

4

Striking and Fielding Games



Striking and Fielding game skills

Striking and Fielding games are those in which one team can score points when a player strikes a ball (or similar object) and runs to designated playing areas while the other team attempts to retrieve the ball and return it to prevent their opponents from scoring.

Striking and fielding game skills	What this is	What it looks like – Success criteria
Batting:		
Hitting the ball	It is batters successfully hitting the ball to where they want it to go. (Note: In <i>MoveWell</i> games, batters should be given the choice of hitting off a tee or cone or having the ball pitched or bowled at them)	<ul style="list-style-type: none"> • A successful hit involves clean contact between bat and ball so that the ball ‘cracks off the bat’. The timing is good, and contact is made in front of the body on the ‘sweet spot’ of the bat (not on the end of the bat but just up from it). The follow-through goes through the ball, and the ball goes where it is supposed to go with the speed and distance the batter wants.
Placing the ball	It is hitting the ball to the best place in the field. This means the batters will read the field so that they know where the fielders are and then hit the ball into open space away from the fielders to give themselves time to run.	<ul style="list-style-type: none"> • A successful placement means the ball is hit into or through open space so that a run is possible. Hitting over the fielders and perhaps the boundary is also possible.
Running	It is making runs, i.e., running between wickets, to bases, or to the other end.	<ul style="list-style-type: none"> • Players know when to run and when not to. They run when they should and call to or coordinate with other runners. Players run fast and slide in or slide their bat to successfully make ground.
Fielding:		
Outside-in fielding	It is fielding wide and moving in to field or catch the ball from outside to inside.	<ul style="list-style-type: none"> • Players start in a wider fielding position and move in with the hit so that they field or catch the ball moving forwards rather than having to move backwards. • They spread out around the field to ensure that spaces are covered. • They cover infield and outfield spaces, know which space they are covering, and move to field when required. • Players work as a team to cover in close and out wide, talking to one another to coordinate fielding roles.

Positioning to cover space	It is starting in a wide position so that players can move in to field a ground ball or catch a high ball, rather than having to turn and chase the ball to the out-field.	<ul style="list-style-type: none"> • They will be spreading out around the field to ensure spaces are covered. • Players will be working as a team to cover in close and out wide and talking to one another to coordinate fielding roles.
Reading the game and anticipating the play when fielding	It is knowing what is likely to happen once the ball is hit and knowing what to do.	<ul style="list-style-type: none"> • The players will know what to do with the ball if it comes their way, where and who to throw it to. • They will be backing up. • They will be knowing if runners are running home or to a wicket etc. • Players will be moving into position early to field or back up, throwing to the correct base or end. • They will be talking to other players to help them make the right decision – <i>e.g. 3rd base, this end, wicketkeeper etc.</i>
Fielding a ground ball	It is moving into line behind the ball, getting down and covering it so that it doesn't go past. Then being able to quickly return to their feet and throw to the base or wicket.	<ul style="list-style-type: none"> • The player successfully throws to the base or wicket as required. • Players know where and who to throw the ball to when it comes their way. They know to back up if necessary, sensing if runners are running home or to a wicket or base. • They predict which base or wicket to throw to, given the game situation.
Catching a ball	It is moving into the line of and under the incoming ball to prevent it from touching the ground.	<ul style="list-style-type: none"> • Players catch the ball without letting it touch the ground. • They use a stable base when throwing, with their opposite arm pointing, strong rotation of their trunk, and whip through with the arm to straighten it at release point.
Throwing to a base or wicket	It is deciding where to throw: to which base, wicket, or end.	<ul style="list-style-type: none"> • Players successfully throw to base or wicket as required.
Backing up, covering bases or wickets	It is moving behind the base or wicket to back up or catch the throw when the ball is thrown in by another fielder.	<ul style="list-style-type: none"> • Players are in position to catch or stop the ball when it is thrown in as either the first or second catcher.
Pitching or bowling	It is delivering the ball to the batter either by throwing, bouncing, or overarm bowling towards the batsman.	<ul style="list-style-type: none"> • The player in this position successfully pitches or bowls (throws) the ball so that the game can start and progress for the full enjoyment and inclusion of all players. • The player delivers the ball in a way that allows the batter to hit it and makes a game of it.

Striking and fielding games	Page
<p>4.1 Move 'n' Catch</p> <p>This may not seem like a striking and fielding game, but it is an activity that involves moving and catching a bean bag or ball, which is an essential skill for fielding in these games. Move 'n' Catch sounds simple, but the game skill here is to learn to move for the catch! Moving to catch</p>	112
<p>4.2 Cone Ball and Tee Ball</p> <p>Cone Ball and Tee Ball are simple but enjoyable striking games, which are good for children of all levels. The batters hit a stationary ball from a cone or tee and run to a nearby marker cone and back while the fielders return the ball to home base. Batting</p>	114
<p>4.3 1, 2, and 4 Wicket Cricket</p> <p>1 Wicket Cricket is a simplified game of cricket. Players hit the ball off a cone or from a tossed ball and run between wickets. 2 and 4 Wicket Cricket are played like cricket but as partner or team batters, which allows for faster rotations and higher involvement. Calling and running between wickets</p>	116
<p>4.4 My Ball</p> <p>My Ball encourages the development of the skill and enjoyment of successfully moving in to catch a high ball. It advances on the game skills of Move 'n' Catch and is more suited to older players or children more experienced with striking and fielding game skills. Catching a high ball</p>	118
<p>4.5 Mirror Ball</p> <p>This is a fun fielding game with a novelty twist. The batting team takes equipment from the batting end to the other end and sets it up as a mirror image after they hit the balls into the field. This requires team problem solving to achieve the goal as fast as possible. Team problem solving</p>	120
<p>4.6 Long Ball</p> <p>Long Ball is a popular game that is a good for teaching fielding skills. The game encourages fielding teams to work together as a team and think strategically. It can help players know what to do when fielding and how to throw a retrieved ball to a designated target. Throwing to the base</p>	122
<p>4.7 Cricket Rounders</p> <p>Cricket Rounders is a fast-moving striking and fielding game that has fast innings turnovers in the first innings. It then becomes progressively harder as the rules change after each innings. Running between bases</p>	124
<p>4.8 Kilikiti</p> <p>Kilikiti is a form of cricket and is the national game of Sāmoa. It is fun to play and is enjoyed throughout Polynesia and New Zealand because of its inclusiveness and high involvement. Focusing on fun</p>	126
<p>4.9 Scatter Ball</p> <p>Scatter Ball is a fun and fast-moving game played with small teams of batters and fielders. Batters throw or hit the balls to scatter them around the infield and run bases. Fielders learn to field ground balls as fast as possible to stop the runs. Fielding a ground ball</p>	128
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4.1 Move 'n' Catch

This may not seem like a striking and fielding game, but it is an activity that involves moving and catching a bean bag or ball, which is an essential skill for fielding in these games. Move 'n' Catch sounds simple, but the game skill here is to learn to move for the catch!



EQUIPMENT



Net or benches



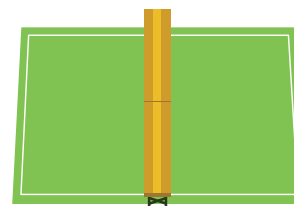
Ropes



Tennis balls



Bean bags



LEARNING FOCUS

The focus of this activity is learning to move and catch. Combining moving *with* catching is an important game skill for players to develop in striking and fielding games.

