Skills and strategies for striking/fielding games – Stage 4

Unit duration

8 to 10 lessons

Unit overview

Students will explicitly learn and practise the skill required to be successful in striking/fielding games.

| Syllabus outcomes | Skills |
| --- | --- |
| PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts  PD4-5: transfers and adapts solutions to complex movement challenges  PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups  PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Self-management (S)   * Decision-making and problem-solving   Interpersonal (I)   * Communication * Collaboration, inclusion and relationship building * Leadership and advocacy   Movement (M)   * Fundamental and specialised movement skills and concepts * Tactical and creative movement * Health and fitness enhancing movement |

Physical literacy continuum markers (Cluster 5)

Movement competencies

* Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
* Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts.
* Transfer similar movement skills and sequences appropriately across physical activity contexts

Tactical movement

* Implements tactics which account for the strengths of self and others within a physical activity
* Applies multiple tactics within a physical activity, for example, shows they have a number of options in a situation to change the way they move
* Creates a plan to succeed in physical activity which takes account of individual strengths

| Key inquiry questions | Syllabus content |
| --- | --- |
| Strand: Movement Skill and Performance   * How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing   + practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M   + participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts M   + demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual, group or team physical activities, initiative or challenge physical activities, aquatics and lifelong physical activities M * use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)   + analyse their own and others’ performance using ICT as appropriate and implement feedback to enhance performance S I M   + participate in activities which develop an understanding of the role of different forms of feedback on performance including verbal, visual and kinaesthetic feedback S I M   + create and perform movement sequences that solve tactical problems including creating, using and defending space and achieving and retaining possession S M * demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084)   + perform a range of movements and analyse techniques based on understanding of take-off, body position and landing M   + demonstrate refinement of movement concepts and strategies to enhance movement sequences M   + appraise and provide feedback about the quality of movement of self and others, focused on effort, space and time and relationships S M   + explain how changes to movement concepts, skills and tactics can improve performance I M * practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)   + demonstrate their ability to use space and explore force and flow in different movement contexts M   + examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations M   + select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment S M   + explore similarities in the bases of support and flow of movements when performing movement sequences M |
| Strand: Movement Skill and Performance   * How can I make decisions to adapt to changing circumstances in different movement contexts? | * evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)   + evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges S I M   + identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts S I M   + demonstrate to others approaches taken to solve movement challenges M   + identify strategies and tactics that are similar and transferable across different movement contexts M |
| Strand: Movement Skill and Performance   * How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)   + recognise potential safety concerns and select appropriate responses when engaged in physical activities S M   + develop scoring systems to assess movement performances consistently and fairly S M   + apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M   + modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I M |
| Strand: Healthy, Safe and Active Lifestyles   * What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities   + refine interpersonal skills through undertaking a range of roles when participating and planning physical activities I M   + apply ethical and inclusive strategies to promote the health and wellbeing of themselves and others, for example, peer support, helping others, active participation, demonstrating inclusive behaviours towards people with disabilities S I M   + apply ethical and inclusive strategies to promote the health and wellbeing of themselves and others, for example, peer support, helping others, active participation, demonstrating inclusive behaviours towards people with disabilities S I M |

All outcomes referred to in this unit come from [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

Differentiation

CHANGE IT comes from the Australian Sport’s Commission Playing for Life philosophy.

C: Coaching Style: e.g. Reciprocal/Peer teaching

H: How to score/win: for example – modify point system, scoring space

A: Area: for example – field size (increase or decrease).

N: Numbers: for example – increase or decrease team numbers

G: Game Rules: for example – vary the pass. Allow any pass or vary the pass. Include novelty passes, for example, under a leg

E: Equipment: for example – use different bats. Allow player choice. Use different balls – size, weight, flight speed. Use different heights of tee or a cooperative bowler.

I: Inclusion: for example – modify equipment and rules to maximise participation

T: Time: for example – adjust the number of overs or bowls.

Note: In the context of this unit, the CHANGE IT acronym can be used to modify games and encourage students to adapt games to encourage the fair play, safety, wellbeing and participation of others. Students can be encouraged to use the modifications to maximise success of all group members.

Lesson 1 overview

Assessment

Year 8 Skills and Strategies for Strike and Field Games: Peer and self-assessment – Overarm Throw

1. Skill execution – students throw the ball efficiently (with efficient skill)
2. Skill application
3. Decision making – students make the appropriate decisions where to throw the ball.

Tactical problem

Batting team: Place object within boundaries where it can NOT be returned or takes a long time to return.

Fielding team: Return objects within the boundaries as quick as possible to stop the runner.

Focus questions

Batting

* What is the aim for the batter/batting team?
* Where does the batter place the object?
* Why does the batter place the object in this place?
* How does the batter place the object?

Fielding

* What is the aim for the fielder/fielding team?
* Where does the fielder retrieve the object?
* Why does the fielder retrieve the object in this place?
* How does the fielder retrieve the object?

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Performance analysis  Equipment:   * A suitable indoor or outdoor playing area * Any suitable lightweight bat, tennis ball or similar * Marker cones * Option: batting tee * Tennis balls, Bean bags, Frisbee, Hoops | Watch the [Get skilled: Get active overarm throw video](https://www.youtube.com/playlist?list=PLrOa7LNP0maWa6EPlnkvHlk3VsBqhuMZq) or film your partner performing the overarm throw during the 3 item throw activity (Tip: Record in slow motion).  Identify the 7 main teaching points. Students aim to screenshot or screen clip each of the 7 teaching points as evidence of learning/performance.  Students reflect on their learning by providing feedback to a partner. Provide positive and constructive feedback.  Observers reflect on their learning by providing feedback to a partner. Provide constructive verbal and visual feedback highlighting things to improve on. | Overarm throw components   1. Eyes focused on target area throughout the throw. 2. Stands side-on to target area. 3. Throwing arm moves in a downward and backward arc. 4. Steps towards target area with foot opposite throwing arm. 5. Hips then shoulders rotate forward. 6. Throwing arm follows through, down and across the body. |
| Warm up activity:  Chuck the chicken | Split your players into teams of 4. The goal of the game is to earn your team points.  Team A starts off with possession of the rubber chicken (or ball or Frisbee). They form a line and pass the chicken from the back of their line to the front in the following manner – through the legs of the second-last person in line, then over the head of the next person, then through the legs of the next person, and so on.  Team B starts off by scrunching themselves into the smallest human 'knot' possible, all except for one player on the team. This player needs to run around and around the outside of the clump of Team B players. For each full circuit of the clump, the team earns one point.  When the chicken reaches the front of the line of Team A, the person at the front of the line yells "chuck the chicken!" as loud as they can and throws the chicken (or ball or Frisbee) as far away as possible. Ask students:  Focus questions – What is the aim of strike/fielding games for the batting team and the fielding team? Ask students:  Batter:   * What is the aim for the batting/ throwing team? Place object within boundaries where it cannot be returned or takes a long time to return. * Where does the thrower place the object? To score as many runs as possible. * What influences where the thrower places the object? To place the ball away from the fielders. * How does the thrower place the object? Throwing it far away from where the fielding team are positioned.   Fielder   * What is the aim for the fielder/fielding team? * Where does the fielder retrieve the object? * What influences where the fielder retrieves the object? * How does the fielder retrieve the object? | We are learning to:  Batting: Place object within boundaries where it cannot be returned or takes a long time to return. Object placement to score runs   * Throwing the ball in a place that takes the fielders a long time to retrieve. * Finding the empty space in field.   Fielding = Return objects within the boundaries as quick as possible to stop the runner.  What am I looking for?  Batting:   * Place object within boundaries. * Place object into space and gaps. * Propel object with appropriate force and direction.   Fielding**:**   * Return objects within the boundaries as quick as possible to stop the runner. * Work with others to retrieve the object. * Return object in appropriate manner – selects overarm/ underarm throw as appropriate. * Propels/ Throws object with force and accuracy. |
| Game form 1 – Situated learning task: 3 item throw. | Students work in teams of 4.   * 1 person is the thrower (batter) and the other 3 are the fielders. * The batter has 3 items (Frisbee, tennis ball and a bean bag) and has to throw all 3 items into the area of play and run between 2 cones to score ‘runs’ before all 3 items are fielded and retrieved to the hoop. * Fielding team must retrieve all three items. If an item is caught it does not need to be fielded i.e. only 2 items are thus in play.   Rules.   * Batter can be caught out but still has the remaining throws. * Batter can be stumped out i.e. all items returned to hoop before the batter returns, this results in no runs for that throw but the remaining throws are still awarded. * Batter can throw items together or individually; the fielders can field as soon as the first item has been thrown (differentiation can be to wait till all 3 items have been thrown).   Focus questions - What is the aim of striking/ fielding games for the batting team and the fielding team? Ask students:   * What is the aim for the batting/ throwing team? To score as many runs as possible. * Where does the thrower place the object? Different places away from the fielders i.e. long, short, wide. * Why does the thrower place the object in this place? So it takes a long time to field and more runs can be scored. * How does the thrower place the object? Varying the throw and the order of the equipment to draw the fielders into different positions. * What is the aim for the fielder/fielding team? To stop the batters from scoring runs by fielding all 3 pieces of equipment as quick as possible. * Where does the fielder retrieve the object? To the hoop behind the batter. * Why does the fielder retrieve the object in this place? To stop the batters as soon as possible. * How does the fielder retrieve the object? Running as quick as they can, catching the ball fielding a ground ball. | We are learning to:  Batting: Place object within boundaries where it cannot be returned or takes a long time to return.  Fielding = Return objects within the boundaries as quick as possible to stop the runner.  What am I looking for?  Batting   * Batting player tries to find the gaps in field to place the 3 separate items (reflects understanding of player movements, rules of the game and how to create space or advantage.) * Batter chooses the best order in which to throw the 3 items (reflects understanding of player movements, rules of the game and how to create space or advantage.) * Batter decides how best to throw the 3 items to avoid being caught out (reflects appropriate levels of force, accurate placement and control.) * ‘Batter decided whether to risk running again or not.   Fielding   * Fielding team work together to retrieve the 3 items as quick as possible. * They work out the best fielding position to retrieve the object, for example, fielding player back up each other from outfield to infield. |
| Game form 2 - Situated learning task: Runners versus batters | Students work in teams of 4. A batting team and a fielding team. The first batter hits the ball and the entire team runs around markers. The fielders gather the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out ‘stop!’  Batters   * Using a tee or drop shot, the ball is hit between B and C. * All batters attempt to run as a group to the finish position. * If the ball goes ‘wide’ the shot is taken again.   Fielders   * Field the ball and then move onto the infield. * The ball is passed to each fielder using a nominated throw, for example, overarm throw. * Fielders must be at least 2 metres apart. * The last fielder to receive a pass calls ‘stop’. * The ball is passed to the next batter.   Focus questions - What is the aim of strike/fielding games for the batting team and the fielding team? Ask students:  Batters   * Where will you aim to place the ball? * Why will you aim to place the ball there? * How will you place the ball?   Fielders   * What will you do to ensure you pass around to your team-mates as quickly as possible? * Will your fielding positions allow you to field and pass the ball around quickly? * Where will you stand to field the ball and pass it around quickly? | We are learning to:  Batting: Place object within boundaries where it cannot be returned or takes a long time to return.  Fielding = Return objects within the boundaries as quick as possible to stop the runner.  What am I looking for?  Batting   * Look for gaps in field. * Vary shots to get fielders out of position to allow the team to score as many runs as possible by making the fielding team take a long time to field. * Avoid hitting it wide. * Try and run as a group to the finishing line.   Fielding   * Field the ball to the infield as quick as possible (reflects understanding of batting teams and fielding teams’ movements, rules of the game and how to create space or advantage). * Pass the ball accurately, efficiently and quickly (appropriate levels of force, accurate placement and control.) |

