skill required



Number of players:

4 to 6 players per team



**Material:**

rubber balls, empty space, cones

## VARIANTS

The game can be played using soft balls, volleyballs (etc.) of various sizes.

## SUGGESTIONS

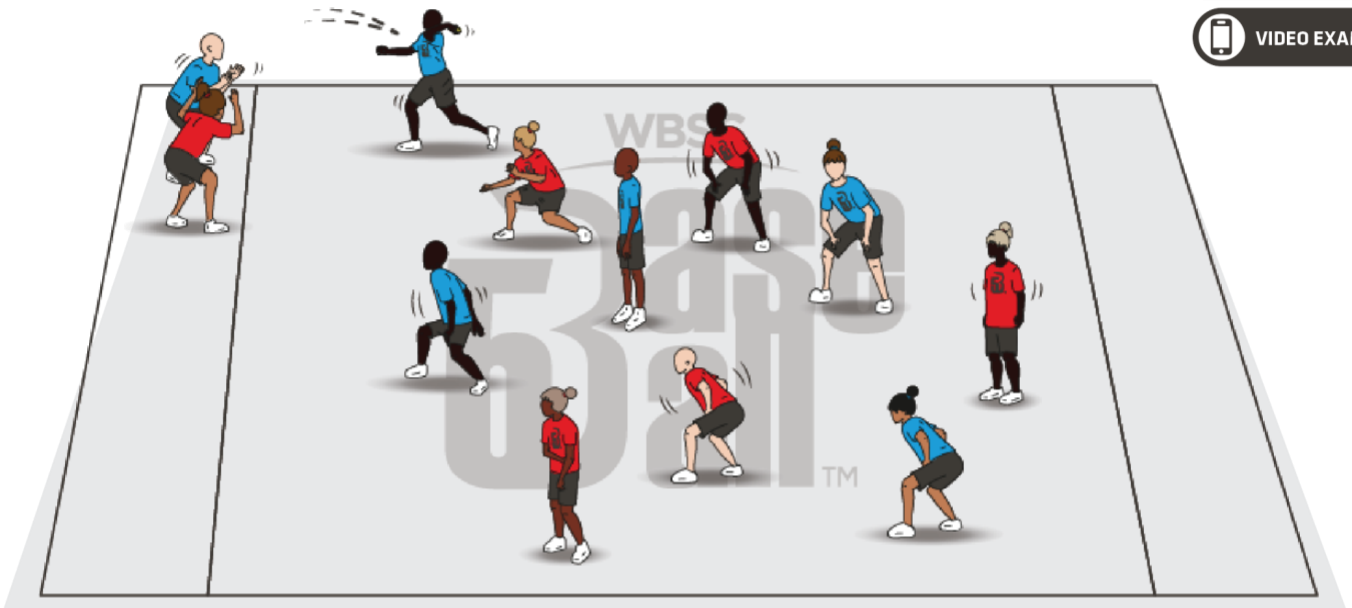
- If the ball is always passed between the same two or three members of the team and there is a tendency to marginalize the others, you can add the rule that the "return pass" cannot be made (if I pass the ball to a partner of mine, he can't pass it back to me right away).
- If there is difficulty in catching the ball, three passes instead of five can be made and/or the ball can be allowed to bounce between passes.
- If the skill of the players is high, the number of points for scoring passes can increase from five to seven to ten.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

## Touchdown



### THE GAME

A playing field is drawn, at the ends of which are determined two “end-zone” areas (similar to the touchdown zone in American football).

To score, the players of the two teams must pass the ball between them, with the aim of making it arrive inside the end-zone, by a teammate catching the ball while inside the specific area.

The similar “five-pass” rules apply: whoever has the ball in his hand cannot move and if the ball is intercepted or falls to the ground, it is overturned to the other team.

