# Striking and fielding skills

**1**

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.

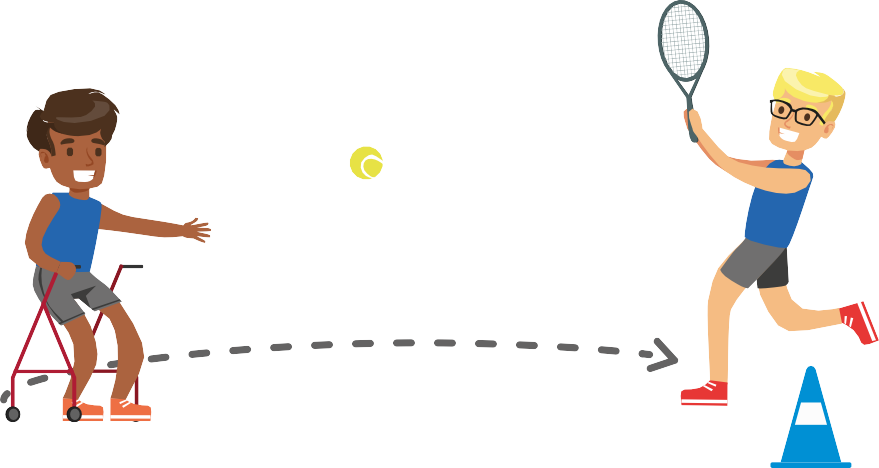
## Equipment

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 Impairment specific considerations

### Blind and visually impaired pupils

|  |  |  |
| --- | --- | --- |
|  | **Easier** | **Harder** |
| **Space** | * Reduce distance between the cones. | * Increase distance between the cones. |
| **Task** | * Bean bag, ball,   or toy can be pushed  along the floor. | * Bean bag, ball, or toy must be hit towards a specific target. |
| **Equipment** | * Remove the bat, pupils can throw / propel object using their hand. | * Change racquet   or ball to reduce the size / surface area. |
| **People** | * Pupils to practise hitting bean bag   or ball individually. | * Introduce a bowler to the group. |

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

### Pupils with a learning disability

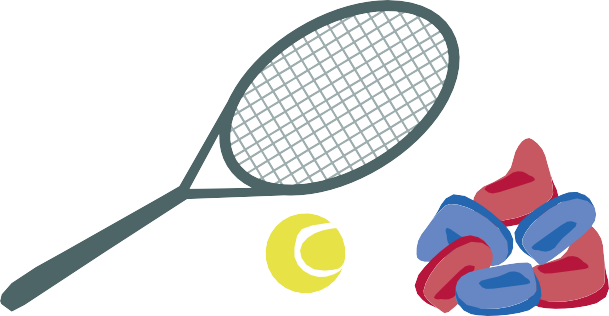
* + Encourage pupils to think about accuracy rather than strength when hitting the bean bag.

### 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.



# Striking and fielding skills

**2**

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.

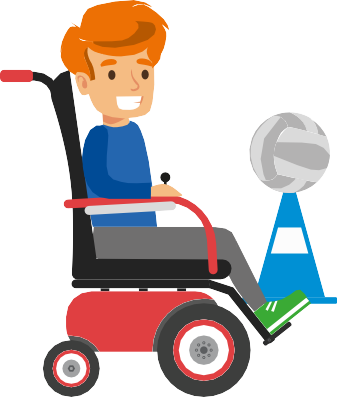
* Player two is the catcher. They stand approximately 8-10 paces in front of the striker.
* With the ball stationary on top of the tee or cone, the striker hits the ball with their hand towards the catcher.
* After each strike the catcher returns the ball to the tee / cone.
* Have a few turns the players 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.
4. **Striking and fielding skills: Tee strike**

## Using STEP Impairment specific considerations

### Blind and visually impaired pupils

|  |  |  |
| --- | --- | --- |
|  | **Easier** | **Harder** |
| **Space** | * Reduce distance between the striker and catcher. | * Increase distance between the striker and catcher. |
| **Task** | * Pupil simply practise hitting the ball   off the tee rather than aiming it  to the catcher. | * Remove striking tee and replace with bouncing the ball before each strike. |
| **Equipment** | * Allow players striking the ball to wear a glove. | * Players to use   a racquet or bat  to strike the ball. |
| **People** | * Striker can hit the ball to anyone. | * Catchers decide where the striker should hit the ball. |

* + 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.



# Striking and fielding skills

**3**

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.