Lesson 2 overview

Assessment

Year 8 Skills and Strategies for Strike/Field Games: Peer and self-assessment – Two hand strike.

1. Skill execution/ skill application - students bat the ball efficiently (with efficient skill). Position - Students are in an appropriate stance to bat the ball when the bowler bowls the ball.
2. Decision making - students make the appropriate decisions when and where to strike the ball with force and direction appropriate for the situation.

Tactical problem

Scoring runs – How do you score runs?

Focus questions

* When do you decide to use the selected shot?
* Where do hit the ball?
* Why did you select that shot?
* How do perform that shot?

| Resources | Safety | Differentiation |
| --- | --- | --- |
| Per group:   * Cricket bat * Tennis balls * Stumps * Cones | * Inspect activity area and eliminate potential hazards. * Check that the activity surface provides safe traction. * Set boundaries and players for the activity a safe distance from obstacles. * Fields are spaced wide enough apart, batting away from group. * Check equipment regularly for safe condition. * Provide a safe distance between activities. | C: Reciprocal teaching - Students teach each other the shots. Guided inquiry – students discover how to perform shots.  H: Set target cones – if they hit between boundaries they get more points.  A: Make running distance further or closer.  N: Play as a team instead of an individual.  G: Modify game so they have to hit from the bowl or one bounce is allowed in fielding.  E: Bigger size ball/bat.  I: How would they change it or what rules would they introduce.  T: Adjust the number of overs/bowls. |

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Performance analysis  Identifying key points for the two hand strike. | Watch the [Get skilled: Get active two hand strike video](https://www.youtube.com/playlist?list=PLrOa7LNP0maWa6EPlnkvHlk3VsBqhuMZq) or film your partner performing the two hand strike off a batting tee during the Hoops and loops activity (Tip: Record in slow motion).  Identify the 7 main teaching points. Students aim to screenshot/screen clip each of the 7 teaching points as evidence of learning/performance.  Student observers reflect on their learning by providing feedback to a partner.  Provide constructive verbal and visual feedback highlighting things to improve on. | Two hand strike components   1. Stand side on to target area. 2. Eyes focused on the ball throughout the strike. 3. Hands next to each other on the bat. Bottom hand matches the front foot. 4. Step forward towards the target area with front foot. 5. Hips then shoulder rotate forward to generate force. 6. Ball contact made on front foot with straight arms. 7. Follow through with bat around the body. |
| Warm up activity:  Hoops and loops | Divide participants into small groups (For example: four to five).   * Groups set up an activity area by placing a tee on one side of their activity area and three or four different hula hoops in front of the tee at a distance determined by the group. Points can be allocated to each of the hoops determined by the group * Groups divide up, with one participant at bat one participant as a performance analyst while the other group members are in the outfield (around the hula hoop) to retrieve the objects.   Rules   * The batter uses the paddle to hit the object off the tee toward the hula hoop. If the object lands inside the target hoop, the batter receives the prescribed points. * If the ball does not go into the hoop, the batter tries to run to that hula hoop and back to the tee before the fielders retrieve the object and place it in the hula hoop. If they retrieve the ball and place it into the hula hoop before the batter makes it back to the tee, the fielders each receive a point. * The batter tries to accumulate as many points as possible by landing the object in the hoop while fielders work to accumulate points by returning the object to the hoop as quickly as possible. * After the batter has had three chances at bat, another group member takes a turn.   Decorative image  Focus questions. Ask students:   * As a batter, what body parts do you use and how do you move them to ensure the correct force and accuracy in placement to increase your chances of scoring when batting the ball? * As a batter, how do you control where the ball is going when using a paddle? * What other games do you have to ensure the correct force and accuracy when placing an object? * As a fielder, where and how would you position yourself to be successful at catching the ball? * As fielders, how can you work together to earn more points? | We are learning to:  Place the ball to score points.  Strike the ball with force and accuracy to land inside the hoop.  What am I looking for?  Batting: Place object within boundaries where it cannot be returned or takes a long time to return.   * To score as many runs as possible. * To place the ball away from the fielders so it takes a long time to field and more runs can be scored. * Striking it far away from where the fielding team are positioned.   Fielding**:** Return objects within the boundaries as quick as possible to stop the runner.   * To stop the batters from scoring runs. * To position themselves to defend space.   To decrease the challenge, participants could:   * Move the hula hoop closer to the batter. * Use a larger target (for example: tape, skipping rope). * Use a smaller playing area. * Increase the size of the ball (for example: beach ball). * Use a hand to hit the ball when batting. * Run only to the hula hoop, and not back to the tee.   To increase the challenge, participants could:   * Move the hula hoop farther away from the batter. * Increase the size of the activity area. * Decrease the size of the ball (for example: whiffle ball, tennis ball). * Decrease the size of the batting implement (for example: flat-sided bat). |
| Game form 1 - Situated learning task: Howzbat. | Students work in teams of 4.   * Batter bats as an individual to see how many runs they can score. * The batter gets 6 hits regardless of being out (Caught, bowled or stumped out) * The batter runs between 3 cones: each cone and back is worth 5 points.   Rules.   * If the batter misses the bowl he/she can strike from the batting tee. * Batter chooses where to receive the bowl from and where to run too * The fielders can stop the batter from scoring runs by catching them out, bowling them out or stumping them out. There is no LBW or hit wicket. * The batter may choose to miss the bowl all together and just hit the ball from the batting tee. * Each fielder needs to go into bat and each batter keeps account of their runs.   Focus questions. Scoring runs. Looking for space, varying the shot: long ball, short ball, running between wickets, Ask students:   * In order to hit the ball, how did you grip the bat and where did you place your feet? Hands close together at the top of the handle. Form Vs with the thumb and index finger on each hand that are in line along the handle. * How do you stand? What is the best ready position? Take guard by lining up with the middle wicket or stump. Straddle the batting crease so you can pick up the bat without hitting the stumps. * What is the easiest type of bowl to return? A bowl that arrives at a comfortable height (between the thigh and the tummy), either on the fly or after bouncing. * Where do you direct the shot too? Into the space where there are no fielders (batter will probably pull the ball softball style to their off-stump leg). * How do the fielding team make you decide where to hit too? Their positioning in field and the type of bowl pitched. * Why is it a good idea to vary your shot? To get the fielders out of position and keep them guessing.   Interpersonal and self-management skills  Invite students to modify rules, equipment or scoring systems to allow all participants to enjoy and succeed. Students self-manage/modify the activity using the inclusive strategies to allow for maximum challenge for each student   * How to score/win – Can you modify the point system, scoring space to make it easier/harder for a player? * Area: field size – Can you increase or decrease the field of play to make it easier/harder for a player? * Game Rules - Can you vary the pass – allow any pass or vary the pass. Include novelty passes, for example, under a leg to make it easier/harder for a player? * Equipment – Can you use different equipment to make it easier/harder for a player? | We are learning to:  Batting: Place object within boundaries where it cannot be returned or takes a long time to return.  Fielding = Return objects within the boundaries as quick as possible to stop the runner.  What am I looking for?  Batting   * Batting player shows an understanding of where and how to receive the ball, for example, looks for open space and gaps in field. * Batter chooses the best option for how to receive and strike the ball, for example, selects the right shot to place the ball into the open space (Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.) * Bat executes an effective and efficient shot (reflects appropriate levels of force, accurate placement and control). * Batter makes a decision about the type of bowl to receive or whether to hit the ball on the tee to be able to execute their chosen hit into the chosen space, for example, decides whether to hit or miss the ball and just hit from the batting tee. * Batter makes appropriate decisions on how many runs to make. * ‘Batter decided whether to risk running again or not. * Batter determines the best order to send the objects.   Fielding   * Fielding team work together to retrieve the objects as quick as possible. * Fielders demonstrate the best fielding position to retrieve the object, for example. fielding player back up each other from outfield to infield. |
| Game form 2 – Situated learning task: Howzbat extended | Modification: Move on so that individuals form teams. For example: 5 players in a team and they bat against their opponents to score runs. Each batter then only gets one bowl each and the score is accumulated.  Focus questions. Ask students:   * How did the ball delivery influence your shot? * If the ball pitched in line with or just outside your off-stump, where did your stroke finish? * If the ball pitched on your leg stump, where did your stroke finish? | We are learning to:  Looking for space, varying the shot: long ball, short ball, running between wickets.  What am I looking for?  Decision Making:   * Appropriately decides what to do with the ball when batting. For example: varies shots, bats to open spaces. * Shot selection reflects understanding of batting and fielding teams’ movements, rules of the game and how to create space or advantage. * Shot selection reflects appropriate levels of force, accurate placement and control. |

Lesson 3 overview

Assessment

Year 8 Skills and Strategies for Strike/Field Games: Elements of movement composition.

