Skills and strategies for striking/fielding games

Outcomes:

4.4 - Strand 2: Movement skill and performance –
• Demonstrates and refines movement skills in a range of contexts and environments

4.12 - Decision-Making –
• Assesses risk and social influences and reflects on personal experience to make informed decisions

4.14 – Moving –
• Engages successfully in a wide range of movement situations that displays an understanding of how and why people move

Content:

Types of movement skills
− fundamental
− specialized
− locomotor and non-locomotor
− manipulative

Aspects of movement skill development
− body control and awareness
− object manipulation and control
− anticipation and timing
− technique

Influences on skill development and performance
− applying skills across contexts
− predictable and dynamic environments
− importance of practice
− safety

Contexts for specialised movement skills
− games

Physical Literacy Continuum markers

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)

Cluster 5
Aspect: Tactical Movement
• 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

Resources
• 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

Safety considerations
• Ensure a safe distance between groups.
• Batters must drop and not throw the bat.
• Batters should avoid contact with other batters during their run
• Batters should hit the ball below head height.
• Fielders should be at least 10 metres from the batter.
• Fielders call ‘mine!’ if they are fielding the ball.
## LESSON 1

### Assessment

**How will I know students have met the Learning Intention? How will the students know they have met the Learning Intention?**

- **Skill execution:** Students throw the ball efficiently (with efficient skill)
- **Decision Making:** Students make the appropriate decisions where to throw the ball

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

### Tactical problem

**What is the AIM of strike fielding games for the batting team and the fielding team?**

- **Batting** = Place object within boundaries where it can NOT be returned or takes a long time to return
- **Fielding** = 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

### Differentiation

The CHANGE IT acronym and concept comes from the Australian Sport’s Commission Playing for Life philosophy. More information can be found at [http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_it_guide.pdf](http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_it_guide.pdf) The acronym CHANGE IT highlights some of the elements of a game that can be changed to make it easier or harder, to include and challenge all players.

**C:** Coaching Style:

**H:** How to score/win: modify point system, scoring space

**A:** Area: field size – increase or decrease.

**N:** Numbers – increase or decrease team numbers

**G:** Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, e.g. 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.

**I:** Inclusion – modify equipment and rules to maximise participation

**T:** Time
Sample activities

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| 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. | • Ball 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  
**Focus questions**  
**What is the aim of Strike/Fielding games for the batting team and the fielding team?**  
**Batting** = Place object within boundaries where it can NOT be returned or takes a long time to return  
1. To score as many runs as possible  
2. To place the ball away from the fielders  
3. So it takes a long time to field and more runs can be scored  
4. Throwing it far away from where the fielding team are positioned  
**Fielding** = Return objects within the boundaries as quick as possible to stop the runner  
5. To stop the batters from scoring runs  
6. To their teammates to pass over and under as quick as possible  
7. To stop the batters as soon as possible  
8. Running as quick as they can, catching the ball fielding a ground ball |

![Diagram of Chuck the Chicken game](image)
### Lesson activity

**Game form 1 - Situated learning task:**

**3 item throw**

### Learning experience and teaching considerations

**Instructions:**
1. 4 students per team.
2. 1 person is the thrower (batter) and the other 3 are the fielders.
3. 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.
4. 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 strike/fielding games for the batting team and the fielding team?**

**Batting** = Place object within boundaries where it can NOT be returned or takes a long time to return

**Fielding** = Return objects within the boundaries as quick as possible to stop the runner

**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 retrieve the 3 items as quick as possible
- They work out the best fielding position to retrieve the object i.e. wicket keeper/catcher

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| Ask students:   | 1. What is the aim for the batting/throwing team?  
2. Where does the thrower place the object?  
3. Why does the thrower place the object in this place?  
4. How does the thrower place the object?  
5. What is the aim for the fielder/fielding team?  
6. Where does the fielder retrieve the object?  
7. Why does the fielder retrieve the object in this place?  
8. How does the fielder retrieve the object? | • Fielding player back up each other from outfield to infield  
Focus question responses  
1. To score as many runs as possible  
2. To place the objects in different places away from the fielders i.e. long, short, wide  
3. So it takes a long time to field and more runs can be scored  
4. Varying the throw and the order of the equipment to draw the fielders into different positions  
5. To stop the batters from scoring runs by fielding all 3 pieces of equipment as quick as possible  
6. To the hoop behind the batter  
7. To stop the batters as soon as possible  
8. Running as quick as they can, catching the ball fielding a ground ball |
| Game form 2 - Situated learning task: | Instructions:  
4 students per team.  
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!’ | Focus questions  
What is the aim of strike fielding games for the batting team and the fielding team?  
**Batting** = Place object within boundaries where it can NOT be returned or takes a long time to return  
**Fielding** = Return objects within the boundaries as quick as possible to stop the runner  
Batters  
- Look for gaps in field  
- Vary shots to get fielders out of  
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. |