## DEVELOPED SKILLS

Skill combination	● ● ● ● ●
Kinaesthetic differentiation	● ● ● ● ●
Rhythmic differentiation	● ● ● ● ●
Space-time orientation	● ● ● ● ●
Reaction anticipation	● ● ● ● ●
Transformation	● ● ● ● ●
Balance	● ● ● ● ●
Strength	● ● ● ● ●
Speed	● ● ● ● ●
Endurance / aerobic capacity	● ● ● ● ●
Fairness	● ● ● ● ●

Social Inclusion

## SPECIFICATIONS

Catching and throwing,  
team-work

Level of skill required



Number of players:

4 to 6 players per team



Material:

rubber balls, empty area, cones

## VARIANTS

You can use soft balls, volleyballs or such balls of various sizes. The game can be played in various progressive stages by narrowing the “end-zone” areas.

## SUGGESTIONS

- To avoid that the players make a single and long pass to get the ball to the teammate in goal, it is possible to choose for a minimum number of passes (three, four, five) that each team must make before the final one; or having to cross half the pitch before being able to pass the ball into the end-zone.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

# Baserunning Relay

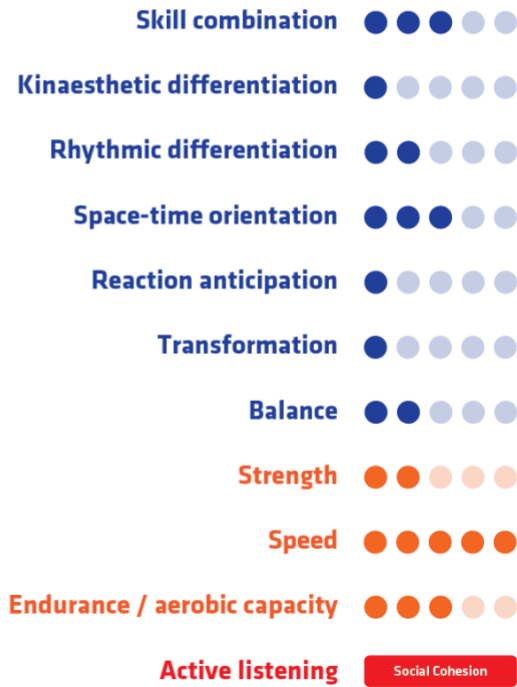


## THE GAME

It is a running game that uses, as a path, the four bases of the Baseball5 field, which are positioned in the gym according to the space available. Two teams of at least four players each are formed, which will be arranged in single row: one behind home plate and the other behind second base (bases may be replaced by cones).

At the start of the instructor, the first in each row will have to make a complete tour of the bases and return to the base from which he started, he will change the waiting partner, who in turn will travel the same path as quickly as possible. The team that starts from home will run to first, second, third base and then return to the starting point. The team starting from second base will run to third, home, first and will also return to the starting position. The team whose members finish the round first wins.

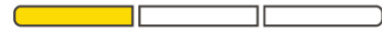
## DEVELOPED SKILLS



## SPECIFICATIONS

**Baserunning**

**Level of skill required**



**Number of players:**

minimum 4 players per team



**Material:**

rubber balls, cones or bases

## VARIANTS

One team runs from home to second base and the other from second to home, naturally passing through the middle base (first and third respectively). The team that first brings all its players to the opposite side of the field wins: it is a variant suitable for the little ones.

## SUGGESTIONS

- To avoid clashes between the members of the two teams running in the same lanes, players must be strictly forbidden to stop on the bases, waiting at least one meter away from them. They can only go to the base when their partner arrives back to the starting point.

### SPORT FOR PROTECTION ACTIVITY ADAPTATIONS



Scan the QR code to see adapted activity suggestions that can be used with players in displacement contexts that contribute to the three protection outcomes: psychosocial well-being, social inclusion and social cohesion.

