

# H&PE Secondary: TGfU Sample Unit

Movement Competence & Active Living

Striking/Fielding Games

Unit Length: 7 Periods



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## Curriculum Expectations

A1.1, A1.3, A2.2, A3.1, B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, 1.1, 1.2, 1.3, 1.4, 1.5, 1.5

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## Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to effectively move in games while striking or fielding an object. (B1.1, B1.2)
- We are learning to understand and use tactics in order to strike an object toward a target or into open space to get points, or to successfully field an object to prevent an opponent scoring. (1.1, 1.5, B2.1, B2.2)
- We are learning manipulation skills to successfully field the object and send it to another player. (B1.2)
- We are learning to use problem-solving so we can implement tactical solutions to be successful in striking and fielding games. (1.5, B2.1, B2.2)

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## Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.3, 1.4)
- I can work collaboratively with my team to achieve our goals. (1.1, 1.4)

- I can participate to the best of my ability in each activity. (A1.1)
  - I can behave appropriately and follow the rules to be safe and ensure the safety of others. (1.2, A3.1)
  - I can position my body in different ways to strike or field an object. (1.1, B1.1, B1.2)
  - I can move in relation to the object to field it successfully. (1.1, 1.5, B1.2)
  - I can use my body to generate force to effectively strike an object or absorb force to field an object. (1.1, 1.5, B1.4)
  - I can use strategies to successfully cover open space and prevent my opponent from scoring. (1.5, B2.2)
  - I can use strategies to score against my opponent. (1.5, B2.2)
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## Guiding Questions

- How can I work as a team to score on our opponent?
  - How can I use movement principles to generate force and power to strike or throw an implement?
  - How can I work as part of a team to cover open space in order to successfully field an object to prevent my opponent from scoring?
  - What factors should I consider when selecting strategies to advance a runner?
  - What do I need to consider when deciding where to throw the ball when I am on defence?
  - What do I have to do to run the bases quickly?
  - What do I have to consider, as a base runner, to be successful at advancing bases?
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## Culminating Task

### Activity

At the end of the unit, students participate in a two-day three-pitch softball tournament. Student will be assessed on the following skills: moving to and using a ready position; applying striking skills to send an object to open space or toward a target; using fielding skills to prevent an opponent from scoring; using verbal and non-verbal communication and teamwork skills; and applying offensive and defensive strategies and tactics.

## Assessment Tool

A [rating scale](#) will be used to assess movement skills and communication skills and a rubric will be used to assess application of movement strategies to increase students' chances of success in a game situation.

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## Assessing for Learning

### Activity

Students participate in a [Four Corners](#) mini round robin tournament.

### Assessment Tool

Use a [checklist](#) to assess students' use of verbal/non-verbal, teamwork skills, striking and fielding skills.

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## Instructional Periods

### Period 1

#### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning where, when and how to move in relation to the object and to other people to field the object. (1.1, 1.2, B1.3, B2.1)
- We are learning the relationship between body position and successfully striking an object. (1.1, 1.2, B1.2, B1.3)
- We are learning the relationship between body position and successfully fielding an object. (1.1, 1.2, B1.2, B1.3)
- We are learning about the importance of how the body is moving when striking an object into open space. (1.1, 1.2, B1.2, B1.3)
- We are learning to apply controlled force and use an implement to strike an object for distance and accuracy. (1.1, 1.2, B1.2, B1.4)
- We are learning to apply movement principles to field an object. (1.1, 1.2, B1.2, B1.4)
- We are learning tactics in order to score the most points. (1.1, 1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my teammates. (1.1, 1.3, 1.4)
- I can use my body position to successfully strike or field a ball. (1.1, 1.2, B1.2, B1.3)
- I can apply force to a ball in order to send it farther. (1.1, 1.2, B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to return the ball. (1.1, 1.5, B2.1, B2.2)
- I can use tactics to get the most points on offence. (1.1, 1.5, B2.1, B2.2)
- I can move to open space and apply movement principles to successfully field a ball. (1.1, 1.2, B1.3, B2.1)

## Guiding Questions

- How do I use verbal and non-verbal communication skills with my teammates when fielding a ball or running bases?
- What strategies can I use to successfully strike and field an object?
- How can I apply the phases of movement in striking or fielding the ball to increase our chances of success?
- How can I best position my body in order to strike or field the object?
- How can I apply force effectively to strike an object for distance or accuracy?
- How can we make it difficult for our opponent to field an object?
- What strategy can we use to successfully field the object and stop our opponent from scoring points?