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|                 | ● The ball is passed to each fielder using a nominated throw, e.g. 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. | 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 |

**Ask students**  
**Batters**  
1. Where will you aim to place the ball?  
2. Why will you aim to place the ball there?  
3. How will you place the ball?  

**Fielders**  
4. What will you do to ensure you pass around to your team-mates as quickly as possible?  
5. Will your fielding positions allow you to field and pass the ball around quickly?  
6. Where will you stand to field the ball and pass it around quickly?  

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### LESSON 2

#### Assessment

**How will I know students have met the Learning Intention? How will the students know they have met the Learning Intention?**

- **Skill execution:** 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.

- **Decision Making:** Students make the appropriate decisions when and where to strike the ball with force and direction appropriate for the situation.

Year 8 Skills and Strategies for Strike/Field Games:
Peer and self-assessment - Two Handed Strike

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<tr>
<th>Tactical problem</th>
<th>Resources</th>
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</table>
| **Scoring runs** – How do you score runs? | Per group:  
  - Cricket bat  
  - Tennis balls  
  - Stumps  
  - Cones |

#### 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?

#### Safety

- 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.

#### Differentiation

The CHANGE IT acronym and concept comes from the Australian Sport’s Commission Playing for Life philosophy. More information can be found at [http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_It_guide.pdf](http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_It_guide.pdf) The acronym CHANGE IT highlights some of the elements of a game that can be changed to make it easier or harder, to include and challenge all players.

- **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.

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## Sample activities

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<td>Introductory activity</td>
<td>Watch the video – <a href="#">Two hand strike</a> or film your partner performing the two handed strike off a batting tee. Identify the 7 main teaching points. Students reflect on their learning by providing feedback to a partner. Provide positive feedback and things to improve on.</td>
<td>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</td>
</tr>
<tr>
<td>Warm up Activity: Hoops and loops</td>
<td>• Divide participants into small groups (e.g., three to four). • Groups set up an activity area by placing a tee or pylon on one side of their activity area and a hula hoop in front of the tee at a distance determined by the group. • Groups divide up, with one participant at bat while the other group members are in the outfield (around the hula hoop) to retrieve the objects. <strong>Activity Instructions</strong> • The batter uses the paddle to hit the object off the tee toward the hula hoop. If the object lands inside the hoop, the batter receives a point. • If the ball does not go into the hoop, the batter tries to run to the 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</td>
<td>• Ball placement to score points • Striking the ball with force and accuracy to land inside the hoop To decrease the challenge, participants could: • Move the hula hoop closer to the batter. • Use a larger target (e.g., tape, skipping rope). • Use a smaller playing area. • Increase the size of the ball (e.g., beach ball).</td>
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<td>makes it back to the tee, the fielders each receive a point.</td>
<td>• 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.</td>
<td>▪ Use a hand to hit the ball when batting.</td>
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<td>• After the batter has had three chances at bat, another group member takes a turn.</td>
<td>▪ Run only to the hula hoop, and not back to the tee.</td>
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<td></td>
<td>To increase the challenge, participants could:</td>
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<td></td>
<td>▪ Use a hand to hit the ball when batting.</td>
<td>▪ Move the hula hoop farther away from the batter.</td>
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<td>▪ Run only to the hula hoop, and not back to the tee.</td>
<td>▪ Increase the size of the activity area.</td>
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<td>▪ To increase the challenge, participants could:</td>
<td>▪ Decrease the size of the ball (e.g., whiffle ball, tennis ball).</td>
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<td>▪ Move the hula hoop farther away from the batter.</td>
<td>▪ Decrease the size of the batting implement (e.g., flat-sided bat).</td>
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<td>▪ Increase the size of the activity area.</td>
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<td>▪ Decrease the size of the batting implement (e.g., flat-sided bat).</td>
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<td>Ask students:</td>
<td>▪ 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?</td>
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<td>▪ As a batter, how do you control where the ball is going when using a paddle?</td>
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<td>▪ As a fielder, where and how would you position yourself to be successful at catching the ball?</td>
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<td>▪ As fielders, how can you work together to earn more points?</td>
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<tr>
<td>Game form 1 - Situated learning task:</td>
<td>Instructions:</td>
<td>Scoring Runs - How do you score runs?</td>
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<td>• 1 batter against 4 fielders.</td>
<td>Looking for space, varying the shot: long ball, short ball, running between wickets,</td>
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<td>• Batter bats as an individual to see how many runs they can score.</td>
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<td>• The batter gets 6 hits regardless of being out (Caught, bowled or stumped out)</td>
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<td>• The batter runs between 3 cones: Each cone and back is worth 5 points.</td>
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| **Howz Bat**  | • 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  