* Provide examples of how effort, space, time, objects and people can influence movement/performance in the game:
* Explore the elements of effort, space, time, objects and people in developing a batting (offensive) and/or a fielding (defensive) strategy for the Home Runs (softball) activity.
* Identify the factors that enabled you to achieve success and explain how these factors contributed to your success.

Tactical problem

Preventing Scoring

* How do you restrict runs?
* How do you get the batter out?

Defending space by infield and outfield positions, defending bases/stumps, defending space as a team, communication between players.

Focus questions

* Where do you pass?
* When do you pass?
* How do you pass?
* How do you field?

| Resources | Safety | Differentiation |
| --- | --- | --- |
| Per group:   * cones * batting tees * softball bat * tennis balls or soft softballs | * Inspect activity area and eliminate potential hazards. * Check that the activity surface provides safe traction. * Set boundaries and players for the activity a safe distance from obstacles. * Fields are spaced wide enough apart, batting away from group. * Check equipment regularly for safe condition. | Area: field size – increase or decrease.  Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, for example, under a leg  E: Equipment: use different bats – allow player choice. Use different balls – size, weight, flight speed. Use different heights of tee or a cooperative bowler.  Use a lighter (easier)/heavier (harder) ball. |

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Warm up activity:  Piggy in the middle | Divide class into groups of 5.   * 3 versus 2 Piggy in the middle – Make 5 passes to score.   Modification: Vary throws. For example: have to alternate between underarm, overarm and along the floor.  Focus questions. Ask students:   * Where do you pass? To open space for team mate to run on to, to open player. * When do you pass? When you are being marked, as soon as you see an open player. * How do you pass? Alternate your pass to confuse defenders. * How do you field? Mark players, anticipate the pass and player being passed to. * What influences where, when and how you passed? (for example: effort, space, time, objects and people) Where in space the others are standing, where in space the ‘piggy’ is, the distance the player is away from you. * What other game examples can these decisions be seen in? (for example: invasion games) Invasion – deciding when to dribble and pass or where to pass the ball. | We are learning to:  Attackers   * Vary throws to their teammates to make effective passes. * Pass into space for team mate to run on to. * Pass to an unmarked player.   Defenders   * Mark players. * Intercept passes.   What am I looking for?   * Passing to a team mate in open space. * Selecting the most effective pass for the situation. * Varying the pass (using levels, force). * Passing with accuracy. * Identifying the most appropriate passing option. * Marking players and following that player. * Anticipating player movement in defence. * Blocking passing options by reducing angles and space available when defending. * Demonstrating an understanding of attack and defence roles. |
| Game form 1 – Situated learning task: Home runs. | Students work in groups of 6. 1 batter against 5 fielders.  Rules.   * Batter bats as an individual to see how many runs you can score i.e. how far around the bases they can get: 1st base = 1 point, 2nd = 2, 3rd = 3 and a home run = 5. * The batter gets 6 hits regardless of being out (Caught, run out or tagged out) * The batter runs around the bases, getting to the furthest base possible. Batter can go around the bases as many times as he/she likes. * If the batter misses the bowl he/she can strike from the batting T. * Pitcher pitches the ball within the strike zone. * Ball must go between 1st and 3rd base, for example, foul ball outside the diamond. * The fielders can stop the batter from scoring runs by catching them out, running them out or tagging them out. The batter still gets the remaining bowls. * The batter may choose to miss the bowl all together and just hit the ball from the batting T. * Each fielder needs to go into bat and each batter keeps account of their runs.   Focus questions. Movement concepts. Ask students:   * What is an example of how the following can influence movement/performance in the game:   + Effort. For example: how hard you strike/throw the ball. (The bowler throws overarm and with greater force from the outfield).   + Space. For example: where you hit the ball to in space, where in space the fielders stand. (The batter hits the ball into the space between the fielders).   + Time. For example: how much time is left of the innings. (The batter chooses to hit to first base based on the amount of time/number of people they have in field to get home).   + Objects. For example: what ball you are throwing, (The batter can throw harder to someone with a mitt or if they are throwing a soft ball).   + People. For example: who is catching the ball (1st base, bowler etc.), who is hitting the ball. (If the batter is a strong and forceful batter you would move more fielders to the outfield).   Focus questions. Strategies and tactics. Ask students:   * What was the goal of the game for the fielders? Get the batter out or restrict the number of runs scored, get the runner out on first. * How were you able to stop the runner from scoring? Getting the ball to first base, getting the ball from outfield to infield as quick as possible. * What base did you want to get the runner out on? First base * How were you able to stop the runner at first base? Move your feet to the ball, watch the ball into your glove, catch the ball, throw it to first. Keep your feet moving to first base. * How did you get the ball to the bases? Fielding quickly from outfield, support/relay throws. * Why is it important for the outfielder to get the ball to infield as quickly as possible? To stop runners from advancing or scoring. | We are learning to:  Prevent scoring by exploring how we restrict runs and get the batter out.  Defend space through infield and outfield positions, defending bases/stumps, defending space as a team, communication between players.  What am I looking for?   * Fielders demonstrate the best fielding position to retrieve the object, for example, fielding player back up each other from outfield to infield. * Effective application of force to throw overarm or underarm from the outfield or within the infield. * Throwing with accuracy. * Anticipating shot selection in field. * Blocking striking options by reducing angles and space available when fielding. * Demonstrating an understanding of fielding roles. * Fielding team work together to retrieve the objects as quick as possible. |
| Game form 2 – Situated learning task: Home runs extended | Modification: Move on so that individuals form teams. For example, 6 players in a team and they play against another team to score runs. Each batter then only gets one bowl each and the score is accumulated.  Focus questions. Ask students:   * What influences fielding position? Who is batting, what bases are loaded, where the batter hits the ball. * When the ball is hit to the left side of the outfield, which infield player covers second base? Player at second base. * When the ball is hit to the right side of the outfield, which infield player covers second base? Short stop. * What part of the base should you tag with your foot? Why? The outside edge closest to the person throwing the ball. To keep from interfering with the runner.   Strategic planning  Give each team a strategic planning session at the start of the game and a tactical time out after 3 batters have batted and then again in between innings. Encourage students to utilise all the elements of composition space, dynamics, rhythm and timing, relationships in developing an offensive or a defensive strategy for softball.  Strategic talk. Ask students:   * How did you use elements of effort, space, time, objects and people in developing an offensive or a defensive strategy for softball? * Where is the best place to hit the ball/stand to score/deny runs? | We are learning to:  Prevent scoring by exploring how we restrict runs and get the batter out.  Defend space through infield and outfield positions, defending bases/stumps, defending space as a team, communication between players.  Work together as a team to develop strategies and tactics in batting and fielding positions.  What am I looking for?   * Fielders use infield and outfield positions to stop the runner at the bases. * Fielders use relay throws to field the ball quickly and support the thrower. * Effective application of force to throw overarm or underarm from the outfield or within the infield. * Anticipating shot selection in field. * Blocking striking options by reducing angles and space available when fielding. * Demonstrating an understanding of fielding roles. * Fielding team work together to retrieve the objects as quick as possible. |

Lesson 4 overview

Assessment

Year 8 Skills and Strategies for Strike/Field Games: Utilising space assessment.

Using the Heat Track, analyse batting/fielding team performance to gain an understanding of the strategies used to enhance performance in striking and fielding games. Record the following after three different batting plays:

* Fielding positions/set up
* The path of the ball from the moment the batter strikes the ball into the field of play, including where the ball is hit, stopped, landed and caught.
* Fielders movements including where they run and walk

Answer the following questions using your own words.

Batting:

* When Batting (attacking) you need to find and utilise space. What does this mean and what does it look like in a striking and fielding game such as softball, cricket or Danish Long ball?
* Where are the safest places to hit the ball to score runs in this same game? Why?
* Why would it be useful for a batter to have a strategy for hitting the ball into space and for running between the markers, around the bases or between the stumps?
* Where do you need to hit the ball to score the maximum amount of runs in this game? Is this always the safest option? Why or Why not?

Fielding:

* When Fielding (defending) you need to cover the area and restrict the space. What does this mean and what does it look like in a striking and fielding game such as softball, cricket or Danish Long ball?
* Where is the best place to stand or position yourself to field the ball and limit the chance of the batter making a run?
* Where is the best place to move in the field to prevent the batter making a run or to get a player out? Why?
* Why would it be useful for fielders to have a strategy to cover the area of the playing field?
* How can you work together in field to prevent the batters from scoring runs?

Tactical problem

To defend space and get the runner out.

* Fielding: To field the ball and get the runner out.
* Bowling: making the batter play the shot, varying bowls - slow fast.
* Fielding: field placement, working the batter, ready position, moving in, defending space, backing up in field, communication.

To strike the ball and score points.

Batting: To strike the ball into open space and run to a base to score points. Placement of the ball, looking for space, varying shot, running between wickets.

