

Modified Danish Longball

Physical Education



At School Activities



Game-Centred Activities

7-12

Grade Level

Equipment	One soccer ball per 8 students, twelve floor markers (e.g., cones, poly spots, etc.) per 8 students
Learning Outcome	Demonstrate how to perform striking and fielding tactics and skills.
COVID-19 Safety Precautions	Ensure that the pitcher is the only player to touch the ball with their hands and that students do not touch the floor markers. Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity. Clean and sanitize the ball between innings or when there will be a new pitcher.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students outside of and before instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of tactics and skills with a focus on striking. For striking, review movement skill cues for sidearm striking and the tactic of placing the ball in open space on the field. For fielding, review movement skill cues for trapping a ball and the tactic of fielding the ball to get the runner out. Encourage students to practice striking a ball with an implement and placing it in an open area. If students do not have access to adequate equipment or space, they can practice striking a pair of socks, or similar object, with a wooden spoon, or similar object to place the ball in a safe open space.



Activity Description

Use four floor markers to create rectangular playing areas in a safe space for groups of eight students. Within each playing area, place four floor markers in a one metre by one metre square at one end of the playing area and four floor markers in a square at the other end of the playing area.

As a large group, review and practice tactics and skills for striking and fielding. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed about striking in advance of the activity.

Divide students into groups of eight and assign each group a playing area. Groups of eight break up into an offensive group with four players and a defensive group with four players. The offensive group stands behind one of the squares which represent the striking box. The defensive group stands anywhere within the playing area except within either of the smaller squares. One player in the defensive group acts as the pitcher and is the only player to touch the ball with their hands each inning.

One offensive player moves to within the striking box and is pitched the ball along the ground. The offensive player (the striker) strikes the ball with their foot and starts running to the square, representing the base, at the opposite end of the playing area. The other defensive players move to trap or retrieve the ball with their feet and pass and dribble it to the base aiming to reach the base before the striker. The ball must land within the playing area when the striker kicks it but can bounce out of bounds to be retrieved by the defensive group. If the ball lands out of bounds or is missed by the striker, they have a total of three attempts to successfully kick the ball before being considered out. If the defensive group moves the ball by passing or dribbling with their feet to the base before the striker arrives, the striker is out. If the striker arrives to the base before the defensive group, they can choose to either stay at the base or run back to the striking box to try to score a point. If they return to the striking box before the defensive group reaches the base, they earn a point for their group. If the defensive group reaches the base before they reach the strike box, they are out and receive no points. If the striker chooses to stay at the base, they can choose to run to the striking box to score a point when the next player strikes the ball. They can also choose to stay at the base. Two offensive players can be on base at once. The offensive group each has a turn batting and then groups switch on offense and defense. Play for an allotted amount of innings.

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 education. Consider asking students the reflection questions below and discuss the answers together.

- When running to the base as the striker what did you consider when choosing to either stay on the base or run back to the striking box for a point?
- When fielding the ball, what strategies did your group use to move the ball quickly to the base to try to get the striker out?



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 size of the playing area.		Set up different targets around the playing space and have students bat a ball off a tee aiming to have the ball land or hit one of the targets. Clean and sanitize the bat after each use.		Strikers can use an implement to strike the ball. Clean and sanitize the implement after each use.		Provide verbal cues for where to run on offense and where to pass or dribble the ball on defense.



Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully strike the ball (using their foot) across the designated playing area while on offense?
- Is the student able to successfully contribute to getting the ball to the base via passing or dribbling while on defense?
- Is the student able to use game sense in both offensive and defensive roles?
- Is the student able to work collaboratively with their peers to achieve the goal of the game?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

Strike n' Dash