Focus the children on:

- reading the flight of a ball and
- simultaneously moving into position to be under or behind the ball to catch it.

SET UP & PLAY

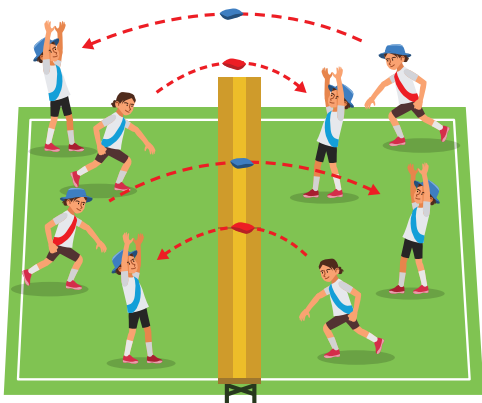
Set up:

- The set-up will vary depending on the age and ability of the children.
- For older children, use a small court area with a bench or net halfway across.
- After some play, a net can be raised (badminton height) and the court size increased to encourage higher tosses and more movement to get under the ball.
- For younger children, use bean bags or larger balls and dispense with the bench.

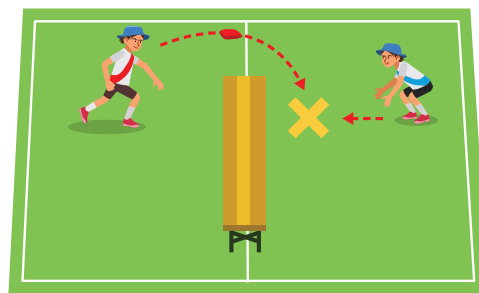
Play:

- Children toss the ball above head height to bounce it in their opponent's half. The opponent tries to catch it on the first bounce or full and toss it back.

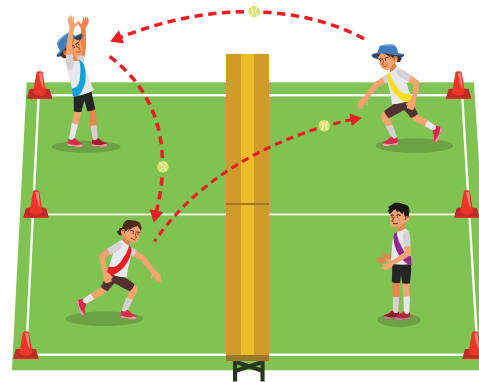
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Have the children toss the bean bag or ball in front of the player on the other side of the bench or net so that they move forward to catch it. Try to avoid having the children standing still as they catch and throw the bean bags or balls back. It is important that the children learn to move into position to catch.



Step Two:
Add a competitive element with one player tossing the ball away from the other player so that it bounces into either square, requiring the player to move to catch it. Include different objects, such as stars or quoits. This places the focus on tracking and moving rather than how they use their hands.



Step Three:
Raise the net to badminton height. Use the whole court in a 1 v 1 situation so that the children have to cover the whole court and move to catch the ball or object.

LEARNING QUESTIONS

- How do you track the ball in flight and move underneath or behind it to catch it?
- Why should you watch the bean bag or ball into your hands?
- How do you read the bounce of the ball?
- How do you watch both the ball and the opposite player?
- Which one is the most important of these? Why?
- Can you show your group three important things about moving to catch?

REFLECTION

After the activity, can the children:

- read the flight of a ball, that is, track the ball's flight?
- coordinate their movement with the ball's flight to be under it to catch it on the full?
- coordinate their movement to be behind a bounced ball to catch it at the top of its bounce?
- keep their eyes open as they catch?



Moving to catch

Catching involves being able to track the incoming flight of an object and move under it to catch it. In learning to catch, children need guidance on technique and variation in their practice. Emphasise that they need to move into position to catch. A simple rule of thumb is: *If you're teaching a skill and they are standing still, then you are probably doing something wrong.*

Some guidelines for helping children learn to catch include:

1. Simplify the task by slowing the trajectory of the object being caught and use a larger ball or bean bag at first.
2. Provide a target for the thrower to aim at. A good throw is critical to learning to catch, so use mats, hoops, or other things as targets.
3. For beginners, provide early success by tossing a ball low into their hands. But as soon as possible, have them move to catch.
4. Include variation by using large and small toys, large and small balls, on-the-full or on-the-bounce.
5. Observe to ensure that the child tracks the flight of the ball (eyes on the ball, reading the flight) and simultaneously moves into position to be under or behind the ball to receive and catch it.

4.2 Cone Ball and Tee Ball

Cone Ball and Tee Ball are two enjoyable striking games, which are good for children of all levels. The batters hit a stationary ball from a cone or tee and run to a nearby marker cone and back while the fielders return the ball to home base.



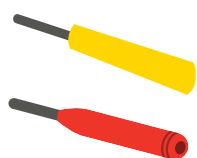
EQUIPMENT



Cones/markers



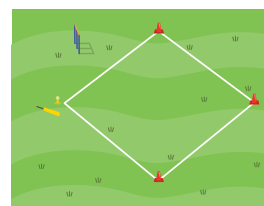
Tennis balls



Cricket and softball bats



Softball batting tee



LEARNING FOCUS

The focus of this game is on batting and fielding. Tolerance, understanding, and empathy are also important because many children may need help and encouragement.

Focus the children on:

Batting

- developing eye-hand coordination to hit a stationary ball
- running to a cone and back before the fielder throws the ball in.

Fielding

- fielding, catching, and throwing the ball into home base or a wicket.

SET UP & PLAY

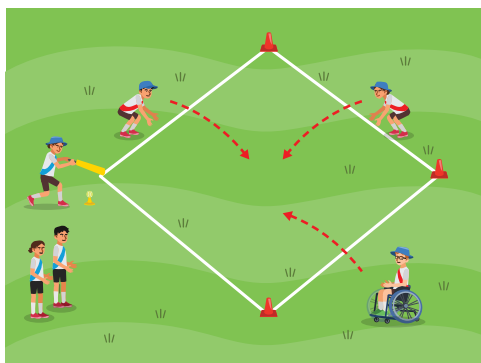
Set up:

- Place a batting cone at one end of the court or field and another marker cone 10 metres away at an angle.
- Place another cone or wicket near the batting cone but far enough away that the catcher can't be hit by the bat when swung or thrown. (Some children may instinctively let it go when they hit or run.) They should carry it with them around the cone and back.

