



Participants learn about and practise striking a ball with their foot to score runs and fielding a ball to prevent a kicker from scoring runs.

### Facility

- Outdoors

### Materials and Equipment

- 1 ball (e.g., soccer, utility ball, beach ball) per game
- 1 baseball base per game
- 1 pylon per game

### Safety

Inspect the activity area and eliminate potential hazards. Check that the activity surface provides safe traction. Clearly outline the boundaries for the activity and set a safe distance from walls and obstacles. Remind students to be cautious when moving and to be aware of the personal space of others.

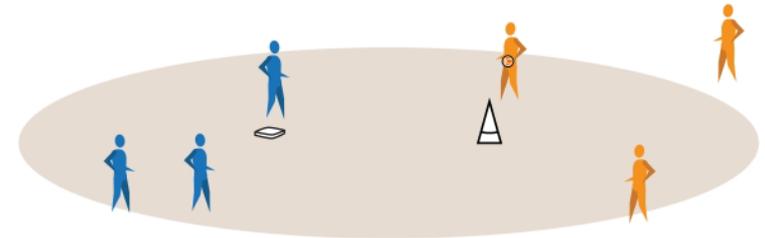
## Activity Information

### Activity Set-up

- Divide participants into four equal groups. Two groups play in each game.
- In each game, one group takes the fielding (defensive) position, and the other group takes the batting (offensive) position.
- For each game, participants set up a a baseball base and pylon opposite of the base. Groups establish a batting order.

### Activity Instructions

- A pitcher from the opposing group rolls the ball on the ground to the first batter or “kicker,” who kicks the ball into the field toward an open area.
- Once the kicker has kicked the ball, the kicker runs to the pylon and back to the base as many times as possible to score points. A point is scored each time the kicker returns safely to the base.
- The fielding group works together to try to get the runner out by catching the ball before it hits the ground, or by retrieving the ball, and getting it to the pitcher while the kicker is between the base and pylon.
- The kicker always has to run after kicking the ball, but may decide to stay at the pylon to avoid getting out. If the kicker stays at the pylon, he or she waits there until the next batter kicks the ball.
- Continue until all participants from one group have kicked the ball and then have the groups switch roles.
- The leader asks open-ended questions to help participants refine their movement strategies and tactical solutions during the activity. Examples include: As the kicker, how do you make it challenging for the fielders to catch the ball? How do you decide when to keep running and when to stay at the pylon? As a fielder, where can you position yourself to increase the likelihood of catching the kicked ball? How can you most effectively work together with your group to stop the kicker?





## Adaptations

To maximize the challenge and the fun, participants could identify their own ways to increase or decrease the challenge.

To decrease the challenge, participants could:

- Decrease the distance between the base and the pylon.
- Strike the ball using their hand or arm.
- Choose the type of object they want to send (e.g., beach ball, soft-skinned ball).
- Roll the ball back to the pitcher when fielding.

To increase the challenge, participants could:

- Increase the distance between the base and the pylon.
- Use an implement to send the ball (e.g., hockey stick, tennis racquet).
- Pass the ball to every participant in the fielding group before returning it to the pitcher.
- Catch the ball using an implement (e.g., an upside down pylon, bucket) when fielding.
- Use a smaller ball (e.g., tennis ball).

## Pause for Learning

Throughout the activity, consider highlighting the following skills, concepts, and strategies to help participants strike and field a ball. Note that this list is not exhaustive, and further learning opportunities may arise during the task.

### Movement Skills and Concepts

- Manipulation skills and effort awareness: Applying a controlled force to kick an object into a designated area; applying manipulation skills to successfully receive/field the ball (e.g., as a fielder, passing the ball to another fielder who is closer to the pitcher to quickly stop the kicker from scoring runs)
- Body awareness: Being aware of body position when kicking an object, and the relationship of how the body is moving when kicking an object into open space

### Movement Strategies

- Understanding and developing tactics to quickly field the ball to prevent the kicker from scoring runs (e.g., moving positions to cover space in order to field balls in the air and on the ground and to prevent the opposition from scoring runs)

## Living Skills

### Interpersonal Skills

- Working collaboratively as a group (e.g., as fielders, communicating with other participants to cover the activity area when fielding the ball)

### Critical & Creative Thinking Skills

- Applying manipulation skills and strategies: to decide how and where to send the ball into a designated space to score runs; to be in the optimal position to field the ball.

## Sport Connections

Contains aspects of:



## Canadian Physical Activity Guidelines

