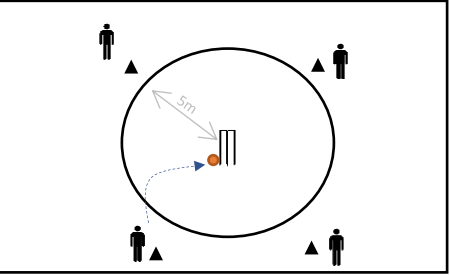
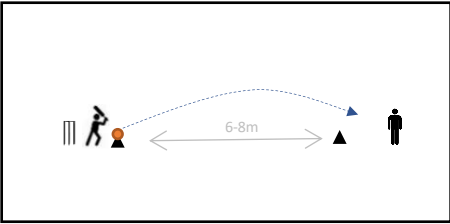


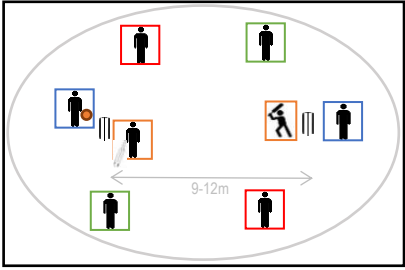
ACHPER Victoria Levels 5 & 6 Striking and Fielding Unit Plan (Australian Curriculum V9.0)

<b>Unit: Striking/Fielding</b>	<b>Levels: 5/6</b>	<b>Lesson: 1/8</b>	<b>Date:</b>
<b>Lesson Focus</b>	<ul style="list-style-type: none"> <li>Adapt and modify movement skills across a variety of situations (<a href="#">AC9HP6M01</a>)</li> <li>Transfer familiar movement strategies to different movement situations (<a href="#">AC9HP6M02</a>)</li> </ul>		
<b>Learning Intention/s and Success Criteria</b>	<b>Learning intentions</b> <ul style="list-style-type: none"> <li>To strike the ball into space</li> <li>To field a ball in a small-sided game</li> </ul>	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>I can strike the ball off a tee using Grip-foot-look-step-strike into space between fielders</li> <li>I can field a ground ball and perform an underarm/overarm arm throw at a target from 5-10 m away</li> </ul>	
<b>Equipment:</b>	Tennis balls/rubber cricket balls,, stumps or large witches hats, poly dots/cones/witches hats, bats, batting tees, computer/projector, paper/exercise book/iPad for journal, pens/pencils, A1 assessment worksheets		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
10 mins	<b>Equipment:</b> 2 tennis balls/rubber cricket balls per group, 1 set of stumps or large witches hat, poly dots/cones/witches hats as boundary markers   <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>Safe distance between groups</li> <li>Students retrieve balls only when all have thrown.</li> <li>Be aware of objects moving from other groups</li> </ul>	<b>Tuning In 1 – Crazy stump throw</b> <ul style="list-style-type: none"> <li>Divide students into groups of 3 or 4 and stand in a circle around a set of stumps opposite another student, with one ball per group.</li> <li>Students start 5m from the stumps and throw the ball at the stumps seeing how many times each group hits the target within 1 minute. When the ball passes the stumps, student opposite fields the ball and play continues.</li> </ul> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>Throw with preferred/non-preferred hand</li> <li>Play with two or three balls moving at same time</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>Adjust the distance between wickets and throwers</li> <li>Vary type/size of ball used</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Ready position when fielding                             <ul style="list-style-type: none"> <li>Get behind the ball</li> <li>Ground balls – get low (bend knees)</li> <li>Hand positioning (fingers up or down)</li> </ul> </li> <li>Fastest way to pick up and throw (underarm/sidearm)</li> </ul> <p><b>Key Questions:</b></p> <p>Q. What do you want to do when you the ball comes towards you? Why?                      A. Move quickly to get body behind ball and when gathered attempt to release ball as quickly as possible. By moving behind the ball, you are able to field it more easily/less likely the ball will go past you or misfield it.</p> <p>Q. What type of throw would you use when you pick up a ground ball? Why is this important in a game of cricket?                      A. To release the ball quickly, use an underarm or side arm throw. By minimising time to field and throw the ball, reduces time batters have to run/increase chances of a run out.</p>	Pre-test – fielding