Play:

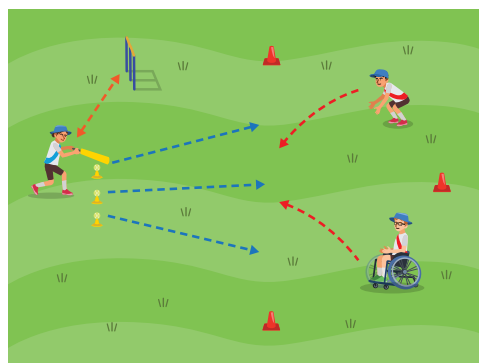
- Use small groups, and each person has a turn at batting while most of the others field. The batter tries to get as many runs as possible before the ball is returned to the cone or tee.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



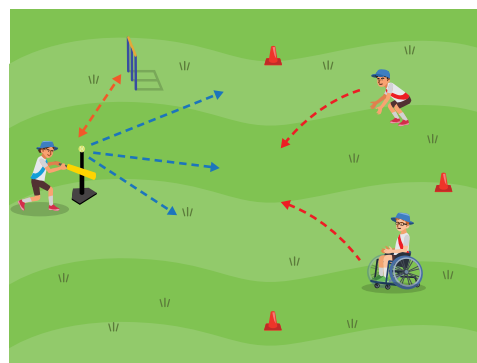
Step One:

Play as in Set up and Play, using small groups, with each person batting and trying to get as many runs as possible before the ball is returned to the cone or tee by the fielders.



Step Two:

Play by hitting three balls into the playing area. Children now carry their bat to the wicket out to the left. Players try to run as many times as they can to the wicket and back before the balls are fielded and replaced on the cones. Introduce the idea of sliding and grounding their bat to the wicket to cover ground and beat the returning balls.



Step Three:

Introduce batting with a softball bat and softball tee. Stand side-on to bat with hands positioned at the top of the bat to swing fully. Others watch to see if the batter moves their feet in line beside the tee and that feet remain on the ground as they make contact. Batters practise following through and directing the ball to where they want it to go.

LEARNING QUESTIONS

- Are you a right- or left-handed batter, and which hand should you put at the top of the bat to get the best swing? (See Concept Clinic for answers).
- How did you choose the best place to contact the ball to hit it off the cone or tee?
- How did you decide the best place to hit the ball to?
- Why should you try to bat leading with your shoulder and elbow?
- What should you think about when you are deciding whether or not to run?

REFLECTION

After the activity, can the children:

- hold and swing the bat with the correct grip at the top of the bat?
- hit a stationary ball off a cone and a batting tee?
- show tolerance, empathy, and support to children who cannot hit the ball and may need help?



Batting

Developing confidence in batting is important in striking and fielding games. Adults can help children develop this through giving children time to experiment with ...

1. **Grip:** Good batting starts with being able to hold the bat in a way that allows the player to swing the bat through a full range of movement. For right-hand batters, this means having the left hand at the top, and for left-handers, the right hand at the top of the bat.
2. **Stance:** A good stance is one that provides stability and a base for producing power through the batting swing. Generally, this means standing side-on to the ball, feet apart with knees bent, and bat raised behind the batter. This allows power to come from rotating the torso and freely swinging the bat through a complete arc of swing.
3. **Point of contact:** Perhaps the hardest part of batting is making contact with the ball. To practise the coordination required, simplify the practice by slowing down the action. This can be done by hitting the ball off a stationary tee, throwing the ball with a bounce, or bowling at a slow speed to the batter.

4.3 1, 2, & 4 Wicket Cricket

1 Wicket Cricket is a simplified game of cricket. Players hit the ball off a cone or from a tossed ball and run between wickets. 2 and 4 Wicket Cricket are played like cricket but as partner or team batters, which allows for faster rotations and higher involvement.



EQUIPMENT



Cricket bats



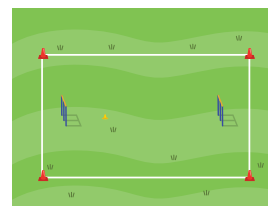
Cones/markers



Wickets



Tennis balls



LEARNING FOCUS

The focus is on batting with partners and running between wickets as well as how to field.

Focus the children on:

Batting:

- batting skills (see 4.2 Cone Ball and Tee Ball)
- running between the wickets (judging a run and coordinating the run with a partner)
- communicating with partners before running.

Fielding:

- covering the field
- outside-in fielding
- reading the play to decide where to throw the return ball.

SET UP & PLAY

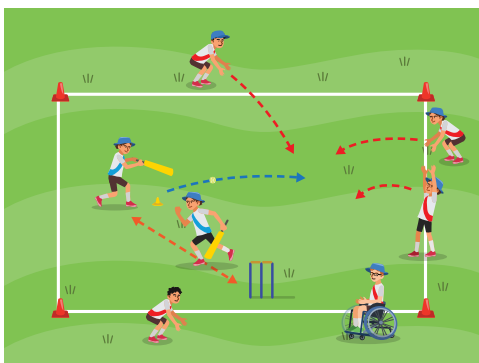
Set up:

- Teams of 6–8
- Two wickets 15–20 metres apart.
- A crease, with cones 1 metre in front of the wicket at each end.
- A cone and ball for hitting off.
- A pitcher's cone 5–6 metres away.
- Fielders spread out, as in outside-in set-up.

Play:

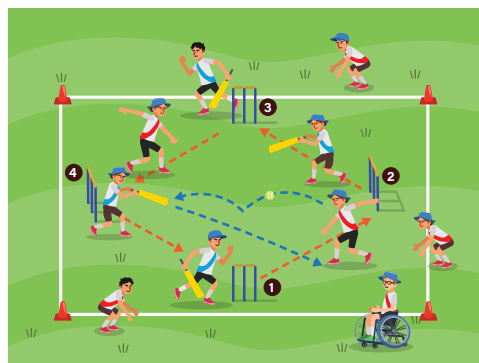
- Pitch is an underarm toss with one bounce on the bat side of the body (i.e., the offside).
- Batters take turns to hit and run, carrying the bat to the other crease when they run. They judge whether to run.
- For younger children, they then return to the batting line, and the next batter comes in.
- The team is out after three outs.
- A team can score 2 extra runs if the ball crosses the sideline past the wicket or 4 if it crosses the far end line.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



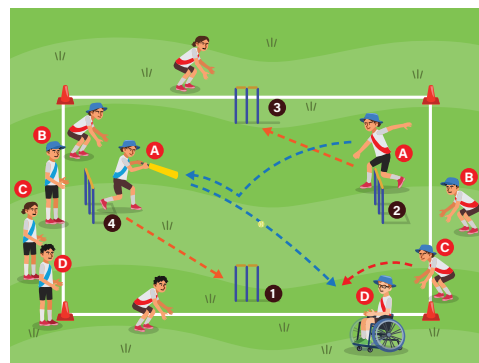
Step One:

1–2 Wicket Cricket. Younger fielders shout “Stop” if not yet able to throw to the wicket. Older children have a batter at each end. Both batters run and can be run out. Players pair up: first pair bats and all other pairs field. Pairs make as many runs as they can. When one batter is out, the pair are out. Allow some players to have more than one out.



Step Two:

Play 4 Wicket Cricket. Three teams of four children: one team batting and 2 teams fielding. Use two balls and alternate ends for bowling to speed the game up. Batters run anti-clockwise around the wicket diamond. Batters can be run out at any wicket or caught out. Three outs and the team is out.



Step Three:

As before, play 4 Wicket Cricket but this time, players in each team number off (A, B, C, D based on ability) so that number 1 batter faces A bowler, 2 v B, and so on. This makes it fairer as the less confident batters face slower bowled balls. This allows the game to be competitive while being played at the appropriate level for all players.

