



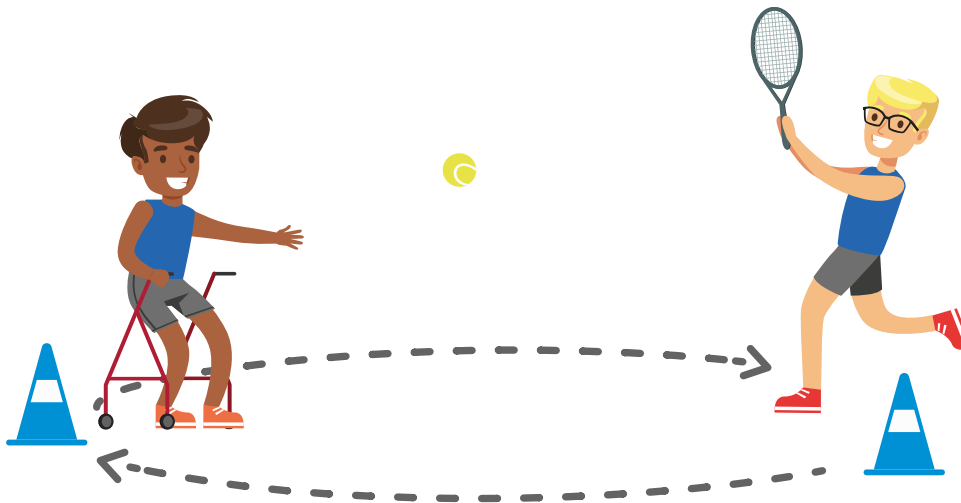
1

# Striking and fielding skills






Tip and run

## How to play

- Divide your group into pairs with one batter and one fielder. Place two cones on the floor a set distance apart for each pair.
- The batter collects a bat and bean bag, ball, or toy and goes to stand at one of the cones.
- The batter pushes or hits the bean bag into a space and then runs to the other cone.
- The fielder runs to collect the bean bag and return it to the batting spot.
- The batter runs back to the batting spot and has another go.
- After three or four turns the players swap roles.



## Equipment

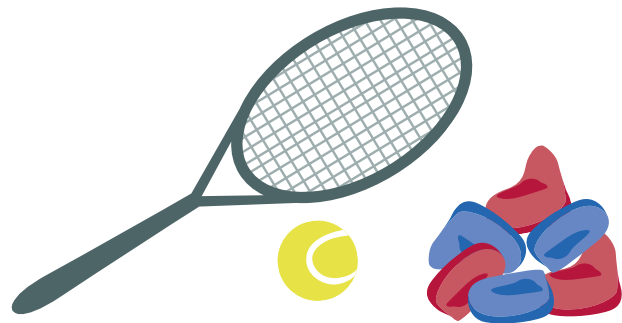
-  Cones or markers
-  Range of different sized racquets or bats
-  Bean bags
-  Balls
-  Soft toys



# 1. Striking and fielding skills: Tip and run

## Using STEP

	Easier	Harder
<b>Space</b>	<ul style="list-style-type: none"> <li>Reduce distance between the cones.</li> </ul>	<ul style="list-style-type: none"> <li>Increase distance between the cones.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Bean bag, ball, or toy can be pushed along the floor.</li> </ul>	<ul style="list-style-type: none"> <li>Bean bag, ball, or toy must be hit towards a specific target.</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Remove the bat, pupils can throw / propel object using their hand.</li> </ul>	<ul style="list-style-type: none"> <li>Change racquet or ball to reduce the size / surface area.</li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>Pupils to practise hitting bean bag or ball individually.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a bowler to the group.</li> </ul>



## Impairment specific considerations

### Blind and visually impaired pupils

- Use a high visibility ball and / or audible ball.
- Introduce a buddy system.

### Pupils with a learning disability

- Encourage pupils to think about accuracy rather than strength when hitting the bean bag.

### Deaf and hearing-impaired pupils

- Demonstrate the activity to the group before you start the activity.

### Pupils with a physical impairment

- Objects to be propelled along a higher surface. E.g. table.
- Use a Velcro mitt or glove to support players with reduced dexterity.