## APPENDIX

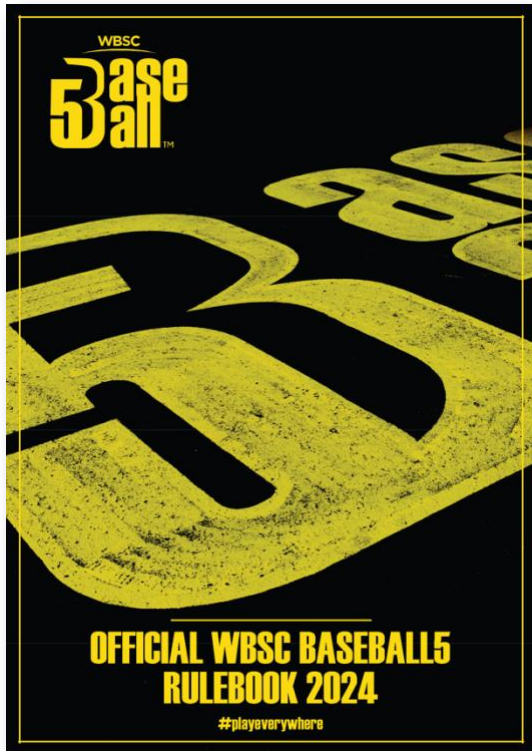
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### Complementary documents

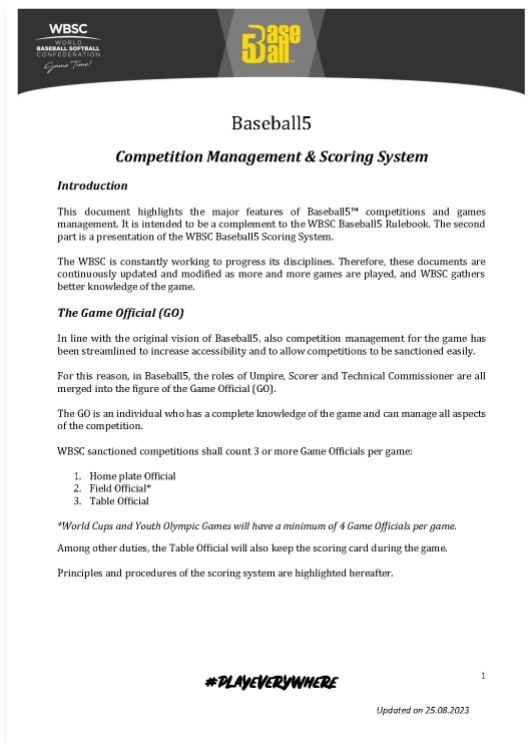
Follow the secure link and download the following documents by clicking on the links.

Document Title	Link
“Benefits of Quality Physical Education (QPE)” (Video)	<a href="#">LINK</a>
“How To Development of Influence The Quality Physical Education Policy: A Policy Advocacy Toolkit for Youth”	<a href="#">LINK</a>
“Making The Case for Inclusive Quality Physical Education Policy Development: A Policy Brief”	<a href="#">LINK</a>
“Promote Quality Physical Education Policy Infographic”	<a href="#">LINK</a>
“Promoting Quality Physical Education Policy Website”	<a href="#">LINK</a>
“Quality Physical Education (QPE) Guidelines for Policy-Makers”	<a href="#">LINK</a>
“Quality Physical Education Policy Project: Analysis of Process, Content And Impact”	<a href="#">LINK</a>
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Follow the secure link and download the following documents by clicking on the images.



[Official Baseball5 Rulebook](#)



[Official Baseball5 Scoring System](#)

**OFFICIAL LINE-UP**

**STARTERS**

1	Sub	H.P. N°	COMPETITION
2	Sub		PLACE
3	Sub		DATE
4	Sub		GAME # SET #
5	Sub		VISITOR HOME

**SUBSTITUTES**

	Sub	H.P. N°	TEAM
	Sub		MANAGER
	Sub		SIGNATURE

[Official Baseball5 Line-up Card](#)

**OFFICIAL SCORE CARD**

**VISITOR LINE-UP**

1	Sub	H.P. N°	COMPETITION
2	Sub		PLACE
3	Sub		DATE
4	Sub		GAME # SET #
5	Sub		VISITOR HOME

**HOME LINE-UP**

1	Sub	H.P. N°	TEAM
2	Sub		MANAGER
3	Sub		SIGNATURE

Start-time Finish-time VISITOR HOME

[Official Baseball5 Score Card](#)

## ACKNOWLEDGMENTS

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### Players on Video

*Blue Berto*  
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*Filippo Ingardia*  
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### Photo

*Dino festa*

### Graphics

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### Technical realization

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[www.calzetti-mariucci.it](http://www.calzetti-mariucci.it)



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