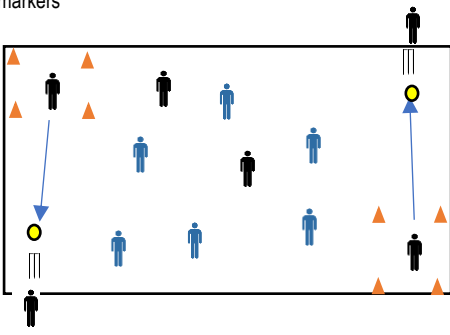
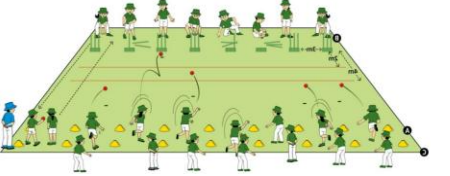
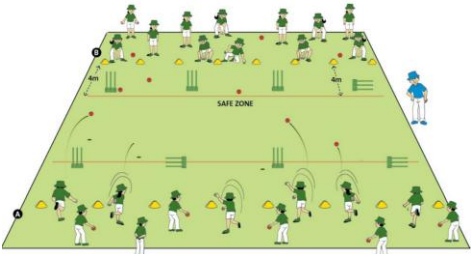
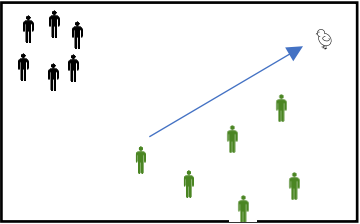



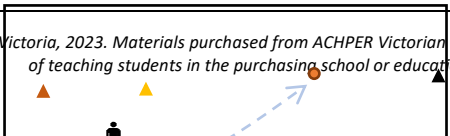
Unit: Striking/Fielding	Levels: 7&8	Lesson: 1/8	Date:
Lesson Focus	<ul style="list-style-type: none"> Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01) 		
Learning Intention/s and Success Criteria	Learning intentions <ul style="list-style-type: none"> To apply and refine a bowl, ball fielding and throwing skills towards a target/player in small-sided game situations 	Success Criteria: <ul style="list-style-type: none"> I can bowl, field and throw a ball with success in small-sided games I can analyse my bowl, fielding and throwing to suggest ways to improve success in small-sided games 	
Equipment:	Tennis balls, rubber cricket balls, polydots, cones, stumps		

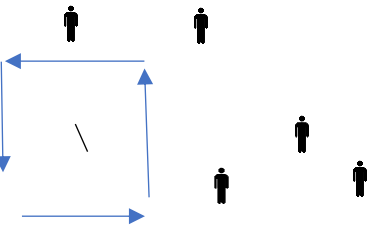
Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
10 mins	Equipment: 1 tennis balls/rubber cricket balls per group, 2 set of stumps, 8 poly dots/cones/witches hats as boundary markers  <p>Safety:</p> <ul style="list-style-type: none"> Try to avoid contact between players The ball cannot be taken out of the hands of a player 	Tuning In 1 – Bowler Goaler <ul style="list-style-type: none"> Teams of 4 or 6, 1 player per team should be in bowler goaler area Attackers may take a max 5 steps before passing to a teammate If the ball hits ground/intercepted, opposing team takes possession, and become attackers Attackers pass the ball to bowler goaler in designated area (where no other players can enter) who then bowls ball at stumps Once ball has been bowled, it may not be intercepted until after it passes the stumps If the stumps are hit, a goal is scored and the ball is returned to the centre for the opposing team to restart the game If the bowler goaler misses the stumps, the opposing team begins with the ball from the backline Rotate the bowler goaler after each point (or 5 attempts) <p>Progressions</p> <ul style="list-style-type: none"> Throw with preferred/non-preferred hand Play with two or three balls moving at same time <p>Modifications</p> <ul style="list-style-type: none"> Adjust the distance between wickets and throwers Vary type/size of ball used, bowling style, type of pass used 	Teaching Points: <ul style="list-style-type: none"> Bowling actions Ready position when fielding <ul style="list-style-type: none"> Get behind the ball Ground balls – get low (bend knees) Hand positioning (fingers up or down) Fastest way to pick up and throw (underarm/sidearm) Team work and communication <p>Key Questions:</p> <p>Q. How can you increase your chance of intercepting the ball? A. <i>Keeping your eye on the ball and defending the bowler goaler, always moving into position</i></p> <p>Q. When bowling, what are the key things to remember for accuracy? A. <i>keep your eye on the wickets, direct your opposite arm towards the target, don't rush</i></p> <p>Q. How do you communicate with your teammates to maximise scoring opportunities? A. <i>Call the person's name that you are throwing to, throw the ball in front of your teammate so that they can catch it, encourage others during play</i></p>	A5 Pre-Assessment Activity Idea – to complete with students to determine prior knowledge
10-15 mins	Equipment: 8 rubber cricket balls/tennis balls, 16 cones, 8 stumps, 2 ropes or marking tape  <p>Source: http://www.cricketvictoria.com.au</p> <p>Safety:</p> <ul style="list-style-type: none"> Groups adequately spaced apart, all groups bowling in same direction When swapping roles, all players run in the same direction 	Activity 1 – Knock Em Down, Build Em Up <ul style="list-style-type: none"> Teams of 3 - 1 bowler/1 wicket keeper/1 waiting behind bowling area 8 stumps set out in straight line with 2m between each set. Bowling crease marked out by cones and an additional set of cones laid out parallel with crease line 4m behind it. Bowler starts at back line of cones and bowls by the second line of the cones (crease line). Bowler has 1 attempt at bowling. Ball must land between ropes then hit stumps for it to be