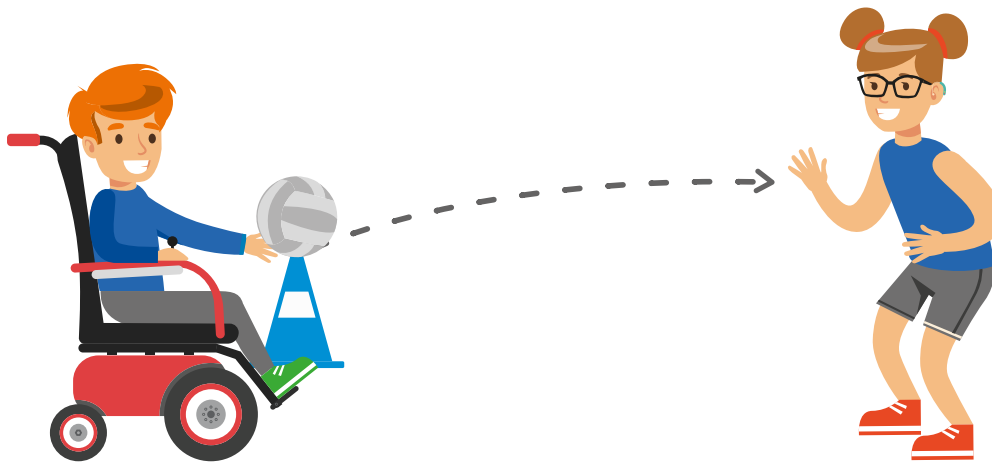
## 2

# Striking and fielding skills




## Tee strike

### How to play

- Divide your group into pairs and give each pair one striking tee or large cone and a large soft ball.
- Player one is the striker. They stand at the tee or cone with the ball placed on top.
- Player two is the catcher. They stand approximately 8-10 paces in front of the striker.
- With the ball stationary on top of the tee or cone, the striker hits the ball with their hand towards the catcher.
- After each strike the catcher returns the ball to the tee / cone.
- Have a few turns the players swap roles.



### Equipment

-  Large playing area
-  One striking tee or upright cone per pair
-  One large soft ball per pair

### Pupil corner - Challenge your classmates to:

1. Aim for more targets.
2. Create a game like Tee Strike and include counting.
3. Use other parts of the body to hit the ball.



## 2. Striking and fielding skills: Tee strike

### Using STEP

	Easier	Harder
<b>Space</b>	<ul style="list-style-type: none"> <li>Reduce distance between the striker and catcher.</li> </ul>	<ul style="list-style-type: none"> <li>Increase distance between the striker and catcher.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Pupil simply practise hitting the ball off the tee rather than aiming it to the catcher.</li> </ul>	<ul style="list-style-type: none"> <li>Remove striking tee and replace with bouncing the ball before each strike.</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Allow players striking the ball to wear a glove.</li> </ul>	<ul style="list-style-type: none"> <li>Players to use a racquet or bat to strike the ball.</li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>Striker can hit the ball to anyone.</li> </ul>	<ul style="list-style-type: none"> <li>Catchers decide where the striker should hit the ball.</li> </ul>



### Impairment specific considerations

#### Blind and visually impaired pupils

- Use a high visibility ball and / or audible ball.
- Catchers to wear high visibility / colourful bibs.

#### Pupils with a learning disability

- Encourage pupils to think about accuracy rather than strength when hitting the ball.

#### Deaf and hearing-impaired pupils

- Demonstrate the activity to the group before you start the activity.

#### Pupils with a physical impairment

- Striking and catching can be done from a seated position or using a different body part.
- Use a Velcro mitt or glove to support players with reduced dexterity.