**Ask students**  
1. In order to hit the ball, how did you grip the bat and where did you place your feet?  
2. How do you stand?  
3. What is the easiest type of bowl to return?  
4. Where do you direct the shot too?  
5. How do the fielding team make you decide where to hit too?  
6. Why is it is good idea to vary your shot?  

**Sample responses**  
1. 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.  
2. 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.  
3. A bowl that arrives at a comfortable height (between the thigh and the tunny), either on the fly or after bouncing.  

Batter  
• Batter looks for open space and gaps in field  
• Batter selects what to do with the ball during the game e.g. looks for gaps infield  
• Player 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.)  
• Player makes appropriate decisions on how many runs to make  
• Player 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.  

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<td>Game form 2 - Situated learning task:</td>
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<tr>
<td>Howz Bat extended</td>
<td>Modification: Move on so that individuals form teams i.e. 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.</td>
<td>4. Into the space where there is no fielders (batter will probably pull the ball softball style to their off stump leg). 5. Their positioning in field and the type of bowl pitched. 6. To get the fielders out of position.</td>
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**Ask students**

1. If the ball pitched in line with or just outside your off-stump, where did your stroke finish?
2. If the ball pitched on your leg stump, where did your stroke finish?

**Scoring Runs - How do you score runs?**

Looking for space, varying the shot: long ball, short ball, running between wickets.

**Decision Making:**
- Appropriately decides what to do with the ball when batting e.g. 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.

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### Assessment

*How will I know students have met the Learning Intention? How will the students know they have met the Learning Intention?*

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

- Provide two examples of self-paced skills
- Provide two examples of externally paced skills.
- Utilise all the elements of composition in developing an offensive or a defensive strategy for softball.

### 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

### Resources

- Per group:
  - cones
  - batting tees
  - softball bat
  - tennis balls or soft softballs

### Focus questions

- Where do you pass
- When do you pass
- How do you pass
- How do you field

### Safety

- 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.

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- **H**: How to score/win:
- **A**: Area: field size – increase or decrease.
- **N**: Numbers
- **G**: Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, e.g. 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.
- **I**: Inclusion
- **T**: Time
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### Warm up Activity: Piggy in the middle

**Instructions:**
- 3 v 2 Piggy in the middle - Make 5 passes to score.

**Modification:** Vary throws i.e. have to alternate between underarm, overarm and along the floor.

**Ask students:**
1. Where do you pass?
2. When do you pass?
3. How do you pass?
4. How do you field?

**Sample responses**
1. To open space for team mate to run on to, to open player.
2. When you are being marked, as soon as you see an open player.
3. Alternate your pass to confuse defenders.
4. Mark players, anticipate the pass and player being passed to.

