

Incoming

Activity

Resource: PlaySport

Division(s): Primary Junior

TGFU Category: Striking/Fielding Games

Locations: gymnasium, multipurpose room, outdoor space (e.g., field, tarmac)

Game/Sport Connections

Striking/Fielding games are activities in which players score points by striking an object and move to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play. By playing these games, participants develop skills and tactics to play other striking/fielding games or games that require the application of similar skills, concepts, and strategies (e.g., baseball, cricket, rounders, softball).

Activity Overview

Participants learn about and practise striking an object to their group members and working as a group to field the object.

Key Movement Skills, Concepts, and Strategies

Throughout the activity, consider highlighting the following skills, concepts, and strategies to help participants strike and field an object. Note that this list is not exhaustive and further learning opportunities may arise during the task.

Movement Skills and Concepts

Manipulation skills and effort awareness: applying a controlled force to send the object toward a designated area containing group members; applying manipulation skills to successfully receive/field the object (e.g., turning the shoulder on the side of the non-striking hand sideways to get ready to strike with the striking hand, swinging the striking hand back as if it were on a pendulum, making contact out in front with the palm of the hand facing the direction in the desired direction to send the object, striking the object with a firm hand and wrist, finishing with the belly button facing the target and elbow high toward group members).

Movement Strategies

Understanding and developing tactics to get the object into the hoop quickly (e.g., sending the object close to group members, working as a group to cover the space).

Considerations

- Incorporate some or all of the variations listed in the “Variations” section while planning the activity. This will help to best meet the diverse backgrounds, identities, needs, and interests of participants and maximize the fun, inclusion, participation, and success of everyone.
- To elevate participant voice and choice, periodically pause the activity and share the variations with participants. Ask them to determine how they would like to change the activity to maximize the fun, inclusion, meaningful participation, and success for everyone. Encourage participants to add any variations of their own.

Equipment

- 1 bin per group
- 2 hula hoops per group

- 3 – 4 large objects to send per group (e.g., wiffle balls, tennis balls, beach balls, foam balls, soccer balls, deck rings, foam footballs)

Safety

- Inspect the equipment and activity area to identify and remove hazards. Check that the activity surface provides sufficient traction.
- Establish the boundaries for the designated playing area at a safe distance from walls and obstacles. Share the boundaries with participants.
- Review the safety rules and activity instructions with participants prior to the activity.
- Instruct participants to be aware of their surroundings, including the locations of other participants during play.

How to Play

- Divide the participants into small groups (e.g., 3 – 6).
- Groups set up an activity area in a designated space away from other groups. Groups place hula hoops across from each other in their activity space. Groups place their bin containing 3 – 4 objects close to one hoop.
- Participants form a line at the hoop without the bin.
- The first participant in line (the striker) moves toward the group's bin.
- The participant selects 1 object from the bin, steps into the hoop next to the bin, and sends (e.g., striking with hand, rolling, throwing, kicking while the object maintains contact with the ground) the object toward the other group members.
- The other group members (the fielders) then field the object and pass it to each other before placing it in the hoop where the group started and returning to their line.
- The first participant moves back to their group, tags the next participant in line, and moves to the back of the line. Remind participants that a tag is a touch on the back, shoulders, or arms—not a push, punch, or grab.
- Participants take turns sending the objects.

- After a period of play, provide participants with some or all of the variations. Ask them to decide how they might change the game to enhance their fun, challenge, and success. Encourage participants to add any variations of their own.
- Consider having groups share their variations and select another variation to try with their group.

Video: Visual Depiction of the Activity Instructions

[Video link](#)

Pause for Learning

Throughout the activity, ask open-ended questions to help participants refine their movement skills, strategies, and tactical solutions. Examples include:

- As the striker/sender, how do you position your body to send the object towards your group members?
- As fielders, what do you do to help your group field all the objects quickly?
- Which games or sports have you played or know about that use similar rules and strategies to the ones used in this game?

Variations

- Increase or decrease the distance between the hoops within the group's playing area after each participant has had a chance to be the striker.
- Choose an implement for sending (e.g., foam bat, plastic bat, foam racquet, lollipop foam paddle).
- Catch the object using an implement when fielding (e.g., upside-down pylon, bucket).