LEARNING QUESTIONS

- How do you judge if a run to the wicket is on?
- Where are the best places to hit the ball to create time to run to the wicket?
- How do you communicate to your partner that you should run?
- What should you look for to decide if there is time for another run?
- Why do you take your bat with you when you run between the wickets?
- Why should you slide your bat over the crease as you arrive at the wicket?

REFLECTION

After the activity, can the children:

- hit through the ball to make distance?
- judge when to run to the wicket?
- judge when two or more runs are on?
- coordinate the calling and running with a partner?
- carry their bat and slide it over the crease?



Calling and running between wickets

Beginners in striking and fielding games need to be given the time to experiment and learn successful ways to bat and bowl (see 4.2 Cone Ball and Tee Ball for cricket-batting skills).

Many striking and fielding games require fielders to throw to a base or wicket to beat the runner. A good throw to the right base will always beat a runner, so learning to throw to a base is an important part of taking part in the game. Just as for batting, there are tried and true throwing techniques, but more important is that children can work how to best respond to the context and situation. Throwing methods need to be flexible and adaptable to the specific context, which comes with lots of opportunities to practise in game and real situations. Some general principles to support learning about throwing include:

1. Deciding on the best place to hit the ball away from the fielders
2. Judging the speed and distance of the ball to the fielder and back to the wicket/pitcher
3. Calling if a run is on or call “Wait” if unsure
4. Learning who calls – the player with the ball in front of their line of sight
5. Coordinating calling and running with a partner
6. Carrying and sliding their bat over the crease to make up distance.

4.4 My Ball

My Ball encourages the development of the skill of moving in to catch a high ball. It advances on the game skills of Move 'n' Catch and is more suited to older players or children more experienced with striking and fielding game skills.



EQUIPMENT



Short tennis racquets



Cones



Tennis balls

LEARNING FOCUS

The focus of this game is on learning to move in and catch a high ball.

Focus the children on:

- tracking the ball while moving into the target area to catch it on the bounce or full
- using optimum techniques to catch the ball.

SET UP & PLAY

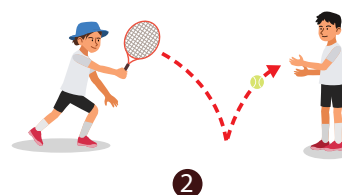
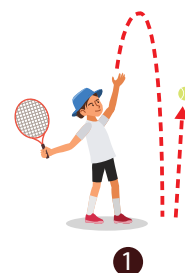
Set up:

- Play in pairs: hitters with a short tennis racquet.
- Place a hitting plate about 20 metres from a target area – a circle of cones about 12 metres in diameter with a single hoop in the centre. The hoop is the bull's eye, the coned circle is the target.

Play:

- Each player has six hits before swapping over.
- Catchers start behind the target area and move in to try to catch the ball.
- Hitters score 2 points for landing the ball in the target and 5 points for landing it in the bull's eye.
- The catcher takes 2 points off the hitter if they catch the ball.
- The rules can be decided by the players, with hitting to be either on the full or first bounce.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

Are the children catching a high ball that is thrown? If necessary, shorten the distance to the target for beginners.

Step Two:

Play as in Set up and Play. Players catch on the bounce.

Step Three:

Play as in Set up and Play. Have players catch on the full.

LEARNING QUESTIONS

- How can you track the high ball while moving in underneath it to catch it?
- Why should you run fast to where the high ball will land?
- What shape should your hands and arms make to catch the high ball?
- Why should you watch the ball all the way into your hands?
- Why does it help to call "Mine" as you move to catch the high ball?
- How do you protect the ball as you catch it to prevent dropping it?

REFLECTION

After the activity, can the children:

- understand why they should use one of the two optimal techniques as opposed to the crocodile catching technique?
- accurately hit a high ball to land in the target area?
- track the high ball with their eyes while moving in underneath to catch it?
- be in position early under the high ball?
- call "Mine" to indicate that they are the catcher?
- watch the ball all the way into their hands?
- absorb the flight of the ball into their body to protect the catch?



Catching a high ball

Although catching techniques will vary and need to be very adaptable to meet different situational demands, there are some tried and true techniques that children could follow.

When catching a high ball, children should be encouraged to:

1. Sight and track the ball
2. Move into the path of the ball
3. Watch the ball all the way into their hands
4. Allow the ball to come into their hands
5. Catch with loose, relaxed fingers
6. Let their hands move with the ball in line with the flight.

In addition, have them avoid a crocodile catch, that is, don't put the heels of the hands together to catch. Encourage children to:

- use little fingers together for underhand catches when the ball is dropping



Show your hands to the ball

- have thumbs together for overhand catches when the ball is coming straight at them and they are about to catch it above the waist.



Make a window with your hands.

4.5 Mirror Ball

This is a fun fielding game with a novelty twist. The batting team takes equipment from the batting end to the other end and sets it up as a mirror image after they hit the balls into the field. This requires team problem solving to achieve the goal as fast as possible.



EQUIPMENT



Padder-tennis bats (5)



Tennis balls (5)

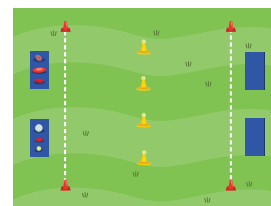


Small cones (5)



Mats (2)

*And 2 of all other pieces of equipment (cones, soft toys, bean bags, quoits, hoops, etc.
The number varies with the level of players.)*



LEARNING FOCUS

The focus of this game is on learning to think through game tasks as a team and then working together to solve the game challenge.

Focus the children on:

- discussing solutions and pre-planning before acting
- working together to solve the mirror problem
- pre-planning what they will each do
- coordinated hitting as a team
- fielding as a team.

SET UP & PLAY

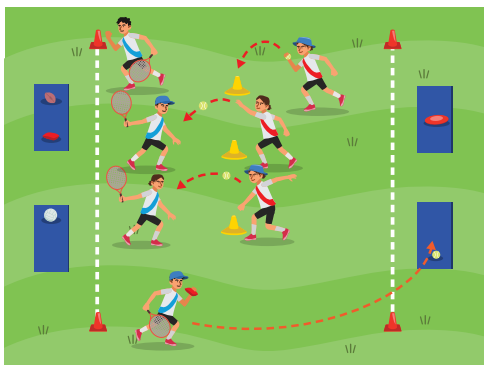
Set up:

- A netball or similar court area.
- Two mats and two sets of ten pieces of soft equipment.
- The opposition places the equipment on the mat in any configuration.