**Attackers**
- Vary throws to their teammates to make effective passes
- Pass into space for teammate to run on to
- Pass to an unmarked player

**Defenders**
- Mark players
- Intercept passes
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| **Game form 1 - Situated learning task:**  
**Home Runs** | **Instructions:**  
- 1 batter against 5 fielders.  
- 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 i.e. 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. | **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. |
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</tr>
</thead>
</table>
| **Ask students** | 1. What is an example of self-paced skills?  
2. What is an example of externally paced skills?  
3. What was the goal of the game for the fielders?  
4. How were you able to stop the runner from scoring?  
5. What base did you want to get the runner out on?  
6. How were you able to stop the runner at first base?  
7. How did you get the ball to the bases?  
8. Why is it important for the outfielder to get the ball to infield as quickly as possible? | **Sample responses**  
1. Self Paced: Bowling, throwing  
2. Externally: the two handed strike, catching  
3. Get the batter out or restrict the number of runs scored, get the runner out on first  
4. Getting the ball to first base, getting the ball from outfield to infield as quick as possible  
5. First base  
6. 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  
7. Fielding quickly from outfield, support/relay throws  
8. To stop runners from advancing or scoring |
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<tbody>
<tr>
<td><strong>Game form 2 - Situated learning task:</strong> Home runs extended</td>
<td><strong>Modification:</strong> Move on so that individuals form teams i.e. 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.</td>
<td><strong>Preventing Scoring</strong> How do you restrict runs? How do you get the batter out?</td>
</tr>
<tr>
<td></td>
<td><strong>Ask students:</strong> 1. When the ball is hit to the left side of the outfield, which infield player covers second base?  2. When the ball is hit to the right side of the outfield, which infield player covers second base?  3. What part of the base should you tag with your foot?  4. Why?</td>
<td>Students work together as a team to develop strategies and tactics in batting and fielding positions.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategic planning</strong> 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 e.g. space, dynamics, rhythm and timing, relationships in developing an offensive or a defensive strategy for softball.</td>
<td>Defending space by infield and outfield positions, defending bases/stumps, defending space as a team, communication between players.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategic Talk</strong>  5. How did you use space, dynamics, rhythm and timing, relationships in developing an offensive or a defensive strategy for softball?</td>
<td>Students work together as a team to field the ball as quick as possible to stop the runner from scoring runs.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>1. Player at second base  2. Shortstop  3. The outside edge closest to the person throwing the ball  4. To keep from interfering with the runner</td>
</tr>
</tbody>
</table>
### Lesson 4

<table>
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<tr>
<th>Assessment</th>
<th>Tactical problem</th>
<th>Resources</th>
</tr>
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<tbody>
<tr>
<td><strong>How will I know students have met the Learning Intention? How will the students know they have met the Learning Intention?</strong></td>
<td><strong>To defend space and get the runner out</strong>&lt;br&gt;Fielding: To field the ball and get the runner out&lt;br&gt;Bowling: making the batter play the shot, varying bowls - slow fast.&lt;br&gt;Fielding: field placement, working the batter, ready position, moving in, defending space, backing up in field, communication.</td>
<td>Per group:&lt;br&gt;• cones&lt;br&gt;• cricket bat&lt;br&gt;• tennis ball&lt;br&gt;• indoor cricket ball</td>
</tr>
<tr>
<td>Year 8 Skills and Strategies for Strike/Field Games: Softball Assessment - Utilising space</td>
<td><strong>To strike the ball and score points</strong>&lt;br&gt;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.</td>
<td></td>
</tr>
<tr>
<td>• When attacking you need to find and utilise space. What does this mean and what does it look like in Danish Longball?&lt;br&gt;• Where are the safest places to hit the ball to score runs? Why?&lt;br&gt;• Why would it be useful for a batter to have a strategy for hitting the ball into space and for running between the markers?&lt;br&gt;• Why would it be useful for fielders to have a strategy to cover the area of the playing field?&lt;br&gt;• Where do you need to hit the ball to score the maximum amount of runs? Is this always the safest option? Why or Why not?</td>
<td><strong>Focus questions</strong></td>
<td><strong>Safety</strong></td>
</tr>
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<td></td>
<td><strong>Focus questions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How do you decide where to strike the ball?&lt;br&gt;• What do you do when you field the ball?&lt;br&gt;• What skills do you need to work on when fielding and batting?&lt;br&gt;• How do you decide whether to run or not?</td>
<td>• Surface is flat and safe. Fielders are facing the direction of play</td>
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<td><strong>Differentiation</strong></td>
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<td>The CHANGE IT acronym and concept comes from the Australian Sport’s Commission Playing for Life philosophy. More information can be found at <a href="http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_It_guide.pdf">http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_It_guide.pdf</a> The acronym CHANGE IT highlights some of the elements of a game that can be changed to make it easier or harder, to include and challenge all players.</td>
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<tr>
<td>H: How to score/win:</td>
<td></td>
<td></td>
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<tr>
<td>A: Area: field size – increase or decrease.</td>
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<td>N: Numbers</td>
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<td>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.</td>
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<td>T: Time</td>
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Sample activities