10 mins	<b>Equipment:</b> 1 bat, 1 ball, 1 short batting tee and 1 set of stumps per pair.   <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>Groups adequately spaced apart, all groups striking in same direction</li> <li>Keep bat swing below shoulder height.</li> <li>Eye check with fielder you are throwing to</li> </ul>	<p><b>Activity 1 – Hit to score</b></p> <ul style="list-style-type: none"> <li>Students work in pairs. Take turns picking up bat to correctly and go through GFLSS</li> <li>Batter stands in front of wickets with partner/fielder 6-8m away. Batter strikes ball off tee/batting cone, aiming to strike back to fielder so they can field it and place back on top of cone, repeat strike and field. One point for every successful strike.</li> <li>Change after 6 shots (one over).</li> </ul> <p><b>Progressions:</b></p> <ul style="list-style-type: none"> <li>Set up targets in field, to encourage students to strike in different directions. Give score for each target.</li> <li>Fielder underarm bowls the ball to the batter. Remove batting tee.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Vary ball and striking implement, larger ball or bat face- easier to strike successfully.</li> </ul>	<p><b>Teaching Points:</b></p> <p>Two-handed cricket strike - GFLSS</p> <ul style="list-style-type: none"> <li><b>GRIP</b> – V's formed by thumbs and forefinger aligned down back of bat, hands together in middle of handle (pick bat up from ground)</li> <li><b>FEET</b> – side on, feet shoulder width apart, head upright,</li> <li><b>LOOK</b> - eyes level watching ball,</li> <li><b>STEP</b> – step onto front foot as you strike the ball</li> <li><b>STRIKE</b> – strike ball in line with front foot.</li> </ul> <p><b>Key Questions:</b></p> <p>Q. Where should you look while attempting to strike the ball off the tee? Why?                      A. On the ball, because this is your target,</p> <p>Q. How did you change the position of your body to strike the ball in different directions?                      A. Always stand side on to direction wanting to hit but moved direction/angle around cone.</p> <p>Q. What happened to your strike if you did not step onto your front foot?                      A. The ball would not travel as far, less rotation in your body to swing the bat through.</p>	Pre-test – striking

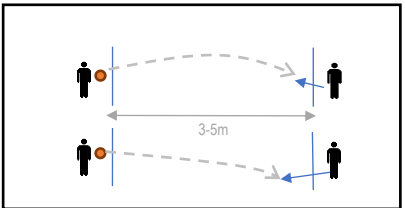
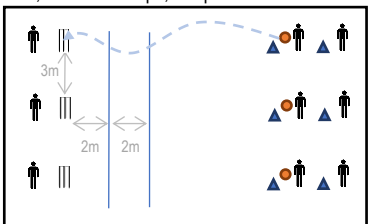
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ACHPER Victoria Levels 5 & 6 Striking and Fielding Unit Plan (Australian Curriculum V9.0)

<p>15 mins</p>	<p><b>Equipment:</b> Per group: 2wickets, 1 modified cricket ball, 2 cricket bats, 1 batting tee.</p>  <p><b>Safety:</b>  <b>Batting:</b></p> <ul style="list-style-type: none"> <li>Do not throw bat when you have hit ball (take with you)</li> <li>Ensure all other players are 3-5m away from batter</li> <li>Keep bat swing below shoulder height.</li> </ul> <p><b>Bowling:</b></p> <ul style="list-style-type: none"> <li>Eye check - batters and all fielders are ready for every delivery</li> </ul> <p><b>Fielding:</b></p> <ul style="list-style-type: none"> <li>Eye check - look at the other fielder before throwing.</li> <li>Use underarm throws when distance is short/less force required</li> </ul>	<p><b>Activity 2 – Pairs cricket (Kanga 8s)</b></p> <ul style="list-style-type: none"> <li>Divide students into teams of 6 or 8 (even works best). Set up stumps 9-12m apart. Students are to umpire the games and follow the rules independently. Students organise themselves into pairs and number each pair. Have a batting pair, fielding pair and bowling/wicket keeper pair (if there are 8 per group, you have an additional fielding pair). Each pair bowling/keeper bowls 6 balls (3 each) using an underarm throw with one bounce. Batters strike ball off tee and switch ends for 1 run.</li> <li>Batters can be caught, bowled or run out. 4 runs are awarded to the fielder who caught, bowled or ran them out.</li> <li>If batter misses the ball or is bowled out, they get a bonus hit off the Tee.</li> <li>Rotate roles after each over. At the completion of the game, the batter with the highest number of runs wins (add wicket runs to your batting scores).