deemed a successful hit. If the stumps are hit correctly, wicket keeper take out a single stump. All participants rotate after each delivery. Bowlers keep bowling to remove all stumps, then must hit base to add stumps back <p>Progressions:</p> <ul style="list-style-type: none"> Bowler remains until all stumps are removed Introduce a walk and then run up or different bowling style (spin) <p>Modifications:</p> <ul style="list-style-type: none"> Vary ball size Adjust the distance between the stumps and the crease/rope 	Teaching Points: <i>Bowling</i> Momentum, Alignment, Balance (stability), body rotation GRIP – index and middle finger either side of the seam and thumb on top of the ball FEET – opposite foot forward to the bowling arm on release LOOK - eyes level watching ball/target ARM – bowling arm should be straight when it comes over <p>Key Questions:</p> <p>Q. Where should you look while attempting to hit the wickets when bowling? Why? A. <i>At the stumps as this is your target and will help guide the ball</i></p> <p>Q. What can help you bowl more accurately? A. <i>use your front arm to point to the target and align your bowling arm, then follow through straight towards target with bowling arm</i></p> <p>Q. What happened to your bowl if you did not step onto your opposite foot? A. <i>You would be off balance and the ball would not travel in the desired direction</i></p>	Pre-test Rubric – Bowling (Teacher to complete)

<p>15 mins</p>	<p>Equipment: 12 rubber cricket balls/tennis balls/ downballs, 8 stumps, 2 ropes or marked lines on basketball/netball court, cones to mark areas.</p>  <p>Source: http://www.cricketvictoria.com.au</p> <p>Safety: Bowling:</p> <ul style="list-style-type: none"> • Participants aim for wickets, not opposing participants • Fielding: • Watch balls being bowled • Be aware of teammates movements 	<p>Activity 2 – Skittle the Stumps</p> <ul style="list-style-type: none"> • Playing area is divided into 2 halves, at each end four wickets are set up along each rope or designated line. 2 teams with one each end. • Game is won when all four wickets from one team have been hit • A fielder can be eliminated from the game if the ball hits their legs when attempting to field the ball and protect the wickets • Both teams are to use correct overarm bowling style when attempting to know over the wickets • Players can rotate back into play when another player goes out from the ball hitting their legs <p>Progressions:</p> <ul style="list-style-type: none"> • Bowl with non-dominant arm • Add in a time limit • Introduce ball (gator ball or similar) into the safe zone area that they can also bowl at to attempt to get into their oppositions end <p>Modifications:</p> <ul style="list-style-type: none"> • Change type of ball used • Vary distance of wicket 	<p>Teaching Points: Bowling</p> <ul style="list-style-type: none"> • Use correct technique to maximise accuracy • Fielding • Watch the ball • Move to catch or control the ball <p>Key Questions: Q. Where is the best place to hit the wickets to knock them over? A. <i>in the centre (middle stump) and towards the base.</i></p> <p>Q. How do the fielding team decide where to stand? A. <i>Evenly spread in an attempt to both retrieve balls quickly and to protect their wickets</i></p>	<p>Pre-test Rubric – Bowling (Teacher to complete)</p>
<p>10 mins</p>	<p>Equipment: computer/projector (to play YouTube videos), paper/exercise book/iPad for journal, pens/pencils, A1 assessment worksheets</p>	<p>Reflection and Closure – Journal Set Up and Cricket and Striking/Fielding Videos</p> <ul style="list-style-type: none"> • 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). • 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. • Students complete A3 SMART Goals worksheet 	<p>Key Questions: 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> <p>A3 SMART Goals worksheet</p>

Unit: Striking/Fielding Unit	Levels: 7&8	Lesson: 2/8	Date:
Lesson Focus	<ul style="list-style-type: none"> Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01) Design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02) Propose and evaluate movement strategies and skills that would be most effective in different movement situations (AC9HP8M07) 		
