



## ROUNDERS CHALLENGE

**DATES 17<sup>th</sup> May - 21<sup>st</sup> May**

### THEME

These events are non-competitive and focus on targeting pupils who benefit from being physically active.

### EVENT/ CHALLENGE

3 fun rounders activities focussing on batting, bowling and catching.

### YEAR GROUPS

Year 3,4,5 & 6

### WHERE?

Why not try each of the challenges in PE lessons before putting together a mini-Olympic themed festival where pupils compete in an intra-school competition?

### LEADERSHIP OPPORTUNITIES

Engage leaders by:

- Using leaders to lead part of the session (warm up/cool down).
- Using leaders to demonstrate tasks.
- Using leaders to time the activities.
- Using leaders to record results.
- Using leaders to take photographs for use on social media to celebrate school involvement in the School Games.



### VALUES

During each School Sport Partnership experience pupils are challenged to demonstrate the School Games values.



**Determination** - Never giving up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best you can be.



**Passion**- Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.



**Respect**- For the referee, for the opposition, for your teammates and for yourself. Treating others politely and with understanding.



**Honesty**- With others and with yourself. Have the courage to do what you know is right.



**Self-Belief**- Have belief in yourself, the confidence to succeed and reach your personal best.



**Teamwork**- Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.

### GETTING STARTED

1. Familiarise yourself with the activities.
2. Gathering any equipment that you may need.
3. Make any adaptations needed (see below).
4. You may want to keep track of the pupils scores for each challenge or just allow pupils to focus on achieving their personal best. We will not ask for any scores to be submitted back to us.

## CHALLENGE 1- BATTING

A game to practise batting which can easily be adapted to practise overarm throwing.

### Equipment required

- 10 pairs of socks or balls (alternative equipment you want to use)
- A bat i.e. Rounders bat, tennis racket, small cricket bat, rolling pin or thick stick of wood
- 3 markers (cones or jumpers) to designate where the batter stands & the area to hit between
- Someone to throw the balls

### Health and safety

- Ensure players are in a space where they will not obstruct anyone else.

### How to play

- Place a marker where the batter stands. Then taking 4 large paces, lay the other markers to the left & right, creating a triangle shape
- Bowler bowls to the batter & batter tries to hit the ball/ socks through the markers on the ground
- See how many balls/socks you can get through the markers out of 10. Record each pupil's best score.
- If no bowler, throw the socks in the air yourself and try and hit them through the markers.

## THINK INCLUSIVELY (STEP) !

- ⇒ **Space** - Increase decrease gap between cones depending on ability or space needed. Also, this can be played both indoor and outdoor and on multiple surfaces.
- ⇒ **Task** - Focusing on developing the skills before adapting target distances/sizes.
- ⇒ **Equipment** - Allow SEN/disabled players to use a batting tee and/or lighter/larger balls and bats with a larger surface area e.g. tennis racket.
- ⇒ **People** - Visually-impaired players can have verbal guidance around the course. Bigger visual markers can also support visually impaired pupils.

## TOP TIPS

- ⇒ **Physical me** - Stand sideways. Hold bat firmly. Keep head of bat up. Hold bat back, ready to strike. Have weight on back foot. Keep eyes on the ball. Swing bat forward. Transfer weight forward and follow through.
- ⇒ **Social me** - Leading and volunteering - Record keepers could keep and record the score for each batter. Equipment managers could check all the equipment and space is safe. They will ensure all the equipment is available and set up correctly. At the end of the event, they should put away all the equipment correctly.
- ⇒ **Thinking me** - How can I ensure I make contact with the ball? How should I position the bat to achieve success?
- ⇒ **Sporting me** - Believe that I can make contact with the ball and achieve maximum points.
- ⇒ **Tactical me** - How can I increase my chances of scoring maximum points?

## CHALLENGE 2 – BOWLING

Good accurate throws can often get a running batter out. The essential element developed in this challenge is accuracy.

### Equipment required

- 10 pairs of socks or balls
- 10 Empty toilet rolls, food tins (alternative equipment you want to use)
- Something that stands above knee height i.e. chair or table

### Health and safety

- Ensure enough distance is maintained between each pair to prevent balls and young people straying into one another's area.

