

Play the game – Overarm throw

Stage 2

This unit aims to assist teachers to reinforce the explicit teaching of the fundamental movement skills of the overarm throw. It provides opportunity for students to practise these skills in fun and challenging situations and through common games and activities which students can transfer to the playground and break times.

Students should demonstrate proficiency of the overarm throw by the end of Stage 2.

This unit provides students with a sequence of developmentally appropriate activities and equipment, instruction and feedback. These activities may be reinforced over a number of weeks and can be revisited throughout the year. Each week contains examples of huff and puff activities, skill development and student questioning and finishing off games or activities. **Teachers should choose a combination of activities which suit the space available and the student needs in your class.** Some sessions may be used more than once to revise and build on previous skill development and game concept learning.

Unit overview – 3-6 weeks

Syllabus outcomes	Physical literacy continuum markers – Cluster 3			
<p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>INS2.3 Makes positive contributions in group activities</p> <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <p>GSS2.8 Participates and uses equipment in a variety of games and modified sports</p> <p>V5 Willingly participates in regular physical activity</p>	<p>Movement Competencies</p> <ul style="list-style-type: none"> Performs object control skills with control and precision in a variety of ways depending on the context, e.g. using different levels of force to place an object where intended Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor) 	<p>Tactical movement</p> <ul style="list-style-type: none"> Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move Describes the intent of tactics used in different physical activities 	<p>Motivation and behavioural skills</p> <ul style="list-style-type: none"> Reflects on how their efforts affect skills and achievements in physical activity Participates in physical activity with confidence 	<p>Personal and social attributes</p> <ul style="list-style-type: none"> Modifies actions to ensure safety in physical activity without prompting Applies strategies for negotiating conflict Demonstrates respect for self, others, rules and equipment and the environment during physical activity Offers positive suggestions to facilitate physical activity to be inclusive of others Cooperates when working in a group Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts



Learning experience	Planned assessment and teaching notes
<p>Week 1 activities</p> <p>Equipment required</p> <ul style="list-style-type: none"> • Markers, hoops, tennis balls, cricket wickets, cricket bat <p>Warm Up/ Huff and puff activity</p> <p><i>Tails</i> Mark out a designated playing area and each student has a braid which is tucked into their shorts or pocket as a tail. Students run around trying to take as many tails as they can whilst protecting their own tail within a designated time frame.</p> <p><i>Everyone tag</i></p> <ul style="list-style-type: none"> • Students use a locomotor movement to move within a designated area and try to tag each other. • Students who are tagged crouch down and continue to tag from this position. • Once they have tagged 2 people they re-join the game moving within the area. <p>Variation: Change the locomotor movement, e.g. walk, skip, hop and jump.</p> <p>Practicing and developing the skill Revise the components of the overarm throw.</p>	<p>The overarm throw is an object control skill frequently used in many sports, such as cricket, softball and baseball.</p> <p>The action is also used in athletics with the javelin, with the overhead serve and smash in tennis, volleyball and badminton and passes in netball and basketball.</p> <p>Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 4.</p> <p>Overarm throw skill components</p> <ol style="list-style-type: none"> 1. Eyes focused on target area throughout the throw. 2. Stands side-on to target area. 3. Throwing arm moves in a downward and backward arc. 4. Steps towards target area with foot opposite throwing arm. 5. Hips then shoulders rotate forward. 6. Throwing arm follows through, down and across the body. <p>(Introductory components marked in bold)</p> <p>Refer to Get skilled: Get active for further teaching and learning information about the overarm throw or watch an overarm video at https://www.youtube.com/watch?v=1mdyMVeZRGc</p>

Learning experience



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- Students form groups of three and with a hoop, a tennis ball, a set of cricket wickets and a marker per group.
- They find a space and set up their wickets and marker about ten metres apart. The hoop should be placed in the middle between the wicket and the marker.
- The first student stands in the hoop, overarm throws the tennis ball at the wickets and then runs around the marker whilst the other students field the ball.
- Once the ball is back in the hoop the student stops running and throws again. Students should have five turns each and then swap roles.