</li> </ul> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Batting – GFLSS and hit into space</li> </ul> <p><b>Progressions:</b></p> <ul style="list-style-type: none"> <li>Underarm/overarm bowling</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Change type of ball used</li> <li>Vary length of wicket</li> </ul>	<p><b>Teaching Points:</b>  <b>Batting</b></p> <ul style="list-style-type: none"> <li>GFLSS</li> <li>Hit into space</li> </ul> <p><b>Fielding</b></p> <ul style="list-style-type: none"> <li>Get behind the ball, work together as a fielding team</li> </ul> <p><b>Key Questions:</b>  Q. Where is the best place to hit or place the ball to score runs?  A. <i>Away from the fielders, in the gaps, towards the boundaries.</i></p> <p>Q. How do you minimise the chance of being run out?  A. <i>Hit the ball away from fielders, communicate effectively with my partner so you know when to run/not run.</i></p> <p>Q. What is the quickest, most effective way for the fielding team to return the ball to the stumps?  A. <i>Throw the ball back as quickly as possible, direct line to wicket</i></p> <p>Q. How do the fielding team decide where to stand?  A. <i>Evenly spread in a horseshoe shape around the batters</i></p>	
<p>10 mins</p>	<p><b>Equipment:</b> computer/projector (to play YouTube videos), paper/exercise book/iPad for journal, pens/pencils, A1 assessment worksheets</p>	<p><b>Reflection and Closure – Journal Set Up and Cricket and Striking/Fielding Videos</b></p> <ul style="list-style-type: none"> <li>Provide students time to set up their journal (hard copy exercise book or electronic eg: iPad e-book app). Discuss the purpose of the journal (eg: document their learnings and reflections).</li> <li>Students watch short videos of Cricket and Striking/Fielding to gain visual reference to skills and game setup and rules. Discuss key questions and record answers to discussion, and selected questions from A1 Affective Lesson Reflection Assessment.</li> </ul> <p>Cricket URL - <a href="https://www.youtube.com/watch?v=g-beFHld19c">https://www.youtube.com/watch?v=g-beFHld19c</a>  Striking/Fielding URL - <a href="https://www.youtube.com/watch?v=EfSAdyDsYI">https://www.youtube.com/watch?v=EfSAdyDsYI</a></p>	<p><b>Key Questions:</b>  Q. What is the intention of striking/fielding games?  A. <i>To place the ball away from the fielders and to score more runs than your opponents.</i></p> <p>Q. What are some concepts similar in all the striking/fielding games you know of/have observed in the videos?  A. <i>Placement of the ball, decision making (when to run or not), Covering/running to bases.</i></p> <p>Q. What are some examples of striking/fielding games?  A. <i>cricket, softball, rounders, baseball, Danish longball.</i></p>	<p>A1 – Affective Lesson Reflection Questions Assessment</p>

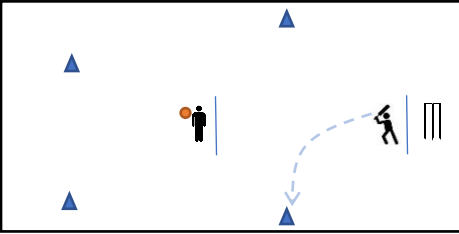
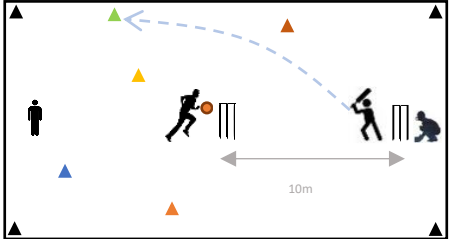
ACHPER Victoria Levels 5 & 6 Striking and Fielding Unit Plan (Australian Curriculum V9.0)

<b>Unit: Striking/Fielding Unit</b>	<b>Levels: 5/6</b>	<b>Lesson: 2/8</b>	<b>Date:</b>
<b>Lesson Focus</b>	<ul style="list-style-type: none"> <li>Adapt and modify movement skills across a variety of situations (AC9HP6M01)</li> <li>Transfer familiar movement strategies to different movement situations (AC9HP6M02)</li> </ul>		
<b>Learning Intention/s and Success Criteria</b>	<b>Learning intentions</b> <ul style="list-style-type: none"> <li>To bowl overarm towards a target</li> <li>To strike the ball into space</li> <li>To move into the correct position to successfully field a ball</li> </ul>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can overarm bowl (straight arm delivery) to a set of stumps 10m away</li> <li>I can strike the ball off a tee using GFLSS into space between fielders</li> <li>I can move into a zone in the field to efficiently field the ball</li> <li>I can move towards and behind a ball that has been hit into the field</li> </ul>	