Focus questions

* How do you decide where to strike the ball?
* What do you do when you field the ball?
* What skills do you need to work on when fielding and batting?
* How do you decide whether to run or not?

| Resources | Safety | Differentiation |
| --- | --- | --- |
| Per group:   * Cricket bat * Tennis balls * Cones * Indoor cricket ball | * Inspect activity area and eliminate potential hazards. * Check that the activity surface provides safe traction. * Set boundaries and players for the activity a safe distance from obstacles. * Fields are spaced wide enough apart, batting away from group. * Check equipment regularly for safe condition. * Provide a safe distance between activities. | Area: field size – increase or decrease.  Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, for example, under a leg  Equipment: use different bats – allow player choice. Use different balls – size, weight, flight speed. Use different heights of tee or a cooperative bowler. Use a lighter (easier)/heavier (harder) ball. |

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Performance analysis  Identifying strategies to enhance performance in striking and fielding games. | Using the Heat Track, analyse batting/fielding team performance to gain an understanding of the strategies used to enhance performance in striking and fielding games. Record the following after three different batting plays:   * fielding positions/set up * the path of the ball from the moment the batter strikes the ball into the field of play, including where the ball is hit, stopped, landed and caught. * fielder’s movements including where they run and walk. |  |
| Warm up activity:  Race to base | Divide participants into small groups (for example: four to six).   * Participants set up a tee for the batter to hit the ball off of or alternatively a plate to throw the ball from (dependent on equipment). This is known as home. Participants place a base in front of home at a distance appropriate for their skill level.   Rules   * In each group, one participant begins as the batter and the other participants are the fielders. The batter hits a ball off the tee or throws the ball from the base and attempts to run to the base and back to home as many times as possible before one of the fielders returns the ball to home or places the ball back on top of the tee. * The batter is out if the ball is caught before it hits the ground or when the ball is returned to the tee/ home and the batter is between home and the other base. * One point is scored for each time the batter gets back to home safely. * Once the batter has had three turns at bat, participants rotate so that each participant has a turn as a batter.   Decorative image  Focus questions. Ask students:   * How do you decide where to send the ball to score the maximum points? * Describe where and how your body can be positioned to be successful at fielding the ball. * How did you work together as a team in the field to quickly field a ball and reduce scoring? * How did you use communication skills with other participants to pass the ball quickly and return it back to home?   Students choose to increase or decrease challenge to maximise the success of all group members.  To decrease the challenge, participants could:   * Decrease the distances between the base and the tee. * Choose how they want to strike the ball (for example: tennis racquet, arm/hand). * Choose the type of object they want to send (for example: beach ball, soft-skinned ball). * Return the ball to the batting tee by rolling it into a designated area around the tee when fielding. * Play in larger groups with the home base in the middle, and the batter can now hit in any direction, including behind.   To increase the challenge, participants could:   * Increase the distances between the base and the tee. * Pass the ball to every fielding participant before returning it to the tee when fielding. * Catch the ball using an implement (for example: an upside-down pylon, a bucket) when fielding. * Change the ball to a smaller object (for example: tennis ball, waffle ball). * Have someone pitch the ball. | We are learning to:  Attacking   * Place object within boundaries where it cannot be returned or takes a long time to return. * Strike the ball into space to score runs.   Defending   * Prevent scoring by exploring how we restrict runs and get the batter out. * Defend space through infield and outfield positions, defending bases/stumps, defending space as a team, communication between players.   What am I looking for?   * Batting player shows an understanding of where and how to receive the ball, for example, looks for open space and gaps in field. * Batter chooses the best option for how to strike the ball, for example, selects the right shot to place the ball into the open space (Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.) * Bat executes an effective and efficient shot (reflects appropriate levels of force, accurate placement and control). * Fielders demonstrate the best fielding position to retrieve the object, for example, Fielding player back up each other from outfield to infield. * Effective application of force to throw overarm or underarm from the outfield or within the infield. * Throwing with accuracy. * Anticipating shot selection in field. * Blocking striking options by reducing angles and space available when fielding. * Demonstrating an understanding of fielding roles. |
| Game form 1 – Situated learning task: Danish long ball. | Students work in teams of 3 versus 3, 4 versus 4 or 5 versus 5. Teams set up their playing area with 2 x 4 by 4 metre squares at each end.   * The fielding team sets up covering space * The batting team stands off to one side * A batter stands in the square at one end of the field * The ball is pitched to the batter underarm throw * Once the ball is hit, the batter must run to the square at the other end of the playing field.   Rules.   * The ball must bounce at least once in the playing area. * More than one runner maybe on the base. * A runner who has made it to the square at the far end of the playing area must wait until the ball is hit again before they can run back to the striking square to score a point. * They do not however have to leave the square unless they believe they can get back safely. This means there can be more than one runner in that square. * Each striker gets a turn, and then the teams switch positions. * The runner is out if:   + the ball is caught without it touching the floor   + the ball does not bounce in the playing area before going out of bounds   + they run out of the playing area   + they are tagged with the ball.   Focus questions. Ask students:   * How do you decide where to strike the ball? * What do you do when you field the ball? * What skills do you need to work on when fielding and batting? * How do you decide whether to run or not? | We are learning to:  Defend space and get the runner out.  Field the ball and get the runner out.  Make the batter play the shot, by varying bowls – slow fast and so on.  What am I looking for?  Batting   * Batting player shows an understanding of where and how to receive the ball, for example, looks for open space and gaps in field. * Batter chooses the best option for how to receive and strike the ball, for example, selects the right shot to place the ball into the open space (Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.) * Bat executes an effective and efficient shot (reflects appropriate levels of force, accurate placement and control). * Batter/ runner weighing up the risk and selecting an appropriate time to run.   Fielding   * Fielding team work together to retrieve the ball as quick as possible. * Fielders demonstrate the best fielding position to retrieve the object, for example, fielding player back up each other from outfield to infield. * Fielders work together to try to get the runner out, for example, position themselves to tag or catch.   Bowling   * Varies the bowls to create indecision in the batter. |
| Game form 2 – Situated learning task: Danish long ball modification | Modification: The batter does not have to run if they have hit the ball on the first two hits. On the third hit they have no choice and must run.  Focus questions. Ask students:   * How do you decide where to strike the ball? * What do you do when you field the ball? * What skills do you need to work on when fielding and batting? * How do you decide whether to run or not? | We are learning to:  As above with greater focus on shot selection and running between bases as batter and defence of space for fielders.  What am I looking for?  Decision making and problems solving:   * Appropriately decides what to do with the ball when batting, for example, varies shots, bats to open spaces. * Shot selection reflects understanding of batting and fielding teams’ movements, rules of the game and how to create space or advantage. * Shot selection reflects appropriate levels of force, accurate placement and control. * Fielders demonstrate the best fielding position to retrieve the object, for example, fielding player back up each other from outfield to infield. * Fielders work together to try to get the runner out, for example, position themselves to tag or catch. |

Lesson 5 overview

Assessment

Skill execution: Student's field ball cleanly (with efficient skill, appropriate levels of force, accurate placement and control).

Base: Students are in an appropriate starting position to field the ball when the batter steps up to the tee.

Decision making: Students make the appropriate play for the situation, demonstrating an understanding of player movements, rules of the game and how to create space or advantage.

Tactical problem

Batting: To strike the ball into open space.

Fielding: To defend space and field the ball.

Focus questions

* What do you have to do as a pitcher/bowler to make sure the batter hits the ball?
* Where are you trying to hit the ball? Why
* How do you defend the space?
* What are you trying to do when you are the thrower?
* What do you do as a fielder
* What do you do as the first base player?

| Resources | Safety | Differentiation |
| --- | --- | --- |
| Per group:   * Softball bat * Tennis balls * Gym mats or cones * Volleyball or soft ball | * Inspect activity area and eliminate potential hazards. * Check that the activity surface provides safe traction. * Set boundaries and players for the activity a safe distance from obstacles. * Check equipment regularly for safe condition. | Area: field size – increase or decrease.  Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, for example, under a leg  Equipment: use different bats – allow player choice. Use different balls – size, weight, flight speed. Use different heights of tee or a cooperative bowler. Use a lighter (easier)/heavier (harder) ball. |