## Minds On

- Students play First to Base is Safe tag for warm-up. Set up bases around the gym. Students are safe from being tagged when their foot is on base. Students may only stay on base for five seconds and may not return to the same base in the next attempt to avoid a tagger. When a person is tagged, they become the new tagger.
- Set up bases in the same formation as baseball and play a second round of First to Base is Safe where students must advance the bases in sequence to stay safe. Only three students may be on any one base at a time.
- Students reflect on what they did to run the bases effectively thinking about their movement patterns and how they differ from movement patterns when advancing from one base to the next during the second round.

## Action

- Introduce learning goals and co-construct success criteria.
- Students think about how to use their body to stop, start and pivot to run bases.
- Review phases of movement and laws of stability.
- Students work in small groups to apply the phases of movement while striking an object off a cone, fielding the object and returning it to the striker.
- Using the guiding questions, ask students to reflect on how applying the phases of movement increases their chances of success at striking and fielding objects.
- Students play a game such as version of [Hoops and Loops](#) applying the movement skills of base running and striking and fielding skills. To increase the difficulty of the game, fielders must pass the ball to each member of the fielding team before getting it into the hoop or add in an extra hoop a distance away from the first hoop. Runners have the choice of which hoop to run to and fielders must react by getting the ball into that hoop.
- Students practise working collaboratively with teammates to move the ball around the bases before the runner gets home.

## Consolidation

- Using a “team huddle,” teams discuss and share one strategy they used to be successful in scoring a run or preventing a run. In partners, students reflect and share something they did to increase their ability to strike or field a ball.

## Opportunity For Assessment

Strategy/Tool: Use an [anecdotal recording chart](#) to assess movement skills.

## Period 2

### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning to follow rules for our own safety and the safety of others. (1.1, A3.1)
- We are learning to apply movement principles to refine our skills. (1.1, 1.2, B1.4)
- We are learning to effectively move in games while striking or fielding an object. (B1.1, B1.2)
- We are learning to understand and use tactics in order to strike an object toward a target or into open space to get points, or to successfully field an object to prevent an opponent from scoring. (1.1, 1.5, B2.1, B2.2)
- We are learning manipulation skills to successfully field the object and send it to another player. (B1.2)
- We are learning to use problem-solving so we can implement tactical solutions to be successful in striking and fielding games. (1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my teammates. (1.1, 1.3, 1.4)
- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (A3.1)
- I can use my body position to successfully strike or field a ball. (1.1, B1.1, B1.2)
- I can apply force to a ball in order to send it farther. (1.1, 1.2, B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to return the ball; for example, sending the ball into open space. (1.1, 1.5, B2.1, B2.2)
- I can move to open space and apply movement principles to successfully field a ball. (1.1, 1.2, B1.3, B2.1)

## Guiding Questions

- How do I use verbal and non-verbal communication skills with my teammates when fielding a ball?
- What safety rules do I follow when batting, base running and tagging a runner?
- What strategies can I use to successfully strike and field an object?
- How can we apply the phases of movement in striking or fielding the ball?
- How can we best position our bodies in order to strike or field the object?
- How can we apply force effectively to strike an object for distance or accuracy?
- How can we make it difficult for our opponent to field an object?
- What strategy can we use to successfully field the object and stop our opponent from scoring points?

## Minds On

- Play a game such as Four Corners from period 1 for a warm-up. Students reflect on and share their responses to these questions: As a batter, where would you aim to strike the ball to ensure that you have enough time to score a run? As a fielder, describe a strategy you can use to prevent the batter from scoring a run.