Play:

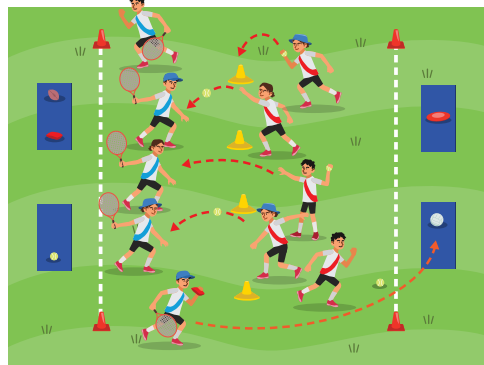
- The aim is to set up equipment as a mirror image at the other end.
- Five pitchers on cones and other fielders in the field.
- Five batters with padder-tennis bats on baseline.
- On "Go", pitchers underarm-toss balls to batters to hit.
- Batters then take one piece of equipment as far as they can (or two needed to carry mat).
- Fielders retrieve all balls back to cones and call "Stop".
- On "Stop", batters must place equipment where they are and return for a second innings.
- Repeat until all equipment is at the other end.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



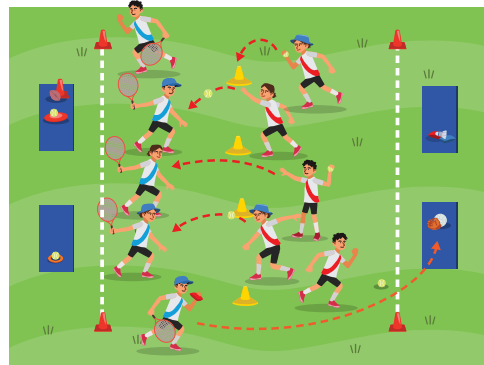
Step One:

Adjust the number of batters and pitchers for the age group, maybe 1–3 rather than 5 per side. For younger children, the teacher or coach can set up pieces of equipment on mats. They carry the equipment and place on the mat at the other end without having to mirror the pattern.



Step Two:

Children arrange an equal number of pieces of equipment on the mat for the other team to take to the other end and set up as a mirror image. A mirror image means that what was set up at the back right-hand corner at one end is at the back left-hand corner at the other. Remember the pattern before play begins.



Step Three:

The task becomes more complex. Each team has more pieces of equipment, some may be stacked on others or soft animals partially hidden, equipment lying at angles that must be set up correctly. Teams can rearrange their equipment and play again in the opposite direction to get equipment back to the initial end.

LEARNING QUESTIONS

- What did you consider as a team about how you would take the equipment to the other end and mirror your set-up?
- How many different strategies did you consider as a team to do this?
- How did you decide on your chosen strategy?
- Did the task involve different roles for different team members? What were these, and how did you decide who would perform each role?
- What strategy did you use as a fielding team to get the balls back onto the cones as fast as possible?

REFLECTION

After the activity, can the children:

- sit down together prior to playing and develop strategies to solve the game problem?
- pre-plan and work together on what to do and when to do it?
- recognise one another's strengths and use them to the team's advantage?
- fairly allocate and take on different complementary roles?
- memorise and practise game plans (strategies) and set plays (tactical moves)?



Team problem solving

Games often require teams to pre-plan and work together to solve game problems. This can mean sitting down prior to playing to think through the probable game scenarios before they occur. It also involves planning what to do and when, which is an important part of any game. This can also mean sharing roles and tasks to complement one another, which requires team members to recognise one another's strengths and use them to the team's advantage.

Team games usually require players to think up game plans (strategies) and set plays (tactical moves) or coordinated patterns of play. Players need to memorise and practise these to be able to carry them out almost instinctively in the heat of the playing moment.

Fun team games that involve problem solving while playing can help children to learn complex, problem-solving skills. These involve making decisions about choices in real-time game scenarios and help them become thinking players.

4.6 Long Ball

Long Ball is a popular game that is a good for teaching fielding skills. The game encourages fielding teams to work together as a team and think strategically. It can help players know what to do when fielding and how to throw a retrieved ball to a designated target.



EQUIPMENT



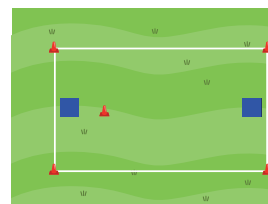
Short tennis racquets



Bases/cones



Tennis balls



LEARNING FOCUS

The focus is on helping players learn how to quickly retrieve and return a ground ball to the most appropriate base player.

Focus the children on:

- fielding a rolling ball by moving in to and behind it rather than chasing it
- throwing side-on for short distances
- throwing overhead for longer distances.

SET UP & PLAY

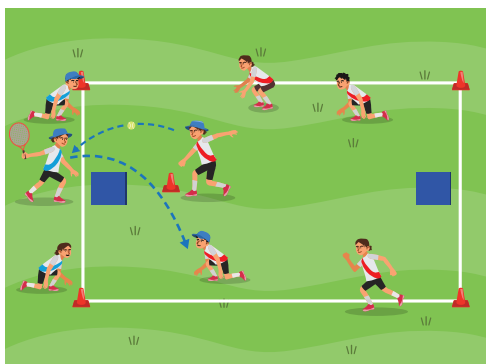
Set up:

- Mark out a field the size of a tennis court with cones.
- Two teams.

Play:

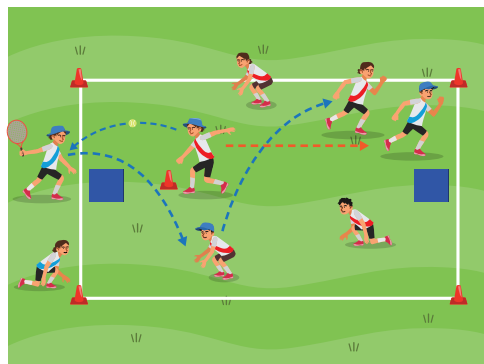
- Batters must hit the ball, tossed to them on the full by the pitcher, into the court area.
- They run to the other end or stand to the side.
- If they go over the line, they have to run to the other end.
- Up to three batters can wait at either end to run.
- Fielders cannot run with the ball. They catch it or hit the runner below the waist with the ball.
- If they are caught or hit, teams change over.
- On changeover, fielders have to get behind the home-base line before they are hit by batters who race out to get the ball and try to hit a fielder coming home.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



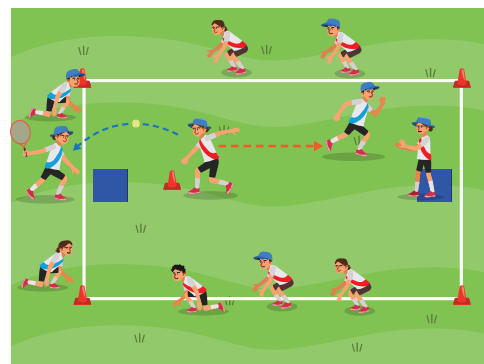
Step One:

Play as in Set up and Play without playing the rule where the fielders must race home on a changeover without being hit.



Step Two:

Play, using the changeover rule, where the last team hit with the ball becomes the fielding team. This is typically how it is played at present. Encourage throws to the base players rather than a one-off throw at a runner.



Step Three:

Play as in Set up and Play, but now the fielding team should be encouraged to field on the periphery of the court and move in. They cannot throw directly at a runner but must throw to either the home or end base and then support the player standing on the base to trap and tag the runner using teamwork.

LEARNING QUESTIONS

- How can you make sure that you move in behind a ball to field it?
- Why is it better to throw the ball to the baseline (Step three) than to have a shot at a moving runner?
- Why can you throw further and straighter if you stand side-on for short distances?
- What part of your body do you use to aim your throw?
- What is the best way to throw a ball for longer distances?
- Why is it best to stay upright and rotate around your spine rather than bend from the waist to throw?

