 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.

Outcomes:

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

**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

**PD4-11**: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement

Skill Domains:

**Self-management skills (S)**

* Decision-making and problem-solving

**Movement skills (M)**

* Fundamental and specialised movement skills and concepts
* Tactical and creative movement

Critical Questions

Movement Skill and Performance

* How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
* How can I make decisions to adapt to changing circumstances in different movement contexts?

Physical literacy continuum markers

Cluster 5

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

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.

1. After **three** different batting plays, **record** the following:
2. Fielding positions/set up
3. 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.
4. Fielders movements including where they run and walk
5. Answer the following questions using your own words.

**Batting:**

1. 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?
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. 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:**

1. 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?
2. Where is the best place to stand or position yourself to field the ball and limit the chance of the batter making a run?
3. Where is the best place to move in the field to prevent the batter making a run or to get a player out? Why?
4. Why would it be useful for fielders to have a strategy to cover the area of the playing field?
5. How can you work together in filed to prevent the batters from scoring runs?

**Heat Track: Batting/Fielding Player Movement**

|  |  |  |  |
| --- | --- | --- | --- |
| Observer Name: |  | Player Name: |  |
|  |  |  |  |
|  | Stop/Land/Caught |  | Hit (Continuous line) |
|  | Fielder |  | Run  (Dotted squiggly line) |
|  | Thrown  (Dotted line) |  | Walk  (Continuous squiggly line) |
| Batter 1:  Batter 2: | | | |
| Batter 3: | | | |

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

Year 8 striking and fielding games Strategic planning assessment: **using space** - Teacher Marking Criteria (Teacher assessment)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | Outstanding  A | High  B | Sound  C | Basic  D | Needs improvement  E |
| **Overall** | 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** | 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** | 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. |