<b>Equipment:</b>	Rubber/indoor cricket balls, cones/poly dots, stumps, ropes or additional marking cones, drop down lines, bats, paper/exercise book/iPad for journal, pens/pencils, relevant assessment worksheets (A1, A3 or A5)		

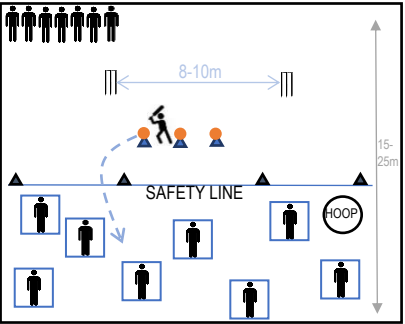
Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
5 min	<b>Equipment:</b> Per pair: 1 ball, 2 cones/ropes to mark out catching zone  <b>Safety:</b> <ul style="list-style-type: none"> <li>Eye contact with partner before throwing the ball</li> <li>Space groups appropriately.</li> </ul>	<b>Tuning In – Pairs catching/fielding</b> <ul style="list-style-type: none"> <li>Students work in pairs, standing 3-5 m apart. Underarm throw ball to land short of their opponent, in the catching zone.</li> <li>Catcher's move/dive (dependent on skill) aiming to catch with two hands. Swap partner's after 6 throws.</li> </ul> <b>Progressions:</b> <ul style="list-style-type: none"> <li>Put catcher on greater stretch</li> <li>Set up multiple catching zones worth different points</li> </ul> <b>Modifications:</b> <ul style="list-style-type: none"> <li>Hit ball from bat instead of throw</li> <li>Change distance between partner</li> <li>Focus on high or low releases and catches</li> <li>Allow bounces between throw and catch</li> </ul>	<b>Teaching Points:</b> <ul style="list-style-type: none"> <li>Fielding – move your feet to get behind the ball</li> </ul> <b>Key Questions:</b> <p>Q. As a fielder, what did you do before/as the ball was released from partners hands?</p> <p>A. Watch the ball and move into position (get behind the ball). Try to anticipate where the ball might go to help you respond faster.</p> <p>Q. Why is it important to bend your elbows and draw ball into your body?</p> <p>A. Absorbs force of ball, reduced risk of injury, increases change of ball staying in the hands.</p>	
8 min	<b>Equipment:</b> Per group: 1 rubber/indoor cricket balls, 2 cones, 1 set of stumps, 2 ropes or additional marking cones.  <b>Safety:</b> <ul style="list-style-type: none"> <li>Groups adequately spaced apart.</li> </ul> <b>Bowling:</b> <ul style="list-style-type: none"> <li>Eye check - batters and all fielders are ready for every delivery</li> </ul> <b>Wicketkeeper:</b> <ul style="list-style-type: none"> <li>Eye check with fielder you are throwing to</li> </ul>	<b>Activity 1 – Rapid fire bowling</b> <ul style="list-style-type: none"> <li>Groups of 3. Each group has a set of stumps, tennis/rubber balls and cones. All stumps set up at the same end and students all bowl from the same end. Two ropes/drop down lines act as a target bowling area.</li> <li>Two students at one end are the bowlers, one is a wicketkeeper.</li> <li>Bowler 1 overarm bowls, aiming towards the stumps and for ball to bounce between the two ropes. Wicketkeeper fields and returns ball to the next bowler. Each bowler to have 6 bowls before one rotates with the wicketkeeper.</li> </ul> <b>Progressions:</b> <ul style="list-style-type: none"> <li>Hitting the stumps doesn't count unless the ball has landed in the required zone.</li> </ul> <b>Modifications:</b> <ul style="list-style-type: none"> <li>Vary distance between bowler and crease/stumps</li> </ul>	<b>Teaching Points:</b> <p><b>Bowling:</b></p> <ul style="list-style-type: none"> <li>Ball in preferred bowling hand</li> <li>Stand side on with feet slightly wider than shoulders</li> <li>Bring both hands together above head (arms form circle), front arm brought down and back (bowling) arm with come over</li> <li>Make the letter T with your arms (pretend that you have a piece of string from one hand to the other.</li> <li>Release ball when arm is straightened above head</li> </ul> <p><b>Wicketkeeping:</b></p> <ul style="list-style-type: none"> <li>Get behind the ball</li> </ul> <b>Key Questions:</b> <p>Q. Based on where the ball lands how do you adjust your bowling?</p> <p>A. Use more or less force depending if too long or short. Adjust where your front foot lands, or adjust where you release the ball.</p>	Pre-test