Learning Intention/s and Success Criteria	Learning intentions <ul style="list-style-type: none"> To apply and refine a bowl, ball fielding and throwing skills towards a target/player in small-sided game situations To propose, apply and evaluate team fielding strategies to minimize scoring opportunities of opposition 	Success Criteria <ul style="list-style-type: none"> I can bowl, field and throw a ball with success in small-sided games I can analyse my bowl, fielding and throwing to suggest ways to improve success in small-sided games I can suggest and contribute to the development of team fielding strategies to make it harder for the opposition to score runs I can evaluate how successful team fielding strategies are in small-sided game situations 	
Equipment:	Rubber chicken, polydots, tennis balls, rubber cricket balls, stumps, cones, ropes, bases, cricket bats		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
10 mins	Equipment: rubber chicken (or other throwing object) per activity area  <p>Safety:</p> <ul style="list-style-type: none"> Only one person runs at a time and one player retrieves the chicken Be aware of teammates when running to line up Space groups appropriately. 	Tuning In – Chuck the Chicken <ul style="list-style-type: none"> Class is divided into groups of 4-6 and numbered off One team is running team and the other is the fielding team. A player on the running team is given the chicken (or object) On the signal/whistle the layer with the chicken calls out “Chuck the Chicken” and throws it into the playing area. As soon as they do, that player begins to run around their team’s circle. Each time they make it around, they score a point for their team To stop the running team from scoring points, the fielding team must field the chicken. To do so player #1 runs to collect the chicken, hold it in the air and all other players from the fielding team must line up, in order, behind them and pass the chicken over the head to the back of the line. Once it reaches the last player, the call “STOP” Chicken given to player #2 on the running team to start play again. Continue until all running team have thrown chicken, then swap roles <p>Progressions:</p> <ul style="list-style-type: none"> Put catcher on greater stretch Set up multiple catching zones worth different points 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Fielding – move your feet to get behind the ball Teamwork and communication <p>Key Questions:</p> <p>Q. As a fielder, what did you do before/as the chicken was thrown from opposition team hands? A. Watched the direction of throw and quickly moved into position (line up in order with teammates). Try to anticipate where the ball might go to help you respond faster.</p> <p>Q. Where is the best place to chuck the chicken in order to increase the number of points the team can score? A. As far away from the player who was next to retrieve the chicken, into open space</p>	
10-15 min	Equipment: Per group: 1 rubber/indoor cricket balls, dots/cones for bases, 1 set of stumps, 2 ropes or additional marking cones.  <p>Source: www.thephysicaleducator.com</p> <p>Safety:</p> <ul style="list-style-type: none"> Groups adequately spaced apart. Only one person fields the ball after each throw Runners always run in a clockwise direction around bases 	Activity 1 – Wacky Throwdown <ul style="list-style-type: none"> Teams of 5-8. In each field set up, 3 bases selected as “Stop Spots” Each member of fielding team stand on a base and one on home plate First player from batting team steps up to home plate with ball in their hand and throws/bowls the ball so that it lands within the playing area As soon as the batting team throws the ball, they start running around the bases in a clockwise direction To stop the batting team’s run, the fielding team needs to field the ball to one of the stop spots. Only the player closest to the ball can leave their base to field the ball. Once the player at the stop spot is in possession of the ball, while on their base, they yell STOP and the batting team player must return to the last