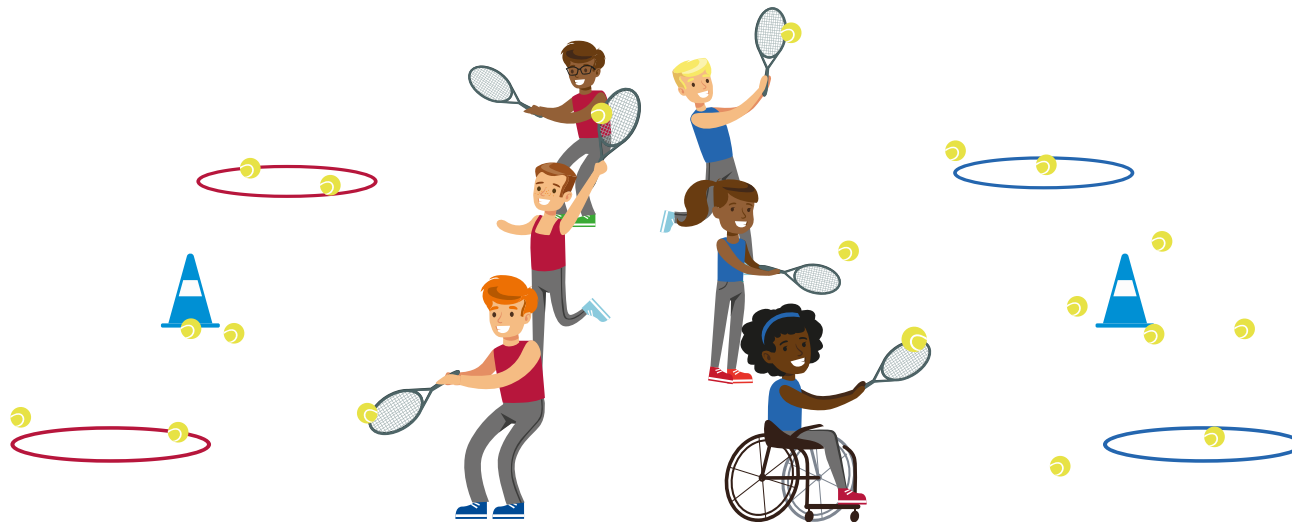
# 3

# Striking and fielding skills

## Wall target rounders

### How to play

- Divide your group into two teams.
- Position the two teams back-to-back.
- Give each player three balls.
- Set up several targets on the edge of the playing area using cones, markers, and hoops.
- Players hit their balls towards the targets in front of them. If their balls hit or land in the target, they win points for their team.
- The team with the highest points total wins the game.



### Equipment



Large playing area



A range of bats and racquets



Cones, markers, and hoops



A range of different sized balls

### Pupil corner - Challenge yourself:

1. Try using a different bat or racquet.
2. Create new rules or targets.
3. Set yourself a target score to reach.



### 3. Striking and fielding skills: Wall target rounders

## Using STEP

	Easier	Harder
<b>Space</b>	<ul style="list-style-type: none"> <li>Reduce distance between players and the targets.</li> </ul>	<ul style="list-style-type: none"> <li>Increase distance between players and the targets.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Players can use different body parts to propel the balls. E.g. hands or feet.</li> </ul>	<ul style="list-style-type: none"> <li>Balls are not allowed to bounce before reaching the target. Balls must stay within or touching the target.</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Increase the size of the target or use a larger ball.</li> </ul>	<ul style="list-style-type: none"> <li>Players can use smaller bats, racquets, and balls.</li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>Reduce the number of people in each area.</li> </ul>	<ul style="list-style-type: none"> <li>Players must use their non-dominant hand to propel the balls.</li> </ul>



## Impairment specific considerations

### Blind and visually impaired pupils

- Use high visibility / colourful equipment.
- Use audible balls where possible.
- Buddy or guide to provide feedback to player on close or far away the target is.
- Use sound to support visually impaired players to locate the target.

### Pupils with a learning disability

- Provide a demonstration of the activity.
- Encourage pupils to think about accuracy rather than strength when hitting the ball.

### Deaf and hearing-impaired pupils

- Demonstrate the instructions visually.
- Use visual cues. E.g. picture cards, or a flag to indicate start and end of the activity.

### Pupils with a physical impairment

- Pupils can propel, throw, or hit balls or objects from a seated position.
- May need to use lighter objects. E.g. fluff balls or paper balls.
- Use a ramp or chute to assist players to propel the balls or objects.



# 4

# Striking and fielding skills



## Target rounders

### How to play

- Divide your group into teams. Each team has six players with one batter and five fielders.
- Position the fielders in a semi-circle shape around the batter.
- One fielder bowls a ball or object to the batter, the batter then hits the object back to a fielder.
- The batter can decide which fielder to hit the ball or object to. Or a name can be called out as the fielder bowls.
- Rotate the batter every 4-5 turns.



### Equipment

-  A range of different sized bats and racquets
-  A range of balls or objects to hit. E.g. tennis ball, foam ball, or football

### Pupil corner - Can you:

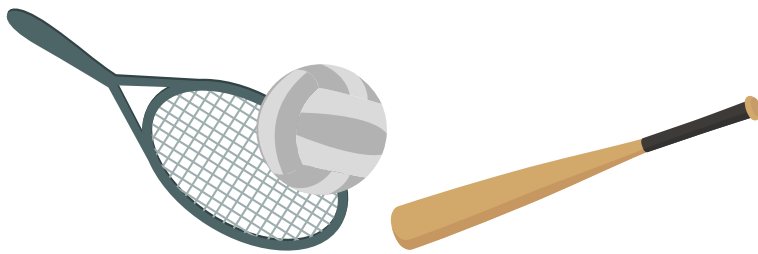
1. Change this activity to make it more active?
2. Create a way to record scores whilst taking part in this activity?
3. Work as a group to improve each other's skill level.



## 4. Striking and fielding skills: Target rounders

### Using STEP

	Easier	Harder
<b>Space</b>	<ul style="list-style-type: none"> <li>Reduce distance between the batter and fielders.</li> </ul>	<ul style="list-style-type: none"> <li>Increase distance between the batters and fielders.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Batter can strike the ball or object off a striking tee.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce two bowlers and the batter must react to whoever bowls.</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Use a bat or racquet with a large surface area.</li> </ul>	<ul style="list-style-type: none"> <li>Use a bat or racquet with a small surface area.</li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>Reduce number of people in each team.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of people in each team.</li> </ul>



### Impairment specific considerations

#### Blind and visually impaired pupils

- Use of a high visibility ball and / or audible ball.
- Fielders can say their names loudly so the batter can gage where each fielder is positioned.