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ACHPER Victoria Levels 5 & 6 Striking and Fielding Unit Plan (Australian Curriculum V9.0)

<p>8 min</p>	<p><b>Equipment:</b> Per pair: 1 rubber/indoor cricket ball, stumps, 2 drop down lines, 4 cones.</p>  <p><b>Safety:</b> <i>Batting:</i></p> <ul style="list-style-type: none"> <li>Do not throw bat when you have hit ball (take with you)</li> <li>Ensure bowler is 8-10m away from batter</li> </ul>	<p><b>Activity 3 – One over Cricket</b></p> <ul style="list-style-type: none"> <li>Students work in pairs. Set up stumps, drop down line for crease (10m from stumps) and set up 4 cones as targets. One person bats, the other bowls underarm.</li> <li>Batter attempts to strike ball. If they miss, they collect ball, put it on a batting tee and strike. Batter gets 1 point for striking ball and 4 points for hitting the target (cones). Change after 6 attempts. Students tally own scores.</li> </ul> <p><b>Progressions:</b></p> <ul style="list-style-type: none"> <li>Overarm bowling</li> <li>Set up hitting zones square of the wicket (cut-shot, pull-shot)</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Vary targets/type of ball/bat used</li> <li>Use batting tees if required</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Two-handed cricket strike – GFLSS</li> <li>Hit into the gaps</li> </ul> <p><b>Key Questions:</b></p> <p>Q. When and why would you choose to strike the ball to the side of the pitch rather than down the pitch? A. If you have noticed there are no fielders in that area, means better chance of scoring more runs.</p> <p>Q. In a game situation why would you strike the ball in different directions? A. Make decision on where to hit ball based on fielders positions, you do not want to be caught out and want to place ball as far from fielders as possible so have longer to make runs.</p>	<p>Pre-test</p>
<p>10 min</p>	<p><b>Equipment:</b> Per group: 2 stumps, 1 ball, 1 bat, 10 cones.</p>  <p><b>Safety:</b> <i>Batting:</i></p> <ul style="list-style-type: none"> <li>Do not throw bat when you have hit ball (take with you)</li> <li>All other players - 3-5m away from batter</li> <li>Keep bat swing below shoulder height</li> </ul> <p><i>Fielding:</i></p> <ul style="list-style-type: none"> <li>Eye check with fielder you are throwing to</li> </ul>	<p><b>Activity 2 – Hit to the Gaps 1</b></p> <ul style="list-style-type: none"> <li>Groups of 4. Set up 2 sets of stumps and boundary cones</li> <li>Students divide themselves into positions, 1 batter, 1 bowler, 1 fielder and 1 wicket keeper.</li> <li>Set up 6 cones in the gaps of the field between fielders. If the batter hits a cone, they score a bonus 4 runs.</li> <li>Bowl ball overarm from stumps to batter at opposite set of stumps. Batter aims to hit ball into spaces. Try to score runs on both sides of the ground.</li> <li>Everyone rotates after 3 deliveries.</li> </ul> <p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>Set up hoops in specific areas for batters to aim towards</li> <li>Students score a bonus 4 runs if they strike the ball and it moves through the hoops.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>If batter misses the ball, they can strike it off a batting tee.</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Two-handed cricket strike – GFLSS</li> <li>Hit into the gaps</li> </ul> <p><b>Key Questions:</b></p> <p>Q. Where is the best place to hit the ball (so you get more of a chance to run)? A. Away from any of the fielders</p> <p>Q. How can you reduce the chance of getting out? A. Hit the ball along the ground/away from fielders (into space), fast shots so they are harder to field, carefully decide when is safe to run</p>	<p>Pre-test</p>