## Action

- Introduce learning goals and co-construct success criteria.
- Students consider and share their ideas about how to stay safe while playing striking and fielding games.
- Students reflect on their application of verbal/non-verbal skills in [Four Corners](#) and other skills they need to apply to achieve success in striking and fielding games.
- Students play a game such as [Flying Chicken Baseball](#).
- Use Coach's Timeout to stop play between games and ask the guiding questions for teams to answer to reflect on their use of communication and teamwork skills, striking and fielding skills and tactics and strategies.
- Increase the difficulty of the game as students develop skills and strategies by changing the object and adding an implement with which to strike the object.
- Students continue to apply communication and critical and creative thinking skills to devise tactical solutions to make it more difficult for the opponent to field the ball.

## Consolidation

- Use an exit pass, two stars and a wish. Students reflect on and share two things they applied to be successful in a game and set one goal for the next period.

## Opportunity For Assessment

Strategy/Tool: Teacher observation of communication and movement skills using a [checklist](#).

## Period 3

### Learning Goals

- We are learning to apply controlled force and use an implement to strike an object for distance and accuracy. (1.1, 1.5, B1.2, B1.4)
- As base runners, we are learning to make good decisions about when to run and when to stay on base. (1.1, 1.5, B2.1, B2.2)
- We are learning where and when to move in relation to an object and to other people and to field an object. (1.1, 1.2, B1.3, B2.1)
- We are learning tactics to quickly field the ball in order to prevent the opponent from scoring runs. (1.1, 1.5, B2.1, B2.2)

### Success Criteria

- I can use verbal and non-verbal means to communicate with my teammates. (1.1, 1.3, 1.4)
- I can work collaboratively with my team to stop the base runner. (1.1, 1.4)
- I can apply force to a ball in order to send it farther. (1.1, 1.2, B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to catch/field the ball. (1.1, 1.5, B2.1, B2.2)
- I can use speed and good decision-making skills to decide when to continue running and when to stay on base to avoid getting out. (1.5, A1.4, B2.1, B2.2)
- I can move to open space and apply movement principles to successfully field a ball. (1.1, 1.2, B1.3, B2.1)

### Guiding Questions

- How do I use verbal and non-verbal communication with our teammates when trying to get a base runner out?
- How can I work together with our team to stop the runner?
- How can I apply force to strike a ball to send it to different places and distances?
- How can I apply the phases of movement in striking or fielding the ball to be more successful?
- As a thrower/batter, how can I make it more difficult for my opponent to catch/field an object?
- How do I use good decision-making skills to determine when to keep running and when to stay on base?
- As fielders, where can we position ourselves to be successful in catching/fielding the ball?
- What tactic can we use to quickly field the ball in order to prevent the base runner from scoring?

## Minds On

- Warm up in small groups forming triangles or squares to practise throwing and/or kicking and catching and/or trapping a ball. Students reflect on and share how they can increase the distance or improve the accuracy of their throws/kicks.

## Action

- Introduce learning goals and co-construct success criteria.
- In small groups, students review the strategies and tactics they have used to increase their chances of success when playing [Flying Chicken Baseball](#).
- Groups decide on the strategies and tactics they will focus on when playing games to score a run or prevent a runner from scoring.
- Students play a game such as [Multi-Ball Baseball](#) or Danish Long Ball using their chosen strategies and tactics.
- Using the guiding questions, teams periodically “huddle up” to strategize and apply tactical solutions to be successful against their opponents’ strategies and tactics.

## Consolidation

- Using a Team Walk and Talk strategy around the field, teams reflect on a tactic they used to quickly field the ball in order to prevent the base runner from scoring and actions that demonstrated their ability to work as a team to stop the runner. The team shares their responses with the teacher before leaving the field.

## Opportunity For Assessment

Strategy/Tool: Use the Team Walk and Talk responses to assess students’ understanding of offensive and defensive strategies and tactics and next steps to prepare for the culminating task, three-pitch softball tournament.