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| Warm up Activity: Race to base | Instructions:  
- Divide participants into small groups (e.g. 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.  
Activity Instructions  
- 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. | Attackers  
- Vary throws to their teammates to make effective passes  
- Pass into space for team mate to un on to  
- Pass to an unmarked player  
Defenders  
- Mark players  
- Intercept passes  
Sample responses  
1. To open space for team mate to run on to, to open player.  
2. When you are being marked, as soon as you see an open player.  
3. Alternate your pass to confuse defenders.  
4. Mark players, anticipate the pass and player being passed to. |
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| 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?  | |

To **decrease the challenge**, participants could:  
• Decrease the distances between the base and the tee.  
• Choose how they want to strike the ball (e.g., tennis racquet, arm/hand).  
• Choose the type of object they want to send (e.g., 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 (e.g., an upside down pylon, a bucket) when fielding.  
• Change the ball to a smaller object (e.g., tennis ball, waffle ball).  
• Have someone pitch the ball.

---

**Game form 1 - Situated learning task:**  
**Danish long ball**

**Rules:**  
1. The ball must bounce at least once in the playing area  
2. More than one runner maybe on the base  
3. 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  
4. They do not however have to leave the square unless they believe they can get 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 etc.
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|                 | 5. This means there can be more than one runner in that square  
6. Each striker gets a turn, and then the teams switch positions | Fielding: field placement, working the batter, ready position, moving in, defending space, backing up in field, communication, |
| **Instructions**|                                                                 | **To strike the ball and score points** |
| ● The teams set up their playing area with 2 x 4 by 4 metre squares at each end.  
● Teams of 3v3, 4v4 or 5v5  
● 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  
● 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  
● The runner runs out of the playing area  
● The runner is tagged with the ball | 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, |

![Diagram of the game](image)
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<td>1. How do you decide where to strike the ball? 2. What do you do when you field the ball? 3. What skills do you need to work on when fielding and batting? 4. How do you decide whether to run or not</td>
<td><strong>Sample responses</strong> 1. Look for the open spaces, gaps between fielders 2. Try to tag the runner 3. Fielding: throwing and catching, long and short barriers. Batting: Various shots, running 4. Work out how quickly the ball will be fielded, depends on the hot played and how/who is fielding</td>
</tr>
<tr>
<td><strong>Game form 2 - Situated learning task:</strong></td>
<td><strong>Modification:</strong> 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. 1. How do you decide where to strike the ball? 2. What do you do when you field the ball? 3. What skills do you need to work on when fielding and batting? 4. How do you decide whether to run or not</td>
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## Lesson 5

### Assessment

**How will I know students have met the Learning Intention? How will the students know they have met the Learning Intention?**

**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 the 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

Per group:
- tennis ball
- softball bat
- gym mats or cones
- volleyball or soft ball

### Safety

- Surface is flat and safe. Fielders are facing the direction of play

### Differentiation

The CHANGE IT acronym and concept comes from the Australian Sport’s Commission Playing for Life philosophy. More information can be found at [http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_It_guide.pdf](http://www.ausport.gov.au/__data/assets/pdf_file/0008/236645/Change_It_guide.pdf) The acronym CHANGE IT highlights some of the elements of a game that can be changed to make it easier or harder, to include and challenge all players.

- **C:** Coaching Style
- **H:** How to score/win
- **A:** Area: field size – increase or decrease.
- **N:** Numbers
- **G:** Game Rules: vary the pass – allow any pass or vary the pass. Include novelty passes, e.g. 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.
- **I:** Inclusion
- **T:** Time
## Sample activities

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<tr>
<td>Warm up Activity: Sluggers and fielders</td>
<td></td>
<td>Batters: Appropriate placement of the ball, varied hits to outwit the fielders Fielders: Fast retrieval of the ball, efficient throwing and catching</td>
</tr>
</tbody>
</table>