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Warm up activity:  Sluggers and fielders | Divide participants into 5 versus 5 in a divided space.  Divide participants into 5 versus 5 in a divided space   * The teams set up in an appropriate sized playing space, one team defending the space and one team lining up to take turns striking * The striking team has its own pitcher * Each striker gets three hits, and then the teams switch places * A striker scores a point if the ball is not caught on the fly or after one bounce.   Rules   * The ball must pass over the restraining line to be in play and count for points.   Modification:   * The striker must run to a base and back before defensive team can field the ball and make 5 passes. Each striker gets three tries and the teams change positions.   Focus questions. Ask students:   * What do you have to do as a pitcher/bowler to make sure the batter hits the ball? * Where are you trying to hit the ball? Why * How do you defend the space? | We are learning to:  Attacking/ Batting   * Place object within boundaries where it cannot be returned or takes a long time to return. * Strike the ball into space to score runs.   Defending/Fielding   * Prevent scoring by exploring how we restrict runs and get the batter out. * Retrieve the ball quickly to reduce runs scored * Catch and throw effectively for the situation.   What am I looking for?   * Batting player shows an understanding of where and how to hit the ball, for example, looks for open space and gaps in field. * Batter chooses the best option for how to strike the ball, for example, selects the right shot to place the ball into the open space (Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.) * Bat executes an effective and efficient shot (reflects appropriate levels of force, accurate placement and control). * Fielders demonstrate the best fielding position to retrieve the object, for example, fielding player back up each other from outfield to infield. * Effective application of force to throw overarm or underarm from the outfield or within the infield. * Throwing with accuracy. * Anticipating shot selection in field. * Blocking striking options by reducing angles and space available when fielding. * Demonstrating an understanding of fielding roles. |
| Game form 1 – Situated learning task: Kick ball. | Students work in two teams. This game is similar to kicking baseball with the rules of baseball but with a kick instead of a two hand strike.  Decorative image   * Set 4 bases using gym mats, in a rectangle. The batter kicks in between bases not on home base. * One team is kicking (batting) and the other team is fielding. * The people who kick first should choose a line up (or kicking order). * The pitcher rolls the kicking team the ball. * Kick the ball. The first person in line, from the opposing team to the pitcher, kicks the ball out towards the field. * As the kicker, run to your marking for first base, then second base, and so on around the bases. If you get to home base again, you score a run. * As a team member in the field, try to catch the ball in the air (which would be an out). If you miss, run to get the ball and then run to the base ahead of the kicker in time to tag the base, or tag the kicker himself with the ball (touch him while holding the ball, or throw the ball and hit the kicker with it). * Batters can share bases. * 5 points can be awarded for a home run.   Rules.   * Ball must be rolled along the ground within a non-fielded channel to be kicked. * More than one runner can be on a base.   Focus questions. Ask students:   * What do you have to do as a pitcher/bowler to make sure the batter hits the ball? * Where are you trying to hit the ball? Why? * How do you defend the space? * What are you trying to do when you are the thrower? * What do you do as a fielder? * What do you do as the first base player? | We are learning to:  Defend space and get the runner out.  Field the ball and get the runner out.  Make the batter play the shot, by varying bowls – slow fast and so on.  What am I looking for?  Batting   * Batting player shows an understanding of where and how to receive the ball, for example, looks for open space and gaps in field. * Batter chooses the best option for how to receive and strike the ball, for example, selects the right shot to place the ball into the open space (Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.) * Bat executes an effective and efficient shot (reflects appropriate levels of force, accurate placement and control). * Batter/ runner weighing up the risk and selecting an appropriate time to run.   Fielding   * Fielding team work together to retrieve the ball as quick as possible. * Fielders demonstrate the best fielding position to retrieve the object, for example, fielding player back up each other from outfield to infield. * Fielders work together to try to get the runner out, for example, exposition themselves to tag or catch. * Fielders actively ready in the field, for example, ready position, moving in, defending space and predicting the shot. * Effective communication between fielders.   Bowling   * Varies the bowls to create indecision in the batter and make them play the shot. * Bowling to the field placements. |
| Game form 2 – Situated learning task: Kick ball extended. | Student game design.  Provide students with a time out. They now have the opportunity to develop their own modifications to enhance the performance and participation of others.  In their team, students devise 2 new modifications to be made to the game for the batting team and the fielding team.  Encourage students to consider the following areas for modification:   * Rules: Students can add an additional rule to the game, for example, change the number of people allowed on a base, add another way of getting out i.e. one hand one bounce. * Scoring system: Students can add or change a scoring element of the game allow for fair play, safety and inclusive participation. For example, 2 or more players home at once doubles the points, one hand one bounce for fielding etc.   Ask students:   * What do you have to do as a pitcher/bowler to make sure the batter hits the ball? * Where are you trying to hit the ball? Why * How do you defend the space? * What are you trying to do when you are the thrower? * What do you do as a fielder * What do you do as the first base player? | We are learning to:  Defend space and get the runner out.  Field the ball and get the runner out.  Make the batter play the shot, by varying bowls - slow fast and so on.  What am I looking for?  Batting   * Batting player shows an understanding of where and how to receive the ball, for example, looks for open space and gaps in field. * Batter chooses the best option for how to receive and strike the ball, for example, selects the right shot to place the ball into the open space (Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.) * Bat executes an effective and efficient shot (reflects appropriate levels of force, accurate placement and control). * Batter/ runner weighing up the risk and selecting an appropriate time to run.   Fielding   * Fielding team work together to retrieve the ball as quick as possible. * Fielders demonstrate the best fielding position to retrieve the object, for example, fielding player back up each other from outfield to infield. * Fielders work together to try to get the runner out, for example, position themselves to tag or catch. * Fielders actively ready in the field, for example, ready position, moving in, defending space and predicting the shot. * Effective communication between fielders.   Bowling   * Varies the bowls to create indecision in the batter and make them play the shot. * Bowling to the field placements. |

Lesson 6 overview

Assessment

Skill execution: Student's field ball cleanly (with efficient skill, appropriate levels of force, accurate placement and control). Students make suggestions around technique for the batting and fielding team and are able to use technical ability to determine the roles and positions of their strategic and tactical plans.

Base: Students are in an appropriate starting position to field the ball when the batter steps up to the tee.

Decision making: Students make the appropriate play for the situation, demonstrating an understanding of player movements, rules of the game and how to create space or advantage, for example, students appropriately decide what to do both on the ball and off the ball/at bat and on base to enable effective batting and fielding during the game).

Strategy and tactics: Students devise initial strategy around positional play/batting position and are able to make tactical changes.

Tactical problem

Scoring: getting on base. Ball placement to get to first base.

Preventing scoring: Defending bases. Base coverage.

Focus questions

Fielding team

Cognition: concentration, communication, decision making

* List all of the decisions that a fielder may have to make (consider both on ball and off ball decisions plus in play and before play decisions).

Where to field, throw, move and who to support.

* How do runners on base increase the complexity of the above decisions? Explain why?
* What is the link between communication and concentration?

Listen to the verbal communication occurring to answer this question)

Strategy and tactics

* What was the initial strategy and how did the positional play reflect this?
* Describe any tactical changes that were made as each batter came to the tee.
* What elements of play were taken into account to make these changes?

Technique

* What suggestions around technique would you give the fielding team?
* What changes occurred in technical ability during the innings?
* How did the fielding team use technical ability to determine the roles and positions of their strategic and tactical plans?

| Resources | Safety | Differentiation |
| --- | --- | --- |
| Per group:   * 2 batting tees * 2 soft T ball * 8 softball bases | * Inspect activity area and eliminate potential hazards. * Check that the activity surface provides safe traction. * Set boundaries and players for the activity a safe distance from obstacles. * Check equipment regularly for safe condition. * Batters hitting away from fielders with their backs towards them. | Area: field size – increase or decrease.  Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, for example, under a leg  Equipment: use different bats – allow player choice. Use different balls – size, weight, flight speed. Use different heights of tee or a cooperative bowler. Use a lighter (easier)/heavier (harder) ball. |

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Performance analysis: Tactical time out | Provide opportunities for students to engage in the ‘debate of ideas’ during ‘tactical time outs’ to analyse games performance. In your team or with your peer coach, discuss the following items during your ‘tactical time-out’: |  |
| Warm up activity:  Voluntary run T ball | This simplified T ball game allows participants to run at any base (in an anti-clockwise direction), even off their initial hit. All runners have to be home after the last batter bats otherwise the team loses home runs for every batter left out.  Batters and runners can only be out if they are caught off the bat or they do not make a base by the time the ball reaches the base. If a runner decides to run they have to go and cannot go back. The ball must also be hit in a designated area.  The focus should be on principles of play for both the fielding and batting team.  For the fielding team this would include whole team, sub team (two or more players but not a team) and individual players state of play adaptations.   * Cognition: when to throw, where to throw (based on the state of play), what needs to be communicated and what do you concentrate on. * The technique focus is throwing and catching.   For the batting team this would also include whole, sub team and individual state of play adaptations.   * Cognition – when to run, where to hit (based on the state of play), what needs to be communicated and what do you concentrate on. * The technique focus is the swing.   Decorative image | We are learning to:  Get on base (scoring).   * Place ball within boundaries in a position to allow a run to first base. * Strike the ball into space (field gaps) to score runs. * Identify where the base players are and place the ball in a position to allow them to run.   Defend bases (preventing scoring).   * Field in a position as a team to cover the bases. * Move into position to back up the base fielder.   What am I looking for?   * Batting player shows an understanding of where and how to hit the ball, e.g. looks for open space and gaps in field. * Batter chooses the best option for how to strike the ball, e.g. selects the right shot to place the ball into the open space (Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.) * Bat executes an effective and efficient shot (reflects appropriate levels of force, accurate placement and control). * Fielders demonstrate the best fielding position to prevent scoring, for example, reducing angles and space available when fielding. * Moving into position to back up a base fielder as the ball comes in from the outfield or infield. * Effective application of force to throw overarm or underarm from the outfield or within the infield. * Throwing with accuracy. * Anticipating shot selection in field. * Blocking striking options by * Demonstrating an understanding of fielding roles. |
| Game form 1 – Situated learning task: Voluntary run T ball. | Modification – There are adaptations that can be made to the rules to introduce other principles of play. For example, if a ball is thrown to a base and there is no fielder behind the base, all runners advance home.  This will require the batting team to take advantage of this rule while the fielding team strategy is to minimise the impact. |  |
| Game form 2 – Situated learning task: Voluntary run T ball extended. | Modification: The next progression is 5 a side T Ball where there no longer is the voluntary run, the batting order is flexible and there is the 3 out rule.  The focus as before is on implementing principles of play. |  |

Lesson 7 overview

Assessment

Skill execution: Students bowl the ball efficiently (with efficient skill).

Shot selection: students decide how best to bowl to the batter, select what type of bowl to use.

Tactical problem

Preventing scoring:

* How do you get the batter out?
* How do you restrict runs?