## Period 4

### Learning Goals

- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning to follow rules and procedures to maximize our safety and the safety of others. (A3.1)

### Success Criteria

- I can identify health-related and skill-related fitness components that are important for striking and fielding games. (A2.2)
- I can select exercises and activities that will help me develop those fitness components. (A2.1, A2.2)
- I can apply safety rules when participating in a fitness circuit. (A3.1)



## Guiding Questions

- What health-related fitness components do I need to develop to actively participate in striking and fielding games?
- What skill-related fitness components do I need to develop to actively participate in striking and fielding games?
- What activities or exercises should I choose to develop my fitness to be able to participate in striking and fielding games?
- What safety rules and guidelines do I need to remember when participating in fitness circuits and fitness activities to avoid injury?

## Minds On

- Students play partner Race to the Base tag. One student starts five steps ahead of another student. On the go signal they race to a designated cone and back to start. The student behind tries to catch the student ahead before they both get back to the starting position. Students switch places each time and complete five “innings” of race to the base tag.
- Students check their heart rate at the end of the warm-up and notice the target heart rate zone they were in during the race.

## Action

- Introduce learning goals and co-construct success criteria.
- Students brainstorm the health-related and skill-related fitness components that need to be developed to successfully participate in striking/fielding activities.
- Assign one health-related fitness component and one skill-related fitness component to each group.
- Using a bank of fitness card exercises, groups choose one exercise that will develop their assigned health-related fitness component and one exercise that will develop their assigned skill-related fitness component.
- Groups teach their peers how to perform each of their exercises safely.
- Working in pairs, students complete the fitness circuit by completing two sets of each exercise.

## Consolidation

- Using a Think/Pair/Share, partners reflect on and share evidence that demonstrated that they participated in the fitness activity in a safe manner and to the best of their ability. Students reflect on one fitness component that they would like to focus on to develop their personal fitness.

## Opportunity For Assessment

Strategy/Tool: Use a [checklist](#) and student responses to assess their application of safety rules, level of exertion during the fitness circuit and their ability to set goals to develop their personal fitness.

## Period 5

## Learning Goals

- We are learning to follow rules and procedures to maximize our safety and the safety of others. (A3.1)
- We are learning to apply controlled force and use an implement to strike an object for distance and accuracy. (1.1, 1.5, B1.2, B1.4)
- We are learning manipulation skills to successfully field the object and send it to another player. (B1.2)
- We are learning to understand and use tactics in order to strike an object toward a target or into open space to get points, or to successfully field an object to prevent an opponent scoring. (1.1, 1.5, B2.1, B2.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in striking and fielding games. (1.5, B2.1, B2.2)

## Success Criteria

- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (A3.1)
- I can apply force to a ball in order to send it farther. (1.1, 1.5, B1.2, B1.4)
- I can use a variety of tactics on offence in order to make it more difficult for my opponent to catch/field the ball. (1.1, 1.5, B2.1, B2.2)
- I can make appropriate decisions about when to continue running and when to stay on base. (1.1, 1.5, B2.2)
- I can move to open space and apply movement principles to successfully field a ball. (1.1, 1.2, B1.2, B1.4)
- I can work collaboratively with my team to stop the batter. (1.1, 1.4)

## Guiding Questions

- How do I use verbal and non-verbal communication with my teammates when fielding a ball?
- How can I apply force effectively to strike an object for various distances?
- As a kicker, how can I make it difficult for our opponent to catch/field an object?
- How do I decide when to keep running and when to stay at the cone?
- As fielders, where can we position ourselves to be successful in catching/fielding the kicked ball?
- What tactic can we use to quickly field the ball in order to prevent the kicker from scoring runs? How can we best work together with our team to stop the kicker?