### Rules
- The ball must pass over the restraining line to be in play and count for points.

### Instructions:
- 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.

### 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.

![Diagram of Sluggers and fielders game](image)
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</table>
| **Ask students:** | 1. What do you have to do as a pitcher/bowler to make sure the batter hits the ball?  
2. Where are you trying to hit the ball? Why  
3. How do you defend the space? | |
| **Game form 1 - Situated learning task:** | **Kick ball** | |
| 1/2 class versus 1/2 class - kicking baseball (rules similar to that of baseball). | **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 etc.  
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, | |
| • Set 4 bases (using gym mats) up in a rectangle. The batter strikes in between the bases not on home base.  
• One team is kicking (batting) the other team is fielding | | |
| **Rule:** | | |
| • Ball must be rolled along the ground within a non-fielded channel to be kicked  
• More than one runner can be on a base | | |
| **Instructions:** | | |
| • 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. | | |
### Lesson activity

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<td>1. What do you have to do as a pitcher/bowler to make sure the batter hits the ball?</td>
</tr>
<tr>
<td>2. Where are you trying to hit the ball? Why</td>
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<td>3. How do you defend the space?</td>
</tr>
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<td>4. What are you trying to do when you are the thrower?</td>
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<td>5. What do you do as a fielder</td>
</tr>
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<td>6. What do you do as the first base player?</td>
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| Modification:                                  |
| You can bring in modifications to change the state of play, i.e. 2 or more players home at once doubles the points, one hand one bounce for fielding etc. or even get the students to invent some rules. |

| Batting: To strike the ball into open space   |
| Fielding: To defend the space and field the ball |

### Sample responses

1. The ball must travel along the floor within the strike zone.
2. Trying to find gaps in the field, so it takes a longer time to retrieve.
3. Fill in the gaps between bases with your outfield players, back up the space with outfield players.
4. Get the ball infield and to a base as quick as possible.
5. Get the ball to the base that the runner is approaching quicker than they can run, if there are several runners, prevent the most ‘at risk’ player i.e. the one that is going to get home.
6. Stay on your base and try to get the player out as soon as possible.
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3. How do you defend the space?  
4. What are you trying to do when you are the thrower?  
5. What do you do as a fielder  
6. What do you do as the first base player? | 1. The ball must travel along the floor within the strike zone  
2. Trying to find gaps in the field, so it takes a longer time to retrieve  
3. Fill in the gaps between bases with your outfield players, back up the space with outfield players  
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6. Stay on your base and try to get the player out as soon as possible |
### Assessment

**How will I know students have met the Learning Intention? How will the students know they have met the Learning Intention?**

- **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 (e.g. 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).

### Tactical problem

**Scoring - Getting on base**
- Ball placement to get on first

**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 —“T”?
- 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

**Per group:**
- 2 Batting T Ball Tees
- 2 Soft T Ball
- 8 Softball Bases

### Safety

- Surface is flat and safe. Fielders are facing the direction of play.
- Fields are spaced wide enough apart to allow batting
- Batters hitting away from fielders with their backs towards them
### Strategy and tactics
Students devise initial strategy around positional play/batting position and are able to make tactical changes.

#### Batting team:

Cognition (Concentration, communication and decision-making)
- List all the decisions that those on the batting team must make (consider both at bat and on base decisions)
- How do runners on base increase the complexity of the decision of batter at the T?
- Explain why?
- What are the elements a runner should concentrate on to allow them to decide to make a run to the next base/bases?

#### Strategy and tactics

- What was the initial strategy and how did the selection of the first batter reflect this?
- Describe any tactical changes that were made as each batter came to the —“T”?
- What elements of play were taken into account to make these changes?

#### Technique

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

---

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| 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 don’t 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. | Scoring - Getting on base  
• Ball placement to get on first  
• Placing the ball in the gaps in field  
• Identifying where the base players are and placing the ball somewhere to allow them to run  
Preventing Scoring - Defending bases  
• Base coverage  
• Backing up the base fielder  
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. |
<table>
<thead>
<tr>
<th>Lesson activity</th>
<th>Learning experience and teaching considerations</th>
<th>Teaching notes and planned assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game form 1 - Situated learning task:</td>
<td>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.</td>
<td>- 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.</td>
</tr>
<tr>
<td>Voluntary Run T Ball</td>
<td>Scoring - Getting on base: Ball placement to get on first; Placing the ball in the gaps in field; Identifying where the base players are and placing the ball somewhere to allow them to run.</td>
<td>Preventing Scoring - Defending bases: Base coverage; Backing up the base fielder.</td>
</tr>
</tbody>
</table>
**Lesson activity**  
Game form 2 - Situated learning task:  
*Voluntary Run T Ball extended*