Focus questions

* Why is the line of the ball important?
* Why is the length of the ball important?
* How do you adjust your technique to make your line and length change?
* How do you influence your accuracy when bowling?

| Resources | Safety | Differentiation |
| --- | --- | --- |
| Per group:   * 2 batting tees * 2 soft T ball * 8 softball bases | * Inspect activity area and eliminate potential hazards. * Check that the activity surface provides safe traction. * Set boundaries and players for the activity a safe distance from obstacles. * Check equipment regularly for safe condition. * Batters hitting away from fielders with their backs towards them. | Area: field size – increase or decrease.  Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, for example, under a leg  Equipment: use different bats – allow player choice. Use different balls – size, weight, flight speed. Use different heights of tee or a cooperative bowler. Use a lighter (easier)/heavier (harder) ball. |

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Performance analysis  Identify key points for the overarm bowl | Watch the [overarm bowling technique video](https://www.youtube.com/watch?v=qvxfr7SXIB0) or film your partner performing the overarm throw during the bowling line and length activity (Tip: Record in slow motion).  Identify the 7 main teaching points. Students aim to screenshot/screen clip each of the 7 teaching points as evidence of learning/performance.  Students reflect on their learning by providing feedback to a partner. Provide positive and constructive feedback.  Observers reflect on their learning by providing feedback to a partner. Provide constructive verbal and visual feedback highlighting things to improve on. | Drawing the six   1. Turn side on, ball in bowling hand furthest from target 2. Raise non-bowling arm as high as possible, look over shoulder 3. Raise the knee closest to the target 4. Swing the non-bowling arm down past body 5. Bring bowling arm over past the head keeping it straight 6. Release the ball 7. Swing both arms down and behind the body, taking a step forward |
| Warm up activity:  Bowling line and length | Divide students into groups of 5   * Groups set up the activity by placing a set of stumps and 2 bowling zones down a pitch (it is a good idea to have a wall behind the stumps/wicket keeper). * The bowler bowls ball down pitch, aiming to land the ball into the scoring zones indicating good line and length. A bonus 2 points is awarded for hitting the stumps. * Each student gets 5 bowls. * The bowler follows the ball and replaces the wicket keeper. * Accumulated score is calculated after each player bowls 5 balls.   Decorative image  Modifications:   * Have a set of stumps at the bowler’s end, once the wicket keep has the ball, they throw it back to the bowler’s end. Bonus points are scored for the throw (5 points for hitting stumps on the full, 3 points for stumps after a bounce, 1 point for throw that goes between the cones marking the crease. * Handicap system could be played for students that get more point (more accurate at bowling).   Focus questions. Ask students:   * Why is the line of the ball important? Easier to set the field, some shots are easier than others and if too wide, then harder to get batter bowled out or LBW. * Why is the length of the ball important? If too short, the batter can play horizontal shot easily, if too full, the batter can drive ball easily * How do you adjust your technique to make your line and length change? Knowing when is the right time to release the ball, holding a higher front arm (non-bowling arm), aiming at a spot on the pitch or behind stumps * How do you influence your accuracy when bowling? Slowing down the bowl for accuracy, timing your bowl, pace of the ball.   (Adapted from Developing Game sense through Tactical Learning, Breed & Spittle, 2011) | We are learning to:  Bowl the ball using an overarm action with accuracy.  What am I looking for?   * Demonstrating a proficient overarm bowl action. * Bowling with an overarm action at an appropriate length. * Bowling with an overarm action aimed at the stumps. |
| Game form 1 – Situated learning task: Bowler goaler | Students work in their groups of 5 and play a 5 versus 5 game of Bowler goaler. Attackers pass the ball among team-mates, aiming to pass it to their bowler goaler. The bowler gaoler scores points by bowling the ball and hitting the stumps.  Rules   * One player from each team in the bowler goaler area. * Attackers can take 5 steps before passing the ball. * If the ball hits the ground, it is a turn over and possession is given to the other team. * Attackers pass the ball to the bowler gaoler in the designated area (no other players are allowed) who then bowls at stumps. * Once the ball has been bowled it may not be intercepted until it passes the stumps. * If the stumps are hit a goal is scored and the ball is returned to the centre for the opposing team to restart the game. * If the bowler gaoler misses the stumps, the opposing team regains possession with the ball behind the backline. * Bowler is rotated after each point.   Modification:   * Overarm or underarm bowl can be used. * Distance of stumps can be modified * Type of ball can be changed or target stumps.   Focus questions. Ask students:   * How can you increase your accuracy when bowling? Slow down the bowl, bowl underarm. * How can you increase your chance of intercepting and regaining possession of the ball? Mark a player, position yourself between the player with the ball and the bowler gaoler. * When passing, how can you make it less likely that your ball will be intercepted. Move to support the ball carrier, move into space to throw the ball, execute a safe and accurate pass. | We are learning to:  Bowl the ball using an overarm action with accuracy.  Work together as a team.  What am I looking for?   * Demonstrating a proficient overarm bowl action. * Bowling with an overarm action at an appropriate length. * Bowling with an overarm action aimed at the stumps. * Effective communication. * Moving into space to receive a pass. * Passing to a player in space. |
| Game form 2 – Situated learning task: Four bowler cricket | In their groups of 5, 1 team fields and the other team bats. 3 sets of stumps are positioned to face the 3 directions of bowling.  The fielding team has 3 bowlers and 2 fielders. Batter attempts to score runs by running around a marker. Batter places ball away from fielder giving them more time to score runs. Bowler attempts to get batter out by bowling at stumps or catching them out.  Rules   * The batting team bats one at a time. * A bowler bowls the ball to the batter, * When the batter hits the ball, they must run around the marker from where the ball was bowled and return to the batting position. * The ball is returned by a fielder to any of the bowlers, where they can bowl immediately – even if the batter has not returned. * The batter may be out by being caught or bowled only. * Teams change over when all batters have been dismissed.   Focus questions. Ask students:   * Where should you bowl to try and get the batter out? Bowl to the empty wicket (where the batter is not) * Where is the best place to stand when fielding? In the spaces in field, try to cover the space and anticipate where the batter will place the ball from their stance * How can you work together to get the batters out/stop batters scoring? Field the ball quickly, relay throw from outfield. | We are learning to:  Bowl the ball using an overarm action with accuracy.  Strike a ball into space to create time for scoring runs.  Work together as a team in the field to defend space and reduce runs scored.  What am I looking for?   * Bowling with an overarm action at an appropriate length. * Bowling with an overarm action aimed at the stumps. * Effective communication in the field. * Striking the ball within the boundaries and into gaps in the field or open space. * Quick retrieval of the ball as a fielder. * Working as a team to defend space in the field. |

Lesson 8 overview

Assessment

Skill execution: Students field the ball efficiently (with efficient skill).

Tactical problem

Preventing scoring: Defending space behind the wicket/ home base.

Focus questions

* Where do fielders want to return the ball?
* What is the role of the wicket keeper/catcher in field?
* Where and how should a wicket keeper/catcher stand?

| Resources | Safety | Differentiation |
| --- | --- | --- |
| Per group:   * 2 batting tees * 2 soft T ball * 8 softball bases | * Inspect activity area and eliminate potential hazards. * Check that the activity surface provides safe traction. * Set boundaries and players for the activity a safe distance from obstacles. * Check equipment regularly for safe condition. * Fields are spaced wide enough apart, batting away from group. | Area: field size – increase or decrease.  Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, e.g. under a leg  Equipment: use different bats – allow player choice. Use different balls – size, weight, flight speed. Use different heights of tee or a cooperative bowler. Use a lighter (easier)/heavier (harder) ball. |

| Activity focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Warm up activity:  Skittle stumps | The playing area is divided into 2 halves and at each end four stumps are set up along each rope.  Students are split into two teams (for example: twelve on each team).  2 players from each team are appointed wicket keeper (these players change at regular intervals)  The game is won when all four stumps from one team have been knocked over.  Rules   * If a rubber cricket ball hits the leg of a fielder/wicket keeper when attempting to field a ball, a set of the oppositions stumps is set back upright. * Both teams over arm throw (or bowl) the balls at the stumps. * Students aim for the stumps and not at the participants in the opposite team. * Students cannot pass the rope into the safe zone. The balls must stay there until the game is finished. * Students must always remain/throw the ball from behind the coned area, wicket keepers can pass the ball back to be thrown * The stumps must be laid down when they have been hit to avoid the opposing team still aiming for it.   Decorative image  Modifications:   * Students are given time to design or redesign rules to make the game more/less challenging. * Students must include 2 new rules per team. The rules need to promote inclusion and reward accuracy.   Focus questions. Ask students:   * When the throwers throw the ball into the field, what does the wicket keeper do? Run to the wicket and stand next to it on the opposite side from where the ball was thrown. Lines up with the ball and awaits the fielders throw to arrive just above the wicket. * Where and how should the wicket keeper stand? For a fast throw, the wicket keeper stands further from the wicket but for a slow throw the wicket keeper stands closer. Stand in a ready stance, crouched behind the wicket, weight balanced, knees bent and hands cupped. * What height is comfortable for catching the ball? Between the knee and the waist after the ball has bounced. * What can the thrower do to make it more difficult for the wicket keeper to field the ball? Throw from different direction, throw at different speeds. | We are learning to:  Bowl and throw with accuracy.  What am I looking for?   * Demonstrating a proficient overarm bowl or throw action. * Bowling / Throwing with an overarm action at an appropriate length. * Bowling/ Throwing with an overarm action aimed at the stumps. * Positioning themselves appropriately behind the stumps and in the field.   To increase the challenge participants could:   * Remove some of the stumps from the wicket. * Stand further away from the wickets.   Technique tips   * Encourage students to aim at the wicket keeper to hit the wicket. * The wicket keeper should be positioned behind the stumps in a crouched position, feet about shoulder width apart, with bent knees and hands cupped together ready for a catch. * For spin bowlers, the wicket keeper is close up to the stumps and for fast bowlers, the wicket keeper is further back. * When catching the ball, fingers should point up, down or sideways rather than straight at the ball. |
| Game form 1 – Situated learning task: Run them out | Divide students into two equal teams, or if there is a smaller group, just allocate two players as the batsmen and the rest as fielders.   * Batting: The batter stands at their stumps, with the rest of the batting team in a safe area waiting for their turn. * Fielding: The fielding team has their wicket keeper at one end, with the rest of the fielders at a cone (as shown). * The game is a race between batters and fielders. * The wicket keeper rolls the ball along the ground towards the fielders * At the same time, the batter runs to the other stumps and back again as quickly as possible. * The first fielder runs in to pick up the ball and throws underarm to the wicket keeper (‘underarm pick-up’), who catches the ball and touches it onto the stumps. * If the batter returns to the stumps before the ball does, s/he scores a run and has another turn * If the ball returns to the stumps before the batter, the batter is out and it is the next batter’s turn. Once all the batters have been run out, the teams swap. * The team with the most runs wins.   Decorative image  Modification:   * Make it easier - fielders pick up a stationary ball (on a tee/cone) * Increase/decrease fielding distance and therefore use an overarm throw * Increase/decrease distance for batters to run   Focus questions. Ask students:   * When you are batting what are you trying to do? To get to your crease before the wicketkeeper stumps the wickets. * When you are fielding what are you trying to do? To stump the wickets before the batter makes it to the crease. | We are learning to:  Bowl/ throw the ball using an overarm action with accuracy.  Strike a ball into space to create time for scoring runs.  Work together as a team in the field to defend space and reduce runs scored.  What am I looking for?   * Bowling with an overarm action at an appropriate length. * Bowling with an overarm action aimed at the stumps. * Effective communication in the field. * Striking the ball within the boundaries and into gaps in the field or open space. * Quick retrieval of the ball as a fielder. * Working as a team to defend space in the field. * Positioning themselves behind the stumps as wicket keeper. |
| Game form 2 – Situated learning task: Diamond cricket | Students are divided into two equal teams (whole class activity), or can just select four batters (Small sided games).  Batting: Only four students can bat at one time; the remaining batters should wait in a safe area ready to come in. Switch batters as the game/allocated time requires to ensure everyone gets a chance to bat.  Fielding: Fielders spread out (but no-one can start by standing inside the ‘diamond’). A wicket-keeper is placed at each set of stumps.  Bowling: The bowler stands in the middle of all four stumps (the diamond).  Rules   * The Bowler bowls underarm/overarm at any set of stumps. * Batters can run if they hit or miss the ball. All four batters run at the same time – in an anti-clockwise direction – with no overtaking. * One run is scored when all batters advance safely to next wicket. * As soon as the bowler receives the ball back s/he can bowl it again so the batters always need to be ready. * Ways of being out include caught, bowled, hit wicket and run out (this option reinforces the role of the wicket keeper). * When a batter is out, the next batter comes in to replace them. The innings can either be played until all the batters are ‘out’, or can be time-based (for example: 10 mins per innings), which means that batters may have a chance to bat again. Batting and fielding teams swap when the innings is concluded. * The team with the most runs wins.   Modification   * Bowler and fielders rotate positions every six balls . * Individual batters can decide to have an overarm bowl and score double for that hit. * Innings length can be based on a length of time or the number of wickets lost. * Three misses by the batter and you’re out. | We are learning to:  Bowl the ball using an overarm action with accuracy.  Strike a ball into space to create time for scoring runs.  Work together as a team in the field to defend space and reduce run scored.  What am I looking for?   * Bowling with an overarm action at an appropriate length. * Bowling with an overarm action aimed at the stumps. * Effective communication in the field. * Striking the ball within the boundaries and into gaps in the field or open space. * Quick retrieval of the ball as a fielder. * Working as a team to defend space in the field. |