base they touched After each time stop is called the fielding team rotates clockwise on their bases and the next batter is given the ball After all batters have had a turn, swap team roles <p>Progressions:</p> <ul style="list-style-type: none"> Reduce the number of bases and/or stop spots Fielders must throw the ball with their non-dominant hand Use rules of Golden Child -last batter can get other teammates home <p>Modifications:</p> <ul style="list-style-type: none"> Adjust the size of the playing area/number of bases 	<p>Teaching Points:</p> <p><i>Fielding:</i></p> <ul style="list-style-type: none"> Keep eye on the ball Return to teammate after calling their name Use correct throwing style depending on distance away from person you are throwing to <p>Key Questions:</p> <p>Q. What is the best throwing action to use when fielding the ball? A. Over arm if throwing a long distance and under arm if distance is shorter</p> <p>Q. What needs to be considered when trying to stop runs being scored by the opposition team? A. Throws should be accurate and aimed toward a teammate on the closest stop base to where the runner is</p>	Pre-test Rubric – Fielding (Teacher to complete)
10-15 mins	Equipment: Per group: 4 bases, 1 ball, 1 bat, cones to mark boundary of playing area.	Activity 2 – Beat the Ball <ul style="list-style-type: none"> Groups of 6, one team batting and one fielding. The first batter hits the ball (bowled underarm, one bounce) 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Two-handed cricket strike – GFLSS 	Pre-test Rubric – Fielding (Teacher to complete)



	 <p>Safety: Batting:</p> <ul style="list-style-type: none"> Do not throw bat when you have hit ball (take with you) All other players - 3-5m away from batter Keep bat swing below shoulder height Must run around outside of bases and fielders <p>Fielding:</p> <ul style="list-style-type: none"> Eye check with fielder you are throwing to Watch out for runner when throwing 	<ul style="list-style-type: none"> Fielders must not field inside the base area. Must be at least 1m away from a base The ball must be hit within the boundary area All batters attempt to run around the bases as a group to the home/starting position A fielder retrieves the ball and signals for the other fielders to run to a base. The ball is thrown to the fielder at home base and then around each base in an anti-clockwise direction. The last fielder to receive the ball yells STOP Once all batters have had a hit, swap team roles <p>Progressions</p> <ul style="list-style-type: none"> Change from underarm throw to a softball pitch Change from cricket bat to softball bat Extra point is scored if the ball passes through the bonus area marked by the 2 cones on the boundary of the playing area <p>Modifications</p> <ul style="list-style-type: none"> If batter misses the ball, they can strike it off a batting tee. Reduce distance between bases 	<p>GRIP – V's formed by thumbs and forefinger aligned down back of bat, hands together in middle of handle (pick bat up from ground)</p> <p>FEET – side on, feet shoulder width apart</p> <p>LOOK - eyes level watching ball,</p> <p>STEP – step onto front foot as you strike the ball</p> <p>STRIKE – strike ball in line with front foot.</p> <ul style="list-style-type: none"> Hit into the gaps Teamwork <p>Key Questions:</p> <p>Q. Where is the best place to hit the ball (so you get more of a chance to run)? A. <i>Away from any of the fielders</i></p> <p>Q. How can you reduce the chance of getting out? A. <i>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</i></p> <p>Q. How can you work as a team to field the ball quickly? A. <i>Players move to the base that they are fielding closest to and use names when calling to player throwing to</i></p>	
<p>10 min</p>	<p>Equipment: paper/exercise book/iPad for journal, pens/pencils, relevant assessment worksheets (A1 or A2)</p>	<p>Reflection & Closure – Journal Reflection OR Concept Mapping</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 A2 Concept Mapping 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 A2 – Concept mapping Assessment</p>

ed from: [Cricket Blast Health & PE Program](#)