REFLECTION

After the activity, can the children:

- move in and behind a ball along the ground to field it?
- stand side-on to throw and rotate around their spine rather than bend at the waist to throw?
- aim with their non-throwing arm?
- transfer their weight to their front foot as they throw?
- explain why a good throw to the right base always beats a runner?
- make good decisions and play strategically by throwing the ball ahead to bases rather than at the runner?



Throwing to a base

Many striking and fielding games require fielders to throw to a base or wicket to beat the runner. A good throw to the right base will always beat a runner, so learning to throw to a base is an important game skill. Just as for batting, there are tried and true throwing techniques, but these also need to be flexible and adaptable to the specific context. As a general rule, when throwing children should:

1. *Stand side-on*, feet just over shoulder width apart.
2. *Hold the ball* about ear height and back behind the head with their non-throwing arm pointing in the direction of throw.
4. *Pre-throw*, move weight over back leg.
5. *Stay upright in their throwing movement*. Rotate about the vertical axis.
6. *Straighten both arms and legs* to full extension simultaneously.
7. *Keep their back foot on the ground* until release point.
8. *Follow through in the direction of throw*, stepping through with the back leg only at or after the release point.



4.7 Cricket Rounders

Cricket Rounders is a fast-moving striking and fielding game that has fast innings turnovers in the first innings. It then becomes progressively harder as the rules change after each innings.



EQUIPMENT



Bases/cones



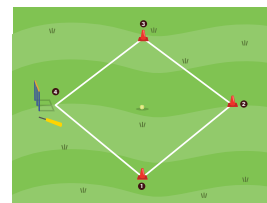
Cricket bats



Wickets



Tennis balls



LEARNING FOCUS

The focus is on reading the play and deciding when a run is on.

Focus the children on calling and judging when to run, considering:

- the distance to the base
- the distance the ball is away from the base they are running to
- the speed and accuracy of the fielder to throw the ball in.

SET UP & PLAY

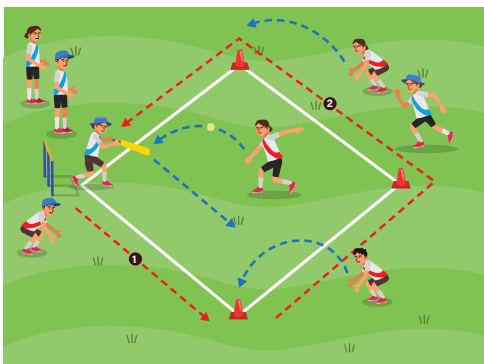
Set up:

- Set up four bases on a field as in softball, with wickets for home base.
- A batting and a fielding team.
- Sit the extra batters to the side of third base.
- Use cricket bats for three batters to take around the bases.

Play:

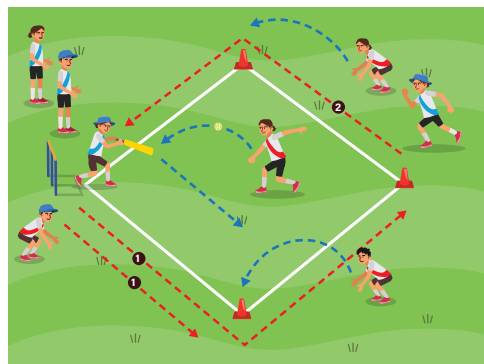
- The pitcher pitches an underarm ball to bounce towards the batter. The batter has one attempt to hit a fair shot and then must run to first base with the bat. In the first innings, the batter must stop on first base.
- The second batter does the same, and the first batter must run all the way home and avoid being run out while running to any base.
- All the team do this until they are all out.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



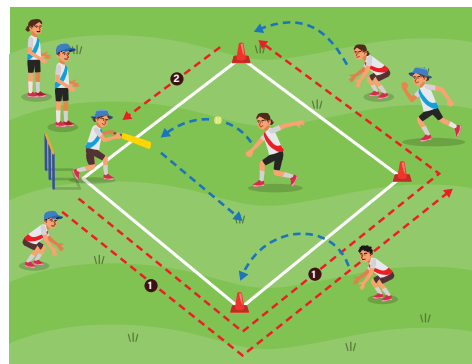
Step One:

Play innings one following the Set up and Play. From first base, the batter must run all the way home on the next hit. They can only be run out by a throw to the base they are running to. Change over after everyone has had a turn. This happens fairly quickly because the batters have to run three bases to get home. Batters are also out if caught or bowled.



Step Two:

In the second innings, runners can stop on either first or second base (but not both) and must run all the way home after they stop once. The batter should try to hit as hard as they can so that they can make second base if possible. Three out and the is team out.



Step Three:

In the third innings, batters can stop on any two bases (1, 3 or 2, 3 or 1, 2 but not all three) then they must get home. Three out and teams change over.



Running between bases

Batters often have to decide to either run or not run depending on the game situation. Running between bases or wickets is another game skill. It requires the runners to read the state of play, coordinate their run with other runners, and make decisions before running. Children should work together to help one another learn when the time is right to run. One way to do this is to have other players, who can see the ball, to make the decision. The team can develop a range of calls, such as “Run” or “Wait”, to help coordinate the run. Through their cooperative efforts, children learn to call and explain to their peers why they should or should not run. Cooperative, thoughtful, and considerate peer problem solving is often the way children learn how to read the state of play and come to understand the nature of games. In this situation, they learn when and when not to run. Teachers and coaches can help children learn by facilitating supportive, cooperative learning environments in which children share their knowledge and help one another.

LEARNING QUESTIONS

- How and when do you run bases?
- What are three things you should think about when deciding whether to run to the base?
- Who should call if the run is on, and how do you do that?
- How do you coordinate with the other runners also running bases?
- What should happen if one batter runs and their team-mate decides that the run isn't on and stays on their base?

REFLECTION

After the activity, can the children:

- judge when to run, considering the distance to the base, the distance the ball is away from the base they are running to, and the speed and accuracy that the fielder can pick up and throw the ball?
- coordinate their run with other players?
- run fast between bases to cover ground?

4.8 Kilikiti

Kilikiti (also known as Kilikiki and Kirikiki in other Pacific nations) is a form of cricket and is the national game of Sāmoa. It is fun to play and is enjoyed throughout Polynesia and New Zealand because of its inclusiveness and high involvement.



EQUIPMENT



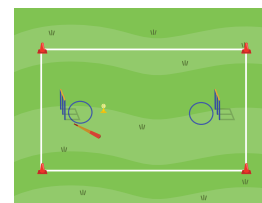
Small rubber ball



Kilikiti or cricket bats (2)



Wickets (6)



LEARNING FOCUS

Focus the children on having fun and learning the history and origins of this game, as well as:

- participation and fair play
- batting with the *Samoan* bat
- using *Samoan* language such as:
 - *lapalapa*: a metre-long, three-sided club based on the shape of coconut tree fronds
 - *pandanus*: a ball wrapped in palm leaves
 - *fa'amanuiaga*: a blessing to start the game
 - *fai'a'oga*: a 'cheerleader' to keep up spirits.

