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:
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)
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
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?