## Minds On

- Students play Rock, Paper, Scissors tag for warm-up. Set up cones to act as bases across the centre line of the gym. Pairs line up at the baseline and play Rock, Paper, Scissors. The winner chases their partner to the line of cones attempting to tag them before they touch a cone. Pairs repeat the sequence, running from the cones to the baseline. Students play three rounds of Rock, Paper, Scissors then switch partners. Play three rounds.
- Students reflect on their reaction time as chaser and tagger and the strategies they used to be able to move quickly.

## Action

- Introduce learning goals and co-construct success criteria.
- Review safety rules for striking and fielding games.
- Divide students into teams. Teams share what they know about how to strike and field objects successfully.
- Students reflect on how they used these skills to be successful in [Flying Chicken Baseball](#) and adjustments they will make to achieve greater success the next time they play.
- Generate a list of strategies and tactics with students that they used to be successful in the striking and fielding games they have played so far in the unit. Students focus on using these strategies and tactics for this lesson.
- Play a game such as [Kick it Cricket](#). Students focus on working as a team and using the strategies and tactics to score a run or prevent a runner from scoring.
- As students apply strategies and tactics, make the game more challenging by using a smaller ball, using an implement to strike the ball and increasing the distance between the cones.
- Students practise a variety of tactical solutions to make it more difficult for the opponent to field the ball.
- Teams periodically “huddle up” to strategize tactical solutions and/or to discuss what they have to do to effectively send the ball to open space and defend their own area of play.

## Consolidation

- During a cool-down, students participate in a knowledge-building circle telling the class what they discovered about using strategies during striking/fielding games and how they will apply them during the culminating task.

## Opportunity For Assessment

Strategy/Tool: Use a [checklist](#) to assess teamwork skills and critical thinking skills as students implement tactical solutions.

## Period 6: Culminating Task - Day 1

## Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning to apply movement principles to refine our skills. (1.1, 1.5, B1.4)
- We are learning to effectively move in games while striking or fielding an object. (B1.1, B1.2)
- We are learning to understand and use tactics in order to strike an object toward a target or into open space to get points, or to successfully field an object to prevent an opponent scoring. (1.1, 1.5, B2.1, B2.2)
- We are learning manipulation skills to successfully field the object and send it to another player. (B1.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in striking and fielding games. (1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.3)
- I can work collaboratively with my team to achieve our goals. (1.1, 1.4)
- I can participate to the best of my ability in each activity. (A1.1)
- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (A3.1)
- I can position my body in different ways to strike or field an object. (1.1, B1.1, B1.2)
- I can move in relation to the object to field it successfully. (1.1, 1.5, B1.2)
- I can use my body to generate force to effectively strike an object or absorb force to field an object. (1.1, 1.5, B1.4)
- I can use strategies to successfully cover open space and prevent my opponent from scoring. (1.5, B2.2)
- I can use strategies to score against my opponent. (1.5, B2.2)

## Guiding Questions

- How do I use verbal and non-verbal communication with our teammates to be successful on batting or fielding?
- How can I behave appropriately and follow the rules to be safe and ensure the safety of others?
- How can I use movement principles to generate force and power to strike or throw an implement?
- As a batter, how can I make it difficult for my opponent to catch/field a ball?
- How can I best work as part of a team to cover open space in order to successfully field an object to prevent my opponent from scoring?
- What factors do I need to consider when selecting strategies to advance a runner?
- What do I need to consider when deciding where to throw the ball when my team is on defence?
- What do I have to consider as a base runner to be successful at advancing bases?
- As fielders, where can we position ourselves to be successful in catching/fielding the ball?
- What tactic can we use to quickly field the ball in order to prevent the base runner from scoring?  
How can we best work together with our team to stop the runner?

## Minds On

- Play a game such as [Kickster](#) for a warm-up.
- Ask students how they applied appropriate force and direction to the ball to make it challenging for the opponent to retrieve/field it. As fielders, how did they know where and when to move in relation to the ball and other people? How do these skills and strategies apply to all the games that they have played in this unit?

## Action

- Review learning goals and success criteria for the unit.
- In small groups, students reflect on the skills, concepts and strategies they have learned in the unit and how they will apply them in this two-day tournament.
- Review the rules of three-pitch softball.
- Play three-pitch or slo pitch softball using teams of six aside to reduce wait time for batting.
- Assess students' application of movement skills, concepts and principles and strategies.