### How to play

- Place the empty toilet rolls/food tins or targets you are using standing on either a chair/table (Knee height)
- Pace 7½ large steps back from the target and place a cone/marker down (this is where you will bowl from)
- See how many over arm throws it takes you to knock all the empty toilet rolls/food tins down
- Record each pupil's best score

## THINK INCLUSIVELY (STEP)!

- ⇒ **Space** - Increase or decrease the total distance between your throwing cone and the target.
- ⇒ **Task** - Players with restricted movement can roll the ball along the floor and hit the targets, like 10 pin bowling.
- ⇒ **Equipment** - Vary ball size; for example, using a smaller ball will need more accuracy to hit the target.
- ⇒ **People** - Bigger visual markers to support visually impaired pupils, some events may need simple considerations or adaptations to enable disabled/ SEN students to participate.

## TOP TIPS

- ⇒ **Physical me** – Face the way you are throwing. Take throwing hand straight back behind your body. Swing arm forwards to the front of your body, transferring the weight from your back foot to your front foot as you do. Release the ball at waist height.
- ⇒ arm at target. Have weight on back foot. Transfer weight forward and follow through.
- ⇒ **Social me** - Leading and volunteering - Record keepers could keep and record the score for each player. Equipment managers could check all the equipment and space is safe. They will ensure all the equipment is available and set up correctly. At the end of the event, they should put away all the equipment correctly
- ⇒ **Thinking me** - How should I aim carefully to get the ball through the targets? How can I make sure I score at least one point in my attempts?
- ⇒ **Sporting me** - Be determined in my efforts to get at least one ball through the targets.
- ⇒ **Tactical me** - How do I need to adjust power on the ball the further I am away from the target?

## CHALLENGE 8- CATCHING

This is a popular simple activity which gives further practice at developing hand eye co-ordination.

### Equipment required

- 10 pairs of socks or balls (
- A receptacle i.e. bin, bucket or basket
- Someone to throw the balls

### Health and safety

- Ensure enough distance is maintained between each pair to prevent balls and young people straying into one another's area.

### How to play

- Catcher stands five big steps away from the thrower (use two cones/markers to indicate the distance), place the receptacle on the ground beside them.
- Thrower throws the socks/ balls to the catcher
- Catcher must catch as many pairs of socks/ balls as they can out of ten, placing them in the receptacle when successfully caught, to be counted at the end.
- Record each pupil's best score.

## THINK INCLUSIVELY (STEP)!

- ⇒ **Space** - Make the game easier or harder by changing the distance between the thrower and target catcher.
- ⇒ **Task** - Allow a bounce before the ball reaches the catcher.
- ⇒ **Equipment** - Allow visually impaired players to use a ball with a bell in it. The ball will need to be rolled along the floor for this challenge.
- ⇒ **People** - Thrower to alternate their position to encourage more accurate catching.

## TOP TIPS

- ⇒ **Physical me** - Hold hands out in front of chest. When ball arrives, close your fingers over it and pull it towards your body. Catch with fingers, not palm of hands.
- ⇒ **Social me** - Leading and volunteering - Record keepers could keep and record the score for each player. Equipment managers could check all the equipment and space is safe. They will ensure all the equipment is available and set up correctly. At the end of the event, they should put away all the equipment correctly
- ⇒ **Thinking me** - How can I ensure I make contact with the ball? How should I position myself to achieve success?
- ⇒ **Sporting me** - If the ball drops on the floor I will be honest and not count that ball.
- ⇒ **Tactical me** - How should I best position myself to catch the ball?

## WHY NOT TRY THESE SKILLS IN A ROUNDERS GAME?

Rounders is a striking and fielding game played between 2 teams of 9 players, with a maximum of 15 players per squad. The aim of the game is to score the most rounders. For a mixed rounders game, a maximum of 5 males are allowed on the pitch. Rounders can be played both outdoor and indoor. Indoor rules are available from Rounders England.

## GETTING STARTED

Teams consist of 9 players. Teams can bat for one or two innings each, alternatively a limited number of balls e.g. 20 good balls or until the batting team is out. Use a scorecard which can be downloaded from [www.roundersengland.co.uk](http://www.roundersengland.co.uk)

### Equipment required

- Four posts and bases ( or any cone/marker can be used ) and a selection of bats and balls.
- Pitch dimensions: the distance is 12m between 1st, 2nd and 3rd post and 8.5m between 3rd and 4th post. This can be adapted for the space you have available to use.
- The distance between the batting and bowling square should be 7.5m. Again, this can be adapted for the space you have available to use.
- Refer to 'getting started' section on the Rounders England website to download a marking plan for a rounders pitch.