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</table>
| **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. | **Scoring - Getting on base**  
- Ball placement to get on first  
- Placing the ball in the gaps in field  
- Identifying where the base players are and placing the ball somewhere to allow them to run  
**Preventing Scoring - Defending bases**  
- Base coverage  
- Backing up the base fielder |

![Diagram of Voluntary Run T Ball extended](image)
PEER & SELF ASSESSMENT
Year 8 Striking/ Fielding Games: Skills and strategies – Overarm throw

Striking/ Fielding games
These 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.

Outcomes:
Knowledge and understanding outcomes:
Skill outcomes:

4.4 Strand 2: Movement skill and performance
Demonstrates and refines movement skills in a range of contexts and environments

4.14 Moving
Engages successfully in a wide range of movement situations that displays an understanding of how and why people move

4.12 Decision-making
Assesses risk and social influences and reflects on personal experience to make informed decisions

Physical Literacy Continuum markers
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

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.
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.

((Introductory components marked in bold))

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

<table>
<thead>
<tr>
<th>Developing proficiency</th>
<th>Approaching proficiency</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>3-5</td>
<td>6</td>
</tr>
</tbody>
</table>

Checklist

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<tr>
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<th>OVERALL SKILL PROFICIENCY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES ✓</td>
<td>Developing proficiency</td>
</tr>
<tr>
<td>1. Eyes focused on target area throughout the throw.</td>
<td>NO X</td>
<td>Approaching proficiency</td>
</tr>
<tr>
<td>2. Stands side-on to target area.</td>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td>3. Throwing arm moves in a downward and backward arc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Steps towards target area with foot opposite throwing arm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hips then shoulders rotate forward.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Throwing arm follows through, down and across the body</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

© New South Wales Department of Education 2015
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.

<table>
<thead>
<tr>
<th>I = Inappropriate</th>
<th>A = Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 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.</td>
<td>● 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.</td>
</tr>
<tr>
<td>● Shot selection reflects limited understanding of player movements, rules of the game and how to create space or advantage.</td>
<td>● Shot selection reflects understanding of player movements, rules of the game and how to create space or advantage.</td>
</tr>
<tr>
<td>● Shot selection reflects inappropriate levels of force, low accuracy or inconsistent placement or control.</td>
<td>● Shot selection reflects appropriate levels of force, accurate placement and control.</td>
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</table>

**Checklist – Skill application**

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<td></td>
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</table>
### Task 3: Decision making

Observe your partner fielding during runners versus batters activity.

Make a tally of the appropriate and inappropriate decisions made when selecting what to do with the ball during the games (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?)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Decision of what to do with the ball when fielding is not appropriate for the situation e.g. doesn’t throw the ball to the infield, doesn’t throw the ball to the closest field.</td>
<td>• Appropriately decides what to do with the ball when fielding e.g. quickly retrieves ball and throws it to the infield, throws the ball to the closest field.</td>
</tr>
<tr>
<td>• Throw selection reflects limited understanding of batting and fielding teams movements, rules of the game and how to create space or advantage.</td>
<td>• Throw selection reflects understanding of batting and fielding teams movements, rules of the game and how to create space or advantage.</td>
</tr>
<tr>
<td>• Throw reflects inappropriate levels of force, low accuracy or inconsistent placement or control.</td>
<td>• Throw reflects appropriate levels of force, accurate placement and control.</td>
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### Checklist – Decision making

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<tr>
<td><strong>Positive Feedback</strong></td>
<td>Recognise your partner’s strengths in decision making and player movement and identifies modifications to improve upon.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Things to improve on</strong></td>
<td>Recognise errors in decision making and player movement and identifies modifications to improve upon.</td>
</tr>
</tbody>
</table>
**PEER & SELF ASSESSMENT**

**Stage 4 Striking/ Fielding Games: Skills and strategies – Two hand strike**

Striking/ Fielding games
These 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.

