Introduction Striking/Fielding Games

Striking/Fielding units address the expectations of the Movement Competence as well as the Active Living and Living Skills strands.

In a variety of striking/fielding activities, students will learn to apply movement concepts and movement skills while participating actively and safely in physical activities. Students will also learn to apply the appropriate strategies and tactical solutions for the game category of Striking/Fielding games. For a glossary of terms, please refer to *The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2010 (revised).*

**Striking/Fielding-Type Games:**

Striking/fielding-type games can involve running, striking, throwing, kicking and catching. Runners hit, kick or throw an object, then score runs by advancing to designated areas. Fielders retrieve the object and get it to a specified place to stop runs from being scored and to get opponents out. Because of the many aspects of the game, strategy for striking/fielding games can be challenging. By exposing students to the primary rules, fundamental skills, and tactical problems associated with each games category, students become literate in a variety of games. For example, if a student understands how to score runs in striking/fielding games (e.g., by hitting the ball away from the fielding team and by advancing runners to be closer to the scoring area) this will help the student play a variety of striking/fielding games where these tactical solutions transfer between similar games (e.g., softball, cricket, slo-pitch). Some other examples of striking/fielding games are: baseball, beep baseball, kick-ball, rounders, T-ball.

The tactical problems associated with striking/fielding-type games have similar solutions for many of the games/sports within this category. Some tactical solutions (i.e., goals for the players) are more complex than others. For example in softball, before students can work together to prevent the offense from scoring runs (high level complexity), individually they need to be able to assume the “ready position” and anticipate the movement of the ball (low level of complexity) Within this resource, several different tactical goals are identified.

Listed below are examples of strategies and key tactical goals that can be found in the Striking/Fielding units:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tactical Goal</th>
<th>Description</th>
<th>Level of Complexity</th>
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<tbody>
<tr>
<td>Offensive</td>
<td>Accurately hit ball</td>
<td>To use proper striking mechanics (e.g., “keeping an eye on the ball”, use correct grip) to hit the ball into</td>
<td>Low level</td>
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Teachers can modify the challenges in the striking/fielding activities in addition to those suggested within the lessons by changing the: ball/object size and type; striking implement type/size; speed of the object/ball that is struck (e.g., motionless ball on a T-ball stand, or slow or fast moving roll or pitch); number of players per team; number of players on offense with respect to the number of players on defense; distance between bases/designated areas; rules which allow every student the opportunity to strike (instead a three-out rule).
**Safety**

- Safety, including physical and emotional safety, is an integral part of the health and physical education curriculum. Although teachers have responsibility for following board safety guidelines in matters related to supervision, clothing and footwear, equipment, and facilities, and for applying special rules and instructions, students must also begin to take responsibility from a very young age for their own safety and the safety of others around them at school, at home, and in the community.
- Refer to the *Ontario Physical Education Safety Guidelines* for the most up-to-date safety requirements.

- Prior to activity inspect activity area for safe traction and eliminate potential hazardous conditions (e.g., check that floor plugs are in place).
- Explain to students that, before any outdoor activity, they must take responsibility for surveying the area and identifying any risks or hazards and inform the teacher of those risks so they can be controlled.
- Set boundaries for activities a safe distance from walls/barriers.
- Outline the boundaries for the designated activity area to the students.
- Ensure each activity is spread out to minimize interference from other activities.
- Remind students to be cautious when moving and to be aware of the personal space of others.
- Students must be made aware of ways to protect themselves from UV rays (e.g., use of hats, sunglasses, sunscreen).
- Instruct students that as a fielder they are to be a safe distance from the batter.
- Ensure that non-fielding students stay well behind the batting area or behind a screen or fence. Remind them to watch the game to be aware of the location of the ball and bat.
- When using multiple playing areas, set up the batters back to back as to hit away from each other’s playing areas.
- Use balls/objects that are appropriate to the skill level of the students (e.g., safeplay balls, mushballs, low impact balls, cosom plastic balls).
- Sponge soccer balls or indoor soccer balls are to be used indoors.
- Emphasize the need for students who are striking to be aware of their surrounding and do a quick “left-right-back” check before they swing the paddle or bat. Students must be instructed to: set down or drop the bat after striking; not release it during the follow through of the swing.
- Emphasize the safety of the back catcher. For more information (role, protective equipment and position), see the *Ontario Physical Education Safety Guidelines: Elementary Curricular Module - Softball Lead-up Games, Soccer-Baseball, Volley-Baseball, T-Ball and/or Softball - Lob Ball/Slo Pitch/Three Pitch* activity pages. Similarly in cricket, the wicket keeper must stand a safe distance behind a striker.
- Prior to using latex balloons check for allergies to latex.
Notes to Teachers

- In tag games, clearly define areas of the body that can be tagged (e.g., arms, back, legs) and instruct students that a tag is a touch not a push, punch or grab.
- Repetition is fundamental to learning skills. The more often students can contact a ball/object, the more comfortable and proficient they can become. Organize games/activities in small groups so all students have many chances to practise with the ball/object.
- Descriptions of many of the movement skills and the basic rules for many of the striking/fielding games/sports are included within the lesson or under Notes to Teachers in the appropriate lessons.
- Asking students to provide reasons for their decisions when assessing their own participation helps to clarify the Success Criteria for assessment. Discussing indicators clarifies the targets for both students and teachers.
- Note that the evaluation of all students in the culminating tasks may take more than one class to complete.
- When creating anecdotal notes, consider only recording notes for 6 – 10 students per class. Ensure that students are aware of the Success Criteria and the students observed vary from class to class to ensure you eventually observe and provide direct feedback to all students.
- The rubrics provided allow teachers to select a variety of options for evaluation. It is not expected that all the movement skills and strategies/tactics on the rubrics will be evaluated in one unit.