| Assessment overview and evidence of learning | Unit evaluation |
| --- | --- |
|  |  |

Overarm throw peer and self assessment

Striking/fielding games are games that involve striking and fielding. The aim of striking and fielding games is twofold. One aim is for batters to place an object within boundaries where it cannot be fielded. The second aim is for fielders to return the object within the boundaries. Cricket, Rounders and Softball are all examples of striking and fielding games.

| Syllabus outcomes | Physical literacy continuum markers | Skill domains |
| --- | --- | --- |
| PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts  PD4-5: transfers and adapts solutions to complex movement challenges  PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups  PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Cluster 5  Aspect – Movement Competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)   Aspect - Tactical Movement (Thinking in Action)   * Implements tactics which account for the strengths of self and others within a physical activity | Self-management skills (S)   * Decision-making and problem-solving   Interpersonal skills (I)   * Communication * Collaboration, inclusion and relationship building * Leadership and advocacy * Social awareness   Movement skills (M)   * Fundamental and specialised movement skills and concepts * Tactical and creative movement * Health and fitness enhancing movement |

Assessment components

Skill execution: Student throws the ball effectively (with efficient skill) using the appropriate level of force, accurate placement and control.

Decision making: Students make the appropriate throw for the situation, reflecting an understanding of player movements, rules of the activity and how to create space or advantage.

Task 1

Skill execution: Observe your partner performing the overarm throw or record yourself performing an overarm throw.

Reflect on your learning and your understanding of skill acquisition and performance by providing feedback on the observation sheet below. Note: Feedback can be provided for yourself or a partner.

Overarm throw components

1. Eyes focused on target area throughout the throw.
2. Stands side-on to target area.
3. Throwing arm moves in a downward and backward arc.
4. Steps towards target area with foot opposite throwing arm.
5. Hips then shoulders rotate forward.
6. Throwing arm follows through, down and across the body.



Number of skill components the student is proficient in for overall skill proficiency level.

Developing proficiency: 0-2

Approaching proficiency: 3-5

Proficient: 6

Checklist

| Criteria used to assess student | Skill component proficiency (Yes/ No) | Overall skill proficiency level  Developing proficiency  Approaching proficiency  Proficient |
| --- | --- | --- |
| Eyes focused on target area throughout the throw. |  |  |
| Stands side-on to target area. |  |  |
| Throwing arm moves in a downward and backward arc. |  |  |
| Steps towards target area with foot opposite throwing arm. |  |  |
| Hips then shoulders rotate forward. |  |  |
| Throwing arm follows through, down and across the body. |  |  |

Feedback

Task 2

Skill application: Observe your partner throwing during the 3 item throw activity.

Make a tally of the appropriate and inappropriate skill application made when selecting what to do with the ball during the game.

Components

Student throws the ball effectively (with efficient skill) using the appropriate level of force, accuracy and control.

* Selects the appropriate throw to reach the target e.g. underarm, overarm.
* Ball reaches target – uses the right amount of force, accuracy and control.

Criteria

Inappropriate

* Selection of what to do with the 3 items during the game is not appropriate for the situation e.g. throws all 3 items at once, throws directly to fielders.
* Shot selection reflects limited understanding of player movements, rules of the game and how to create space or advantage.
* Shot selection reflects inappropriate levels of force, low accuracy or inconsistent placement or control.

Appropriate

* Appropriately selects what to do with the 3 items during the game e.g. throws the 3 items into different spaces, selects to throw items in different order.
* Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.
* Shot selection reflects appropriate levels of force, accurate placement and control.

Record your observations below.

Task 3

Decision making: Observe your partner fielding during the runners versus batter’s activity.

Make a tally of the appropriate and inappropriate decisions made when selecting what to do with the ball during the game (in fielding):

Decide on appropriate throw selection (How? Why?)

Decide throw and fielding position placement (Where? When? Why?)

Components

Decision making: Appropriately decides what to do with the ball/ object (or projectile) during play.

* Decide shot selection (How? Why?)
* Decide shot placement (Where? When? Why?)

Criteria

Inappropriate

Decision of what to do with the ball when fielding is not appropriate for the situation, for example, doesn’t throw the ball to the infield, doesn’t throw the ball to the closest field.

Throw selection reflects limited understanding of batting and fielding teams' movements, rules of the game and how to create space or advantage.

Throw reflects inappropriate levels of force, low accuracy or inconsistent placement or control.

Appropriate

Appropriately decides what to do with the ball when fielding, for example, quickly retrieves ball and throws it to the infield, throws the ball to the closest field.

Throw selection reflects understanding of batting and fielding teams' movements, rules of the game and how to create space or advantage.

Throw reflects appropriate levels of force, accurate placement and control

Student recording sheet

Use this space below to tally your observations.

Positive feedback: Use this space to record your partner’s strengths in decision making and player movement.

Things to improve on: Use this space to record errors in decision making and player movement and identify modifications to improve upon.

Two hand strike peer and self assessment

Striking/fielding games are games that involve striking and fielding. The aim of striking and fielding games is twofold. One aim is for batters to place an object within boundaries where it cannot be fielded. The second aim is for fielders to return the object within the boundaries. Cricket, Rounders and Softball are all examples of striking and fielding games.

| Syllabus outcomes | Physical literacy continuum markers | Skill domains |
| --- | --- | --- |
| PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts  PD4-5: transfers and adapts solutions to complex movement challenges  PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups  PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Cluster 5  Aspect – Movement Competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)   Aspect – Tactical Movement (Thinking in Action)   * Implements tactics which account for the strengths of self and others within a physical activity | Self-management skills (S)   * Decision-making and problem-solving   Interpersonal skills (I)   * Communication * Collaboration, inclusion and relationship building * Leadership and advocacy * Social awareness   Movement skills (M)   * Fundamental and specialised movement skills and concepts * Tactical and creative movement * Health and fitness enhancing movement |

Assessment components

Skill execution: Student strikes the ball effectively (with efficient skill) using the appropriate level of force, accurate placement and control.

Decision making: Students make the appropriate strike for the situation, reflecting an understanding of player movements, rules of the activity and how to create space or advantage.

Task 1

Skill execution: Observe your partner performing the two hand strike or record yourself performing the wo hand strike.

Reflect on your learning and your understanding of skill acquisition and performance by providing feedback on the sheet provided. NOTE: Feedback can be provided for yourself or a partner.

Two hand strike components

1. Stands side-on to target area.
2. Eyes focused on the ball throughout the strike.
3. Hands next to each other, bottom hand matches the front foot.
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.



Number of skill components the student is proficient in for overall skill proficiency level.

Developing proficiency: 0-2

Approaching proficiency: 3-5

Proficient: 6-7

Checklist

| Criteria used to assess student | Skill component proficiency (Yes/ No) | Overall skill proficiency level  Developing proficiency  Approaching proficiency  Proficient |
| --- | --- | --- |
| Stands side-on to target area. |  |  |
| Eyes focused on the ball throughout the strike. |  |  |
| Hands next to each other, bottom hand matches the front foot. |  |  |
| Steps towards target area with front foot. |  |  |
| Hips then shoulders rotate forward. |  |  |
| Ball contact made on front foot with straight arms. |  |  |
| Follows through with bat around the body. |  |  |

Feedback

Task 2

Skill application: Observe your partner throwing during the Howzbat activity.