<table>
<thead>
<tr>
<th>Outcomes: Knowledge and understanding outcomes:</th>
<th>4.4 Strand 2: Movement skill and performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill outcomes:</td>
<td>Demonstrates and refines movement skills in a range of contexts and environments</td>
</tr>
<tr>
<td></td>
<td>4.14 Moving</td>
</tr>
<tr>
<td></td>
<td>Engages successfully in a wide range of movement situations that displays an understanding of how and why people move</td>
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<td></td>
<td>4.12 Decision-making</td>
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<td></td>
<td>Assesses risk and social influences and reflects on personal experience to make informed decisions</td>
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Physical Literacy Continuum markers

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<tr>
<th>Aspect - Tactical Movement (Thinking in Action)</th>
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<tbody>
<tr>
<td>Implements tactics which account for the strengths of self and others within a physical activity</td>
</tr>
</tbody>
</table>

**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 hit into space or create advantage.

**Task 1: Skill Execution**
Observe your partner performing the two handed strike or record yourself performing an two handed strike.

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.
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.

(Introductory components marked in bold)

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

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<td>• Developing proficiency</td>
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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.

Comments
Task 2: Skill Application
Observe your partner batting 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 activity.

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

- Selects the appropriate shot for the situation, e.g. forward drive, pull shot.
- Shot reaches target - uses the right amount of force, accuracy and control.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Selection of what to do with the ball during the game is not appropriate for the situation e.g. bats towards fielders.</td>
<td>Appropriately selects what to do with the ball during the game e.g. looks for gaps in the field.</td>
</tr>
<tr>
<td>Shot selection reflects limited understanding of player movements, rules of the game and how to use space or create advantage.</td>
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**Task 3: Decision making**

Observe your partner batting during the Howzbat activity.

Make a tally of the appropriate and inappropriate decisions made when selecting what to do with the ball during the games (in fielding):
- Decide on appropriate shot selection (How? Why?)
- Decide shot 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?)

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<tr>
<td>• Decision of what to do with the ball when batting is not appropriate for the situation e.g. hits to fielders.</td>
<td>• Appropriately decides what to do with the ball when batting e.g. varies shots, hits to open space.</td>
</tr>
<tr>
<td>• Shot selection reflects limited understanding of fielding teams positions and movements, rules of the game and how to use space or create advantage.</td>
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**Checklist – Decision making**

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<td>- Recognise errors in decision making and player movement and identifies modifications to improve upon.</td>
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Stage 4 Striking/Fielding Games: assessment
Strategic planning – Elements of composition

Striking/Fielding games
These 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.

Outcomes:
Knowledge and understanding outcomes:
Skill outcomes:

4.4 Strand 2: Movement skill and performance
Demonstrates and refines movement skills in a range of contexts and environments

4.14 Moving
Engages successfully in a wide range of movement situations that displays an understanding of how and why people move

4.12 Decision-making
Assesses risk and social influences and reflects on personal experience to make informed decisions

Physical Literacy Continuum markers
Cluster 5
Aspect - Tactical Movement (Thinking in Action)
Implements tactics which account for the strengths of self and others within a physical activity

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

Aspect - Tactical Movement (Knowledge of physical activity contexts)
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.

1. Watch the video clip – modified softball or watch a partner participating in the Home Runs activity.
2. Provide two examples of self-paced skills.
3. Provide two examples of externally paced skills.

Task 2: Developing a strategic plan
Utilise all the elements of composition in developing an offensive or a defensive strategy for the Home Runs (softball) activity. You may use diagrams to help explain your answer. The elements of composition include space, dynamics, rhythm and timing, relationships.

Show how you have taken into consideration the strengths and weaknesses of the players within your team and the opposing team.
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.
Stage 4 Striking/ Fielding Games: assessment
Strategic planning – Using space

Striking/ Fielding games
These 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.

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</tr>
<tr>
<td>Aspect - Tactical Movement (Knowledge of physical activity contexts)</td>
</tr>
<tr>
<td>Creates a plan to succeed in physical activity which takes account of individual strengths</td>
</tr>
</tbody>
</table>

Task
Answer the questions using your own words.

1. When 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?
2. Where are the safest places to hit the ball to score runs in this same game? Why?
3. 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?
4. Why would it be useful for fielders to have a strategy to cover the area of the playing field?
5. 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?