

# Parallel

*Activity*

**Resource:** PlaySport

**Division(s):** Primary Junior

**TGFU Category:** Striking/Fielding Games

**Locations:** gymnasium, 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

Batters learn about and practise striking an object with an implement while working with another participant to score points. Fielders learn about and practise fielding an object to prevent the batter from scoring points.

# 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 strike the object with an implement into a designated area; applying manipulation skills to successfully receive/field the object (e.g., striking the object with a strong force so that it goes far).

## **Movement Strategies**

Understanding and developing tactics to quickly field the object to prevent the batter from scoring points (e.g., working together as a group to position accordingly to cover the space in the field).

## 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 ball to send per group (e.g., wiffle ball, foam tennis ball, sponge ball)
- 1 batting tee per group (e.g., pylon)
- 1 implement for striking per group (e.g., foam bat, plastic bat, foam lollipop paddle, paddle)
- 4 – 5 pylons per group

## 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 participants into groups of 3.
- Provide each group with 4 – 5 pylons. Have groups select 1 ball to send (e.g., wiffle ball, foam tennis ball, sponge ball) and 1 implement for striking (e.g., foam bat, plastic bat, foam lollipop paddle, paddle) from available equipment. Groups may change their choice of ball or striking implement after all group members have had a turn at-bat.
- Groups equally space out 3 – 4 pylons in parallel lines. Groups place a batting tee in front of the other pylons, making sure there is enough space between all batting tees for safe striking behind each batter. All groups set up their designated playing area so the batters will be striking the ball in the same direction as all other groups' batters.
- One participant from each group volunteers to be the batter. The rest of the group members are fielders. Groups may increase or decrease the size of the playing area at any point during play, being mindful of other groups' designated playing areas.
- The batter decides how they will send the ball into the field (e.g., strike off the tee, strike out of their hand, strike with an implement).
- After sending the ball into the field, the batter moves along their line of pylons to accumulate points. Fielders collect the ball, and when they place it back on the batting tee, the batter stops moving.

- After 3 turns at-bat, the batter moves to the field and another participant takes a turn at-bat. This continues until all participants have had a chance at-bat.
- Each group determines their own scoring system (e.g., each pylon is worth 1 point). If a batter reaches the last pylon, they turn around and move back along the same line of pylons. The batter earns 10 points if they make it back to the batting tee.
- 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:

- When striking the ball, how do you decide where you want to send the ball to score runs?
- As the fielding group, how do you work together to help your group quickly field the ball?
- Which games or sports have you played or know about that use similar rules and strategies to the ones used in this game?

## Variations

- When fielding, pass the object to every fielder before returning it back to the tee.
- When fielding, catch the ball using an implement (e.g., an upside-down pylon, bucket).