## Consolidation

- Students participate in a knowledge-building circle and respond to the guiding questions. Teams determine what they will continue to do during the second day of the tournament to increase their chances of success.

## Opportunity For Assessment

Strategy/Tool: Use a [rating scale](#) to assess movement skills and communication skills and a rubric to assess application of movement strategies.

## Period 7: Culminating Task - Day 2

### Learning Goals

- We are learning to use communication and teamwork skills so we can be successful working as a team. (1.1, 1.3, 1.4)
- We are learning to follow rules for our own safety and the safety of others. (A3.1)
- We are learning to develop our personal fitness by actively participating to the best of our ability. (A1.1, A2.1)
- We are learning to apply movement principles to refine our skills. (B1.4)
- We are learning to effectively move in games while striking or fielding an object. (B1.1, B1.2)
- We are learning to understand and use tactics in order to strike an object toward a target or into open space to get points, or to successfully field an object to prevent an opponent scoring. (1.1, 1.5, B2.1, B2.2)
- We are learning manipulation skills to successfully field the object and send it to another player. (B1.2)
- We are learning to use problem-solving skills so we can implement tactical solutions to be successful in striking and fielding games. (1.5, B2.1, B2.2)

## Success Criteria

- I can use verbal and non-verbal means to communicate with my team members. (1.1, 1.3)
- I can work collaboratively with my team to achieve our goals. (1.1, 1.4)
- I can participate to the best of my ability in each activity. (A1.1)
- I can behave appropriately and follow the rules to be safe and ensure the safety of others. (A3.1)
- I can position my body in different ways to strike or field an object. (1.1, B1.1, B1.2)
- I can move in relation to the object to field it successfully. (1.1, 1.5, B1.2)
- I can use my body to generate force to effectively strike an object or absorb force to field an object. (1.1, 1.5, B1.4)
- I can use strategies to successfully cover open space and prevent my opponent from scoring. (1.5, B2.2)
- I can use strategies to score against my opponent. (1.5, B2.2)

## Guiding Questions

- How do I use verbal and non-verbal communication skills with my teammates to be successful at batting or fielding?
- How can I behave appropriately and follow the rules to be safe and ensure the safety of others?
- How can I use movement principles to generate force and power to throw an object or strike using an implement?
- As a batter, how can I make it difficult for my opponent to catch/field a ball?
- How can I best work as part of a team to cover open space in order to successfully field an object to prevent my opponent from scoring?
- What factors do I need to consider when selecting strategies to advance a runner?
- What do I need to consider when deciding where to throw the ball when my team is on defence?
- What do I have to consider as a base runner to be successful at advancing bases?
- As fielders, where can we position ourselves to be successful in catching/fielding the ball?
- What tactic can we use to quickly field the ball in order to prevent the base runner from scoring?  
How can we best work together with our team to stop the runner?

## Minds On

- Students assemble in their teams and complete one set of the fitness circuit students designed in period five. Teams reflect on their performance in day one of the tournament and review what they decided to continue to do or do during the second day of the tournament to increase the chances of success.

## Action

- Review learning goals and success criteria for the unit.
- Recall the rules of three-pitch softball.
- Play round two of the three-pitch or slo pitch softball continuing to use teams of six aside to reduce wait time for batting.
- Assess students' application of movement skills, concepts and principles and strategies.

## Consolidation

- Students complete a self-assessment rating scale to assess movement skills and communication skills and a rubric to assess application of movement strategies to achieve success in a game situation.
- Students respond to the prompt, “Give an example of success in a striking/fielding game that depends on a combination of movement skills, concepts and strategies.”

## Opportunity For Assessment

Strategy/Tool: Continue to use the [rating scale](#) from day six to continue to assess movement skills and communication skills and a rubric to assess application of movement strategies.

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## Additional Resources

[www.playsport.net](http://www.playsport.net)