SET UP & PLAY

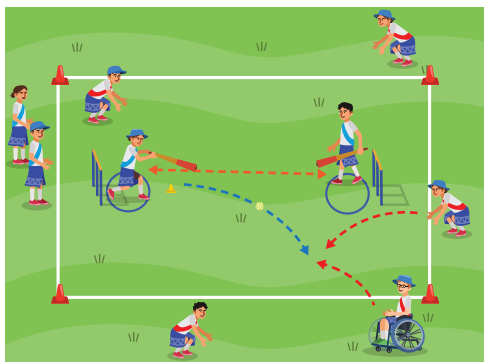
Set up:

- Two teams and two innings each.
- A pitch with two bowlers and two wicketkeepers – one at each end.
- Six stumps – three at each end.
- The fielding team spread out around the playing area.

Play:

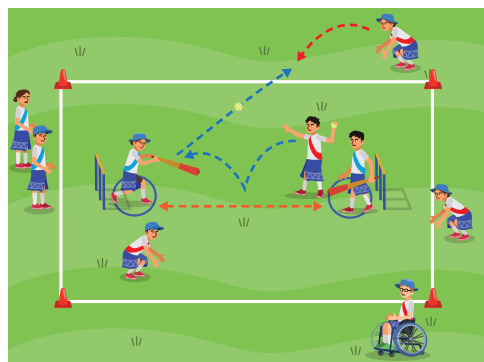
- Two batters come out to bat.
- The bowlers bowl alternately to the batters at the ends.
- Everyone has a turn at bowling.
- A run is scored for each length of the pitch.
- Score 4 for a boundary and 6 for a ball over the boundary on the full.
- Batters can be caught, run, or bowled out.
- Once everyone has had a bat, teams change over.
- The team with the most runs wins.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



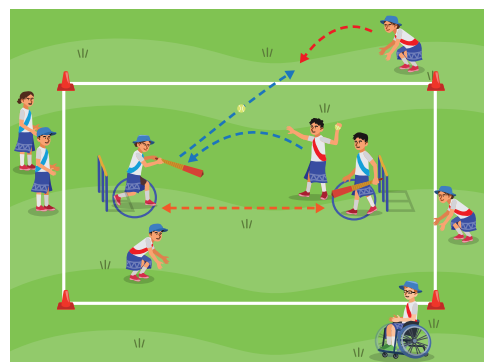
Step One:

Begin with a fa'amanuiaga. Simplify the game by hitting off a batting tee. Allow two outs. Have faia'ogas who motivate and encourage the team. Allow children to choose the role they wish to play in the game.



Step Two:

Begin with a fa'amanuiaga. Shape the game by having bowlers pitch the ball into a hoop placed in front of the batter. This provides a consistency to the bowled ball and places an emphasis on the fielding team to think about the best areas to place fielders.



Step Three:

Begin with a fa'amanuiaga. Enhance the game by matching bowlers and batters by ability and by allowing children to choose the role in the game that best suits them. Remove the hoop to allow greater variation in bowling options.

LEARNING QUESTIONS

- What did you enjoy most about playing Kilikiti?
- What do you think makes Kilikiti such a popular game for Samoan communities?
- What are the Samoan words for the metre-long, three-sided club and the ball used in Kilikiti?
- What is the purpose of the faia'oga or cheerleaders in the game?
- How can we use the four talanoa values to discuss our enjoyment and play in Kilikiti?

REFLECTION

After the activity, can the children:

- understand the origins and importance of the game for Samoan people?
- use Samoan language to describe the equipment and aspects of the game?
- describe their experience of batting, bowling, and fielding in the game situation?
- use talanoa values to discuss the learning questions?



Focusing on fun

Having fun together playing games and sport is an important outcome for children's development. Taking the focus off winning and onto including and valuing everyone, by allowing them to choose different roles, teaches children to enjoy games for social and personal reasons.

What makes the traditional game of Kilikiti so much fun to play is that it is:

1. A multi-day community event that involves playing, singing, dancing, and sharing food.
2. Entire villages play and strangers are welcome.
3. The rules are flexible.
4. The focus is on participation and fair play.
5. Kilikiti is a fast-moving game that focuses on the enjoyment of big hitting with the Samoan bat.
6. It is enjoyed and played throughout Polynesia.

Children can enhance their enjoyment of Kilikiti by embracing the four Samoan values of *talanoa*: love, warmth, humour, and respect; having a fa'amanuiaga or blessing to start the game and a faia'oga or cheerleader to entertain the team, by wearing lava-lavas or sarongs to play in, and by sharing food and laughter during the game.

4.9 Scatter Ball

Scatter Ball is a fun and fast-moving game played with small teams of batters and fielders. Batters throw or hit the balls to scatter them around the infield and run bases. Fielders learn to field ground balls as fast as possible to stop the runs.



EQUIPMENT



Cones



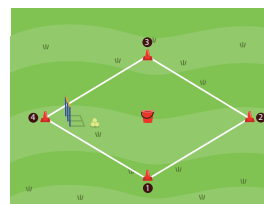
Tennis balls



Buckets



Padder-tennis bats (optional)



LEARNING FOCUS

The focus is on the game skill of fielding a ground ball.

Focus the children on:

- sighting and tracking the ball from the batters
- moving forward into the path of the ball from outside to inside to field
- getting down low, behind the ball
- aiming and throwing the ball to the bucket.

SET UP & PLAY

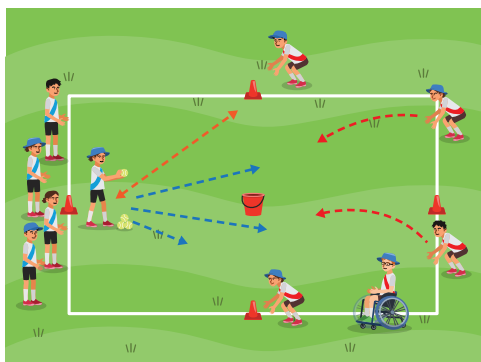
Set up:

- Teams of five.
- The game is played on a square set up on the grass or two-thirds of a netball court.
- Place a home cone on the middle of the baseline and a bucket 10 metres away from the baseline in the middle of the grass area. Place two cones in line with the bucket on the sidelines.

Play:

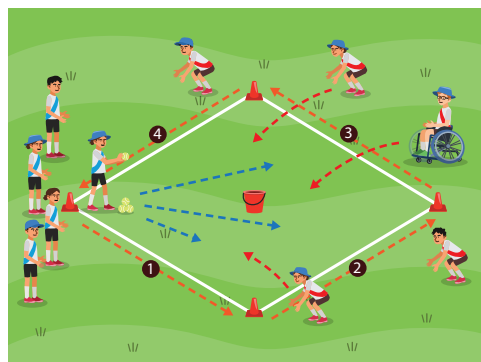
- Batters have to throw or hit (with a padder-tennis bat) the three balls along the ground or so that they land inside the marked area beyond the 10-metre line of cones and bucket.
- Batters run around a side cone and back as many times as they can before the fielders get all the balls into the bucket and call "Stop".

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



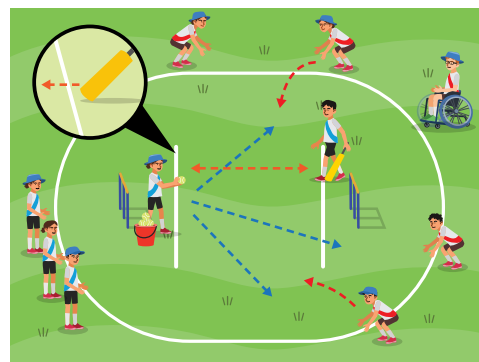
Step One:

Play as in Set up and Play. Then include two or more thrower-batters at one time. Use two or three buckets.