Ask students:

- How did you ensure the safety of others?
- How did you know where to place the equipment in relation to others?
- When throwing, how do you know when to release the ball to propel the ball with force towards the target?
- How did you use parts of the body other than your arm to assist with throwing in the intended direction and at the level of force required?
- How did your group ensure everyone was equally included?
- What did you as an individual do to include others and show them respect?

Planned assessment and teaching notes

Assessment strategy

The teacher:

- Observes students performing the overarm throw
- Asks questions about the release and follow through action.

Assessment criteria

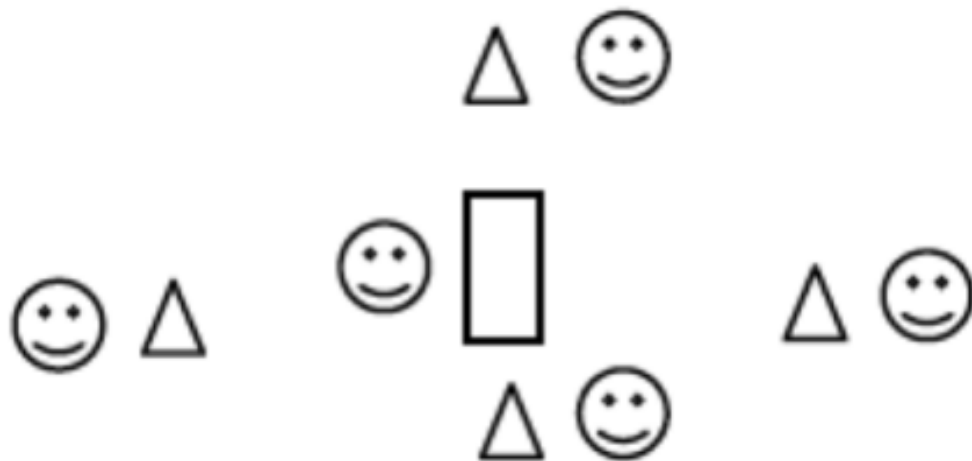
The student:

- Keeps eyes focused forward throughout the movements
- Stands side-on to target area
- Steps towards target area with foot opposite throwing arm
- Uses hip then shoulder rotation to apply greater force to propel the ball forward
- Throwing arm follows through, down and across the body to propel the ball to the intended direction or target.

The above criteria relates to outcomes MOS2.4, GSS 2.8.


Putting the skill into action*Continuous cricket*

- Divide the students into groups of eight — one batter, four bowlers and three fielders.
- Set up multiple playing areas that have a wicket in the middle, four markers, a cricket bat and a ball.
- The ball is bowled to the batter. The batter hits the ball and then runs around the marker opposite them.
- The fielders chase the ball and return it to any of the four bowlers who can bowl the ball at any time.
- Batters are 'out' if the bowler hits the stumps or they are caught out.
- Students rotate so that they have a turn at batting, bowling and fielding. To increase involvement and include all students you could introduce a rule such as a batter must retire if they get ten runs.