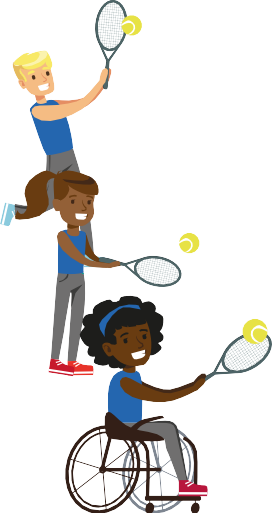
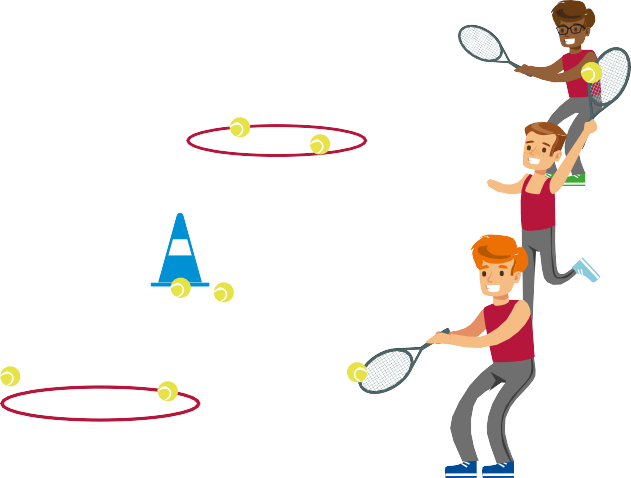
## Equipment

Large playing area

Cones, markers, and hoops

A range of bats and racquets

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.
4. **Striking and fielding skills: Wall target rounders**

## Using STEP Impairment specific considerations

### Blind and visually impaired pupils

|  |  |  |
| --- | --- | --- |
|  | **Easier** | **Harder** |
| **Space** | * Reduce distance between players and the targets. | * Increase distance between players and the targets. |
| **Task** | * Players can use different body parts to propel the balls.   E.g. hands or feet. | * Balls are not allowed to bounce before reaching the target. Balls must stay within or touching the target. |
| **Equipment** | * Increase the size of the target or use a larger ball. | * Players can use smaller bats, racquets, and balls. |
| **People** | * Reduce the number of people in each area. | * Players must use their non-dominant hand to propel the balls. |

* + 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.

# Striking and fielding skills

**4**

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.

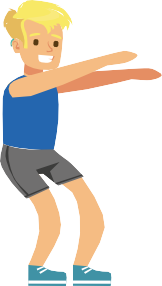
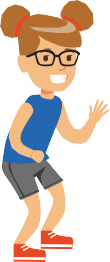
## Equipment

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 Impairment specific considerations

### Blind and visually impaired pupils

|  |  |  |
| --- | --- | --- |
|  | **Easier** | **Harder** |
| **Space** | * Reduce distance between the batter and fielders. | * Increase distance between the batters and fielders. |
| **Task** | * Batter can strike the ball or object off a striking tee. | * Introduce two bowlers and the batter must react to whoever bowls. |
| **Equipment** | * Use a bat or racquet with   a large surface area. | * Use a bat or racquet with   a small surface area. |
| **People** | * Reduce number of people in each team. | * Increase the number of people in each team. |

* + 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

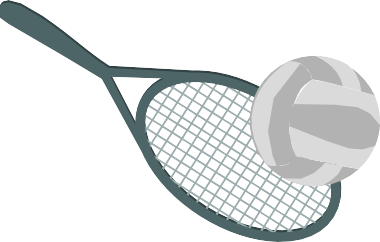
* + Give clear instructions and use practical demonstration.
  + Clearly signal who pupils should bowl the ball or object to.

### 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.

# Striking and fielding skills

**5**

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.

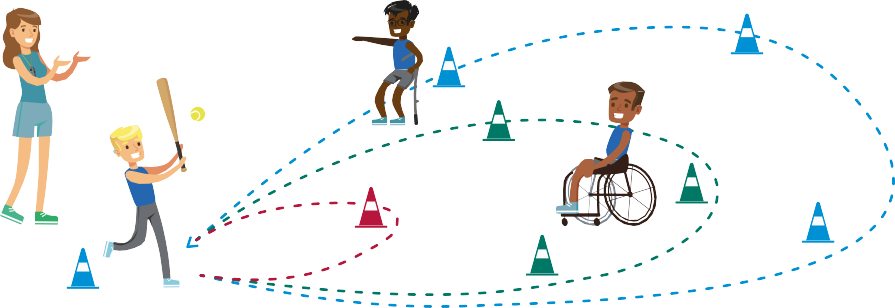
* The fielding team retrieve the ball and return it to the bowler. The batter must stop running when the bowler has the ball.
* If a fielder catches the ball before it bounces, the batter loses their points and re-joins the end of the batting line.

## 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.

1. **Striking and fielding skills: Random rounders**

## Using STEP Impairment specific considerations

### Blind and visually impaired pupils

|  |  |  |
| --- | --- | --- |
|  | **Easier** | **Harder** |
| **Space** | * Reduce length of the running routes. | * Increase length / complexity of the running routes. |
| **Task** | * Pupils can use a striking tee. * Pupil can propel the ball using another method. E.g. kick, push, or roll off   a ramp. | * Pupils must hold the bat in their non-dominant   hand to hit the ball. |
| **Equipment** | * Use a bat with   a large surface area.   * Use a larger ball. | * Use a bat with   a small surface area.   * Use a smaller ball. |
| **People** | * Limit the number of fielders. * Pupils can have three attempts to hit the ball and choose which one they decide to run on. | * Increase the number of fielders taking part. |

* + 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.