Step Two:

As above, but the batters run to the bases, where they can stay safely and progress as the next batter throws or hits the three balls into the playing area. Three out means the team is out. Change over.



Step Three:

Batters scatter the three balls by throwing or hitting them. They run to the wicket at the other end, where they can wait or come back for a second run. Then the next batter comes in. Change the teams over when all the batters have had a turn.



Fielding a ground ball

Fielding a ground ball requires players to move behind the ball, get down low, and cover it so that it can't go past them. This includes anticipating what is likely to happen once the ball has been hit, moving into position early and knowing what to do, and quickly returning to their feet and throwing the ball to a base or wicket in a coordinated action.

Other fielders cover behind. This game skill also includes the fielder sensing if runners are running home or to a wicket and deciding where to throw given the game situation. Fielders need to communicate to help make the right decision, for example, calling "Third base", "This end", "Wicketkeeper".

Fielding a ground ball requires children to learn to:

1. Wait on the perimeter of the playing area until the ball is hit and move from outside to inside to field.
2. Sight and track the ball.
3. Move forward into the path of the ball.
4. Get down low, behind the ball.
5. Watch the ball all the way and let the ball come into the hands.
6. Catch with loose, relaxed fingers.
7. Give with the hands, receiving the ball into the body.

LEARNING QUESTIONS

- How do you choose where the best place is to scatter the balls before you run?
- What should the fielders be focusing on as the batter scatters the balls?
- How do you field a ground ball?
- How do you back up your team-mate in the field?
- How do you back up your team-mate who is fielding a ground ball or returning balls to the bucket?

REFLECTION

After the activity, can the children:

- throw into open space in the V and run fast to cones and bases?
- sight and track the ball from the batters?
- move forward into the path of the ball from outside to inside to field?
- get down low to field a ground ball?
- back up their team-mates fielding a ground ball or throwing to the bucket?

4.10 Rounders

This is a fun fielding and running game that can involve large or small groups. It helps children develop throwing and fielding game skills.



EQUIPMENT



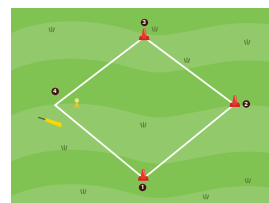
Tennis balls



Cones/bases



Padder-tennis bats



LEARNING FOCUS

The focus is on outside-in fielding and throwing with speed and accuracy around the bases.

Focus the children on:

- moving from the outside perimeter to inside to pick up the ball and throw it to the appropriate base
- communication for quick decision making
- stopping a ground ball
- throwing or hitting into open space and running as fast as they can around the bases.

SET UP & PLAY

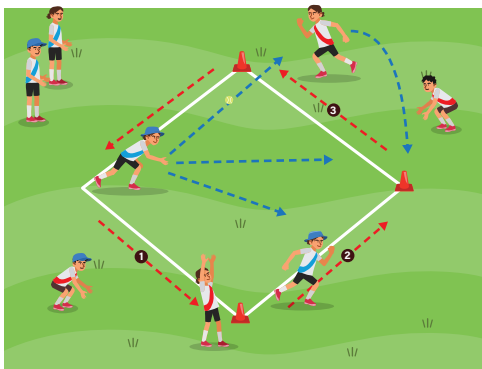
Set up:

- Set up a softball diamond. The size will vary depending on the age of the children.
- Set up a perimeter with cones.
- Teams of 8–10.
- The batters line up behind the home base. Fielders spread out in the field.

Play:

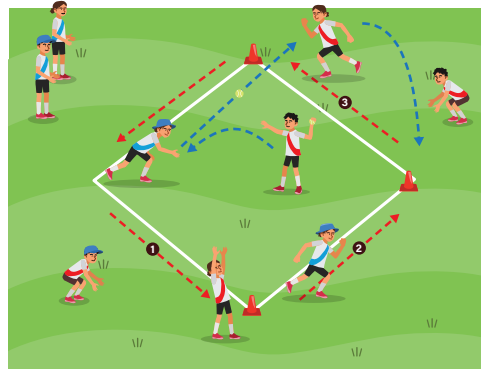
- The batter throws the balls as far as possible (it must go between bases 1 and 3) and then runs around the bases to try to get home before the ball is returned to home base.
- The fielders try to get the ball around the bases (progressing from 1 to 2, 3, and home) before the runner gets there.
- Teams change over when everyone has had a turn at batting.
- One point for each home run.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



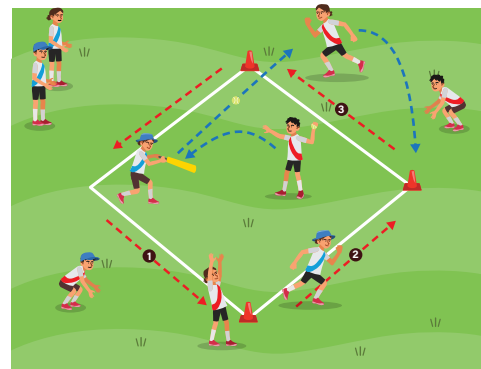
Step One:

Batters roll or throw the ball out as far as possible or short (just inside the diamond between the V of bases 1–3) and run around the bases trying to get home before the ball is fielded and thrown around bases 1–4. Younger children can get the ball to each base in any order around the bases.



Step Two:

Play the same as step one, but batters now hit a pitched ball off one bounce with their hand before running the bases.



Step Three:

Play the same as step two, but batters now hit a pitched ball off one bounce with a padder-tennis bat before running the bases.

LEARNING QUESTIONS

- Why do the fielders spread out around the perimeter of the playing area?
- Why should the fielders move forward as the ball is hit or thrown?
- What is outside-in fielding and why is this the best way to field?
- Why does the fielding team need to talk with each other in the field?
- Where is the best place to throw or hit the ball?
- What is the best way to run the bases and beat the ball to home base?

REFLECTION

After the activity, can the children:

- move from the outside perimeter to the inside to field a ground ball?
- effectively use outside-in fielding
- throw the ball to the bases in the correct order?
- communicate as a team?
- field and throw with some speed and some accuracy and correctly judge the distance around the bases?
- throw and hit into open spaces?
- run bases?



Outside-in fielding

When the fielders spread out in the field, apart from one or two who stay in the infield to field the short ball, they should go to the outside and *move in to the ball* when it is thrown or hit. This is called *outside-in fielding*, that is, moving in to the ball from the outfield to the infield.

It is always quicker and easier to field from outside to inside, rather than to have to turn and chase a ball from inside to outside before returning it. That is why *outside-in fielding* should be encouraged.

Encourage children to:

1. Start in a wider fielding position and move in with the hit so that they field or catch the ball by moving forwards rather than having to move backwards.
2. Cover the infield and outfield spaces, know which space they are covering, and move to field when required.
3. Call for the ball and talk to one another to coordinate fielding roles to help the fielder decide which base to throw the return ball to.