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<p>15 min</p>	<p><b>Equipment:</b> 1 bat, 3 batting tees, 3 rubber cricket balls, 1 hoop, 1 set of stumps, 4 cones.</p>  <p><b>Safety:</b>  <b>Batting:</b></p> <ul style="list-style-type: none"> <li>Do not throw bat when you have hit ball (take with you)</li> <li>All other players - 3-5m away from batter</li> <li>Keep bat swing below shoulder height</li> </ul> <p><b>Fielding:</b></p> <ul style="list-style-type: none"> <li>Eye check with the fielder you are throwing to.</li> <li>Adjust force of throw appropriate to distance</li> </ul>	<p><b>Activity 4 - Rapid Fire 1</b></p> <ul style="list-style-type: none"> <li>One batter at a time, have 2 or 3 balls on tees. Hit balls forward into the fielding area.</li> <li>Once the final ball has been hit, batter runs around cones/between stumps as many times as possible.</li> <li>Fielding team picks up the balls and returns them to the hoop. Once all balls are back, a fielder calls "STOP". Count the number of runs made.</li> </ul> <p><b>Progressions:</b></p> <ul style="list-style-type: none"> <li>Introduce a second runner to reinforce the idea of batters communicating and running between wickets (evaluate risk)</li> <li>Overarm bowling</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Move the hoop to a different spot</li> <li>Vary the type of bat/ball</li> <li>Change number of balls in play</li> <li>Once hit, all fielders must touch the ball prior to returning to hoop</li> <li>Batter is run out (minus 2 runs) if they are between wickets when fielding team call 'stop'.</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Batting – Hit into the gaps</li> <li>Fielding – quickest way to get ball back to hoop, working as a fielding team</li> </ul> <p><b>Key Questions:</b></p> <p>Q. Where is the best place to hit/place the balls?  A. <i>Away from the fielders</i></p> <p>Q. How did you decide when you could run to the opposite wicket?  A. <i>Watch ball after it is hit, assess distance in relation the fielder and how much time you have to run. If was close, choose closest wicket...</i></p> <p>Q. What is the quickest way to return both/all the balls to the hoop?  A. <i>Fielders who are closest to the ball will field first and have one player who moves to the hoop to collect the balls. Depending on fielder's throw/running speed, they may choose to throw or run the ball into the hoop.</i></p>	<p>Pre-test</p>
<p>5 min</p>	<p><b>Equipment:</b> paper/exercise book/iPad for journal, pens/pencils, relevant assessment worksheets (A1, A3 or A5)</p>	<p><b>Reflection &amp; Closure – Journal Reflection</b></p> <p>Choose one (or a combination) of the questions in the A1 Affective Lesson Reflection Questions to prompt students to undertake lesson reflections. Students can discuss answers and can choose to note down answers in a range of ways (visual, written) using journals set up in Lesson 1.</p> <p>OR</p> <p>Select the A3 Concept Mapping Assessment or A5 Similarities and Differences Assessment to work through. Students are to put these into their journals, and can add to these towards the end of the unit.</p>	<p>Q. Where is the best place to hit/place the balls?  A. <i>Away from fielders to allow for maximum running time</i></p> <p>Q. When fielding, where is the best place to throw the ball?  A. <i>To the stumps where there is no batter OR trying to get the batter out OR closest to the stumps where you are fielding</i></p> <p>Q. What should the fielding team do if the batter consistently scores runs in a certain area, for example; in the outfield?  A. <i>Move a fielder into the outfield to cover this space.</i></p>	<p>A1 Affective Lesson Reflection Questions  OR  A3 – Concept mapping Assessment  OR  A5 – Similarities and Differences Assessment</p>