### Health and safety

- Check equipment and surface.
- Make sure there is enough space for the challenge to take place.
- Make all players aware of each other's movement capabilities.
- Posts must be fitted with a safety cap and must be supported by a base and not fixed into the ground.
- All bats should have a grip made for the purpose and the surface of the bat should be kept smooth and free from splinters and dirt.
- Waiting batters need to stand in line well away from 4th post.
- Fielders must not get in the way of batters running round the pitch – this is obstruction and the penalty is a half a rounder.

### How to play

- You will need 2 teams of 9.
- One team bats while the other team fields and bowls.
- The bowler bowls the ball underarm to the batter who hits the ball anywhere on the rounders pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is running towards.
- If the batter hits the ball backwards then they must wait at the 1st post until a fielder returns the ball to the forward area. Once in the forward area the batter can decide whether to run around the next post or not.
- If the batter reaches the 2nd or 3rd post in one hit, the batting team scores half a rounder. If the batter reaches 4th post in one hit, the batting team scores a rounder.

## How to play, continued...

- Only one batter can wait at 1st, 2nd or 3rd post when it is not safe to run.
- A batter is out if the fielding team catch the ball hit by the batter before it touches the ground or by touching the post the batter is heading to with the ball before the batter reaches it.
- For the complete rules please refer to the Official Rule Book available from Rounders England.

## Officiating

Study the rules above and try to watch for the following:

- A no ball from the bowler – not a smooth underarm action, ball is above the head – below the knee, ball bounces on way to batter, is wide or straight at body, bowler's foot is outside the square during the bowling action.
- Obstruction of fielders and/or batters.
- Stumping and contact at posts.
- Bowler/batter's feet outside the square.
- Backward hits.
- Umpires should keep a record of the score.

## **THINK INCLUSIVELY (STEP) !**

- ⇒ **Space** - Reduce the distance between posts. For safety we don't allow reduction of the space between bowler and batter. When including SEN/disabled players, play the game on a hard surface.
- ⇒ **Task** - Change format of competition to a limited number of balls or allow batters who are out to return to the batting line.
- ⇒ **Equipment** - Allow SEN/disabled players to use a batting tee and/or lighter/larger balls and bats with a larger surface area e.g. tennis racket.
- ⇒ **People** - A runner can be introduced to support SEN/disabled players.

## **TOP TIPS**

- Work together and communicate in order to reduce the number of rounders scored by the opposition.
- A batting order including substitutes should be submitted to the umpire prior to play. Leadership and volunteering opportunities
- A number of young people can officiate with support, as the game requires a bowling umpire and batting umpire and an optional scorer.



# CLASS RESULT SHEET

	<b>Pupils Name</b>	<b>Batting</b>	<b>Bowling</b>	<b>Catching</b>
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**PUPIL RECORDING SHEET**

<b><u>STATION</u></b>	<b><u>BEST SCORE ACHIEVED OUT OF 10</u></b>
Batting	
Bowling	
Catching	

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**PUPIL RECORDING SHEET**

<b><u>STATION</u></b>	<b><u>BEST SCORE ACHIEVED OUT OF 10</u></b>
Batting	
Bowling	
Catching	







## HOW TO ENTER

As this is an **ENGAGE** themed event, we do not ask schools to submit pupils scores. We do however ask schools to complete the monitoring form on our website to let us know how many pupils took part in the challenge. **The deadline for submission is Friday 28th May.**

## SCORING/ CERTIFICATES

Each time your class takes part in a weekly challenge remember to fill in the class recording sheet.

Schools will be sent a participation certificate for each pupil that has taken part in the summer term challenges. Schools can also request a sports-manship award certificate for pupils who have demonstrated any of the **School Games Values.**

## RISK ASSESSMENT

It is the responsibility of each school to assess the risk for participating in the challenges within their own school. It is the responsibility of schools to ensure that any space and equipment used is suitable for the challenge being attempted.

## SAFEGUARDING

During the North Norfolk SSP virtual challenges schools must adhere to their own school safeguarding and photo consent policies.

## COVID 19

The North Norfolk SSP virtual challenges should be completed in accordance with your schools Covid-19 PE policy.