#### Pupils with a learning disability

- Give clear instructions and use practical demonstration.
- Clearly signal who pupils should bowl the ball or object to.

#### Deaf and hearing-impaired pupils

- Demonstrate instructions visually.
- Use picture cards to communicate instructions.
- Fielders signal to the batter who to hit the ball to.

#### Pupils with a physical impairment

- Players can take part in this activity from the seated position.
- Pupils can propel, throw, or hit the ball by using another method or body part. E.g. kick, roll, or use their wheelchair.





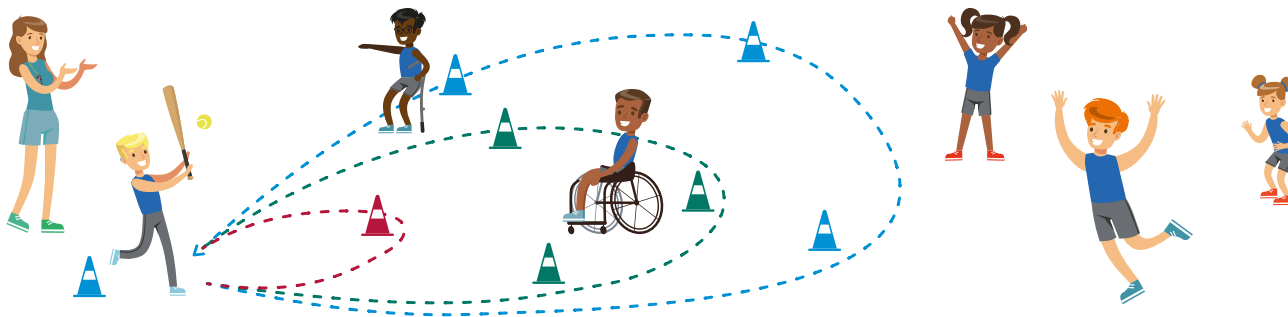
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# Striking and fielding skills




## Random rounders

### How to play

- Place two cones a set distance apart, one for the batter and one for the bowler.
- From the batting cone mark out three different sized running routes.
- Divide your group into two teams, one batting and one fielding.
- The batting team can choose what type of ball and bat / racquet want to use.
- One player on the fielding team is the bowler and bowls the ball to the batter.
- Once the batter hits the ball, they can decide which running route to take. Each route has different points associated to it.
- The fielding team retrieve the ball and return it to the bowler. The batter must stop running when the bowler has the ball.
- If a fielder catches the ball before it bounces, the batter loses their points and re-joins the end of the batting line.



### Equipment

-  Cones or markers
-  A range of different sized bats and racquets
-  A range of different sized balls. E.g. tennis ball, foam ball, or football

### Pupil corner - Have a go at:

- Adapting the activity and roles so everyone in your group is included.
- Creating new rules to challenge players with different abilities.



## 5. Striking and fielding skills: Random rounders

### Using STEP

	Easier	Harder
<b>Space</b>	<ul style="list-style-type: none"> <li>Reduce length of the running routes.</li> </ul>	<ul style="list-style-type: none"> <li>Increase length / complexity of the running routes.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>Pupils can use a striking tee.</li> <li>Pupil can propel the ball using another method. E.g. kick, push, or roll off a ramp.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils must hold the bat in their non-dominant hand to hit the ball.</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Use a bat with a large surface area.</li> <li>Use a larger ball.</li> </ul>	<ul style="list-style-type: none"> <li>Use a bat with a small surface area.</li> <li>Use a smaller ball.</li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>Limit the number of fielders.</li> <li>Pupils can have three attempts to hit the ball and choose which one they decide to run on.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of fielders taking part.</li> </ul>

### Impairment specific considerations

#### Blind and visually impaired pupils

- Use a high visibility ball and / or audible ball.
- Encourage verbal communication from teammates.
- Introduce a buddy or guide to support a pupil to run around the rounders route.

#### Pupils with a learning disability

- Break down the game into step-by-step instructions.
- Place floor arrows or cards along the running routes to direct pupils.

#### Deaf and hearing-impaired pupils

- Give a visual demonstration before starting the game.
- Bowler to use a visual signal to show they are about to bowl the ball.

#### Pupils with a physical impairment

- Batter can strike ball from a seated position.
- A ramp can be used to assist players to propel the ball.
- Offer an alternative route or another teammate to run for the batter.

