

Materials	Striking implement (e.g., foam bat, racquet, baking sheet), objects to strike (e.g., foam balls, socks, stuff animals), 2 floor markers (e.g., plastic cups, pylons), bowl or tupperware container
Learning Outcome	Practice striking an object with an implement and apply game play strategies in order to score points.

Description

Ensure there is enough space to do the activity away from any safety hazards. This activity requires two players with one player being the striker and the other player being the sender. The striker and sender stand facing each other about 2.5 to 3 metres apart.

Give 5 objects to the sender, place two floor markers an agreed upon distance apart to the left of the sender, and place the bowl or container to the right of the sender. The sender underhand pitches the 5 objects, one at a time, to the striker and the striker hits them into the playing area. After all 5 objects have been pitched, the sender moves to the floor markers and runs back and forth between them as many times as they can. The striker must touch each floor marker with their hand and each touch counts as 1 point.

At the same time, the sender runs around the playing area collecting all the objects one at a time and putting them into the bowl or tupperware container. If a striker misses hitting an object, the sender is not required to pick it up. As soon as the sender has collected all the objects they call out “stop” and the striker stops running and counts their points. Switch roles so each player has a turn in both positions.

Play until one player reaches an agreed upon number of points.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *What strategies did you use to score the most runs when striking the ball?*
- *How would you modify this game if you had more players and a larger playing area?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Reduce the space the youth has to move between the floor markers.		The youth strikes objects off a tee using their hand to sidarm strike, moving to collect the objects and dropping them into a bucket in the playing area.		Use a tee to strike the object and have the sender collect the objects after the all five objects have been sent into the playing area.		Omit the role of the sender and divide the playing space into three sections and award points for an item that lands in each section (e.g., section 1 = 1 point, section 2 = 2 points, section 3 = 3 points).