Make a tally of the appropriate and inappropriate skill application made when selecting what to do with the ball during the game.

Components

Student bats/ strikes the ball effectively (with efficient skill) using the appropriate level of force, accuracy and control.

* Selects the appropriate strike/ shot for the situation, for example, forward drive, pull shot.
* Shot reaches target – uses the right amount of force, accuracy and control.

Criteria

Inappropriate

* Selection of what to do with the ball during the game is not appropriate for the situation, for example, bats towards fielders.
* Shot selection reflects limited understanding of player movements, rules of the game and how to create space or advantage.
* Shot selection reflects inappropriate levels of force, low accuracy or inconsistent placement or control.

Appropriate

* Appropriately selects what to do with the ball during the game, for example, ooks for gaps in the field.
* Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.
* Shot selection reflects appropriate levels of force, accurate placement and control.

Record your observations below (inappropriate: I and appropriate: A). Task 3

Decision making: Observe your partner fielding during the Howzbat activity.

Make a tally of the appropriate and inappropriate decisions made when selecting what to do with the ball during the game (in fielding):

Decide on appropriate shot/ strike selection (How? Why?)

Decide shot/ strike placement and force (Where? When? Why?)

Components

Decision making: Appropriately decides what to do with the ball/ object (or projectile) during play.

* Decide shot selection (How? Why?)
* Decide shot placement (Where? When? Why?)

Criteria

Inappropriate

Decision of what to do with the ball when batting is not appropriate for the situation e.g. hits to fielders.

Shot selection reflects limited understanding of batting and fielding teams’ movements, rules of the game and how to create space or advantage.

Shot reflects inappropriate levels of force, low accuracy or inconsistent placement or control.

Appropriate

Appropriately decides what to do with the ball when batting e.g. varies shot, hits to open space.

Shot selection reflects understanding of batting and fielding teams’ movements, rules of the game and how to create space or advantage.

Shot reflects appropriate levels of force, accurate placement and control.

Student recording sheet

Use this space below to tally your observations.

Positive feedback: Use this space to record your partner’s strengths in decision making and player movement.

Things to improve on: Use this space to record errors in decision making and player movement and identify modifications to improve upon.

Strategic planning – elements of composition assessment

Striking/fielding games are games that involve striking and fielding. The aim of striking and fielding games is twofold. One aim is for batters to place an object within boundaries where it cannot be fielded. The second aim is for fielders to return the object within the boundaries. Cricket, Rounders and Softball are all examples of striking and fielding games.

| Syllabus outcomes | Physical literacy continuum markers |
| --- | --- |
| PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts  PD4-5: transfers and adapts solutions to complex movement challenges  PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups  PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Cluster 5  Aspect – Movement Competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)   Aspect - Tactical Movement (Thinking in Action)   * Implements tactics which account for the strengths of self and others within a physical activity * Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move * Creates a plan to succeed in physical activity which takes account of individual strengths |

Task 1: Identifying skills

Answer the questions using your own words.

Watch the video clip – modified softball or watch a partner participating in the Home Runs activity.

Provide examples of how the following can influence movement/performance in the game:

* Effort: for example – how hard you strike/throw the ball
* Space: for example – where you hit the ball to in space, where in space the fielders stand
* Time: for example – how much time is left of the innings
* Objects: for example – what ball you are throwing to
* People: for example – who is catching the ball (1st base, bowler etc.), who is hitting the ball.

Task 2: Developing a strategic plan

Explore the elements of effort, space, time, objects and people in developing a batting (offensive) and/or a fielding (defensive) strategy for the Home Runs (softball) activity.

You may use diagrams to help explain your answer.

Identify the factors that enabled you to achieve success and explain how these factors contributed to your success.

Show how you have taken into consideration the strengths and weaknesses of the players within your team and the opposing team to maximise the success of your strategy.

Task 3: Assessing your plan

Revise your strategic plan based on the success/failures and strengths and weaknesses from the first innings. You may use diagrams to help explain your answer.

Show how you have taken into consideration the strengths and weaknesses of the players within your team and the opposing team.

Strategic planning – using space

Striking/ fielding games are games that involve striking and fielding. The aim of striking and fielding games is twofold. One aim is for batters to place an object within boundaries where it cannot be fielded. The second aim is for fielders to return the object within the boundaries. Cricket, Rounders and Softball are all examples of striking and fielding games.

| Syllabus outcomes | Physical literacy continuum markers | Skill domains |
| --- | --- | --- |
| PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts  PD4-5: transfers and adapts solutions to complex movement challenges  PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups  PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Cluster 5  Aspect – Movement Competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)   Aspect - Tactical Movement (Thinking in Action)   * Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move * Creates a plan to succeed in physical activity which takes account of individual strengths | Self-management skills (S)   * Decision-making and problem-solving   Interpersonal skills (I)   * Communication * Collaboration, inclusion and relationship building * Leadership and advocacy * Social awareness   Movement skills (M)   * Fundamental and specialised movement skills and concepts * Tactical and creative movement |

Task

Using the Heat Track, analyse the batting and/or fielding teams’ performance to gain an understanding of the strategies used to enhance performance in striking and fielding games.

Record the following after three different batting plays:

* Fielding positions/set up.
* The path of the ball from the moment the batter strikes the ball into the field of play, including where the ball is hit, stopped, landed and caught.
* Fielders movements including where they run and walk.

Answer the following questions using your own words.

Batting:

* When Batting (attacking) you need to find and utilise space. What does this mean and what does it look like in a striking and fielding game such as softball, cricket or Danish Long ball?
* Where are the safest places to hit the ball to score runs in this same game? Why?
* Why would it be useful for a batter to have a strategy for hitting the ball into space and for running between the markers, around the bases or between the stumps?
* Where do you need to hit the ball to score the maximum amount of runs in this game? Is this always the safest option? Why or Why not?

Fielding:

* When Fielding (defending) you need to cover the area and restrict the space. What does this mean and what does it look like in a striking and fielding game such as softball, cricket or Danish Long ball?
* Where is the best place to stand or position yourself to field the ball and limit the chance of the batter making a run?
* Where is the best place to move in the field to prevent the batter making a run or to get a player out? Why?
* Why would it be useful for fielders to have a strategy to cover the area of the playing field?
* How can you work together in filed to prevent the batters from scoring runs?

Heat track: Batting and fielding player movements

Observer name:

Player name:

Key:

| Symbol or Marking | Meaning |
| --- | --- |
| Circle | Stop/ land/ caught |
| Triangle | Fielder |
| Dotted line | Thrown |
| Continuous line | Hit |
| Dotted squiggly line | Run |
| Continuous squiggly line | Walk |

Use the space below for your heat track for 3 different players.

Batter 1

Batter 2

Batter 3

Modified from “Play with Purpose Game Sense to Sport Literacy (3rd edition)”, Shane Pill (2013)

Teacher marking criteria – Strategic planning – using space assessment

| Criteria | Outstanding  A | High  B | Sound  C | Basic  D | Needs improvement  E |
| --- | --- | --- | --- | --- | --- |
| Overall knowledge and understanding | Students demonstrate extensive knowledge and understanding of using space in striking and fielding games. | Students demonstrate thorough knowledge and understanding of using space in striking and fielding games. | Students demonstrate sound knowledge and understanding of using space in striking and fielding games. | Students demonstrate basic knowledge and understanding of using space in striking and fielding games. | Students demonstrate elementary knowledge and understanding of using space in striking and fielding games. |
| Performance analysis criteria | Students show a very high level of ability to analyse their peers’ performance, identifying appropriate and inappropriate use of space within game play. | Students show a high level of ability to analyse their peers’ performance, identifying appropriate and inappropriate use of space within game play. | Students can analyse their peers’ performance, identifying appropriate and inappropriate use of space within game play. | Students show a limited ability to analyse their partners performance, identifying appropriate and/or inappropriate use of space within game play. | Students show elementary ability to analyse their partners performance, identifying appropriate and/or inappropriate use of space within game play. |
| Questions criteria | Students provide extensive responses to the questions regarding using space in striking and fielding games.  Responses illustrates a very high level of understanding regarding the batting and fielding teams use of space in striking and fielding games.  Students demonstrate extensive knowledge of best place to potion yourself in field and where and how to field the ball. | Students provide thorough responses to the questions regarding using space in striking and fielding games.  Responses illustrates a high level of understanding regarding the batting and fielding teams use of space in striking and fielding games.  Students demonstrate thorough knowledge of best place to potion yourself in field and where and how to field the ball. | Students provide sound responses to the questions regarding using space in striking and fielding games.  Responses illustrates an understanding regarding the batting and fielding teams use of space in striking and fielding games.  Students demonstrate sound knowledge of best place to potion yourself in field and where and how to field the ball. | Students provide limited responses to the questions regarding using space in striking and fielding games.  Responses illustrates a limited understanding regarding the batting and fielding teams use of space in striking and fielding games.  Students demonstrate limited knowledge of best place to potion yourself in field and where and how to field the ball. | Students provide elementary responses to the questions regarding using space in striking and fielding games.  Responses illustrates an elementary understanding regarding the batting and fielding teams use of space in striking and fielding games.  Students demonstrate elementary knowledge of best place to potion yourself in field and where and how to field the ball. |

Debate of ideas: Tactical Time Outs

In your team or with your peer coach, discuss the following items during your ‘tactical time-out’:

Identify the particular strengths of your opposition? i.e. particular learners, patterns of play, physical strength, good players and flair learners, solid batting and fielding attack/defence etc.

What things did you/your pair/team do well to cope with these strengths in the previous game? i.e. forced the fielders out of position, placed the ball to allow batters home, restricted the field of play, retrieved the ball quickly to restrict the number of runs scored etc.

What things did/does you/your pair/team need to do to counteract the strengths of the opposition team? i.e. work as a team to field quickly, close the ball down quicker, communicate better, vary your shots, run faster between wickets etc.

How will you do the things you have mentioned in question 3? Can you address them in order that you can be effective in the next part of the gam