Learning experience	Planned assessment and teaching notes
<p>Week 2 activities</p> <p>Equipment</p> <ul style="list-style-type: none"> • Markers, Beanbags, Soft balls <p>Warm Up/ Huff and puff activity</p> <p><i>Ready, set, go.</i></p> <ul style="list-style-type: none"> • Mark out a large rectangular playing area. Students spread out in the playing area and on a whistle run around in the space. • They respond to the following instructions: <ul style="list-style-type: none"> • red – freeze on the spot • yellow – skip around the area • green – run around the area <p><i>Here, there, nowhere.</i></p> <ul style="list-style-type: none"> • Mark out a playing area and explain the calls to students. • On a call from the teacher, players run towards the teacher (here), away from the teacher (there) or do an activity on the spot (nowhere). • Safety - If indoors, boundaries should be away from walls or freestanding objects. • Variation: Add extra calls, e.g. 'high-5s', students 'high-5' three other students and feet must be off the ground when hands touch. Call a 'balance' on one leg, one leg and one hand, two hands and one leg. • Use different travelling skills, hop, skip, long steps, jumps, high steps. <p>Practicing and developing the skill</p> <ul style="list-style-type: none"> • Students perform an overarm throw with a partner using all of the components of the skill. Ask students to provide feedback to their partner and then swap roles. 	<p>The overarm throw is an object control skill frequently used in many sports, such as cricket, softball and baseball.</p> <p>The action is also used in athletics with the javelin, with the overhead serve and smash in tennis, volleyball and badminton and passes in netball and basketball.</p> <p>Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 4.</p> <p>Overarm throw skill components</p> <ol style="list-style-type: none"> 1. Eyes focused on target area throughout the throw. 2. Stands side-on to target area. 3. Throwing arm moves in a downward and backward arc. 4. Steps towards target area with foot opposite throwing arm. 5. Hips then shoulders rotate forward. 6. Throwing arm follows through, down and across the body. <p>(Introductory components marked in bold)</p> <p>Refer to Get skilled: Get active for further teaching and learning information about the overarm throw or watch an overarm video at https://www.youtube.com/watch?v=1mdyMVeZRGc</p>

Learning experience	Planned assessment and teaching notes
<ul style="list-style-type: none"> Students line up between two markers with a beanbag. Allocate students a number from one to five. When the number 1, 2, 3, 4 or 5 is called students throw their beanbag as far as they can for distance. Students use a coloured marker to record their distance so they can try to improve it on their next throw. <i>Scissors, paper, rock</i>. Students stand on a line facing each other with their fists touching in a side gallop ready position. On the call 'Scissors, paper, rock', students move their arms to reflect the action. If they win the hand, they chase their partner using a side gallop to the end lines. If there is a tie, they keep playing until someone wins. <div data-bbox="136 577 1451 954" data-label="Image"> </div> <p>Putting the skill into action</p> <p><i>Force it back</i></p> <ul style="list-style-type: none"> Students work in pairs or groups of 4 with a ball. Mark out two end lines and a halfway line. Pairs face each other with an equal distance between themselves and the halfway line. One student throws the ball as far as they can towards the other. The other student catches or stops the ball and returns the throw from that spot. This continues until the stronger thrower has forced the other back to the end of the area. To restart the games students go back to the starting position. 	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> Observes students performing the overarm throw and providing feedback to partner Asks questions about the release and follow through action. <p>Assessment criteria</p> <p>The thrower:</p> <ul style="list-style-type: none"> Keeps eyes focused forward throughout the movements Stands side-on to target area Steps towards target area with foot opposite throwing arm Uses hip then shoulder rotation to apply greater force to propel the ball forward Throwing arm follows through, down and across the body to propel the ball to the intended direction or target <p>The partner:</p> <ul style="list-style-type: none"> Provides accurate feedback to their partner using the language of the components of the overarm throw <p>All students:</p> <ul style="list-style-type: none"> Reflect on how their efforts affect skills and achievements in physical activity Demonstrates respect for self, others, rules and equipment and the environment during physical activity Offers positive suggestions to facilitate physical activity to be inclusive of others <p>The above criteria relates to outcomes MOS2.4, GSS 2.8, COS2.1, INS2.3</p>

Learning experience	Planned assessment and teaching notes
<p>Week 3 activities</p> <p>Equipment</p> <ul style="list-style-type: none"> • Markers • Hoops • Tennis balls • Netballs or Basketballs <p>Warm Up/ Huff and puff activity</p> <p><i>Octopus tag</i></p> <ul style="list-style-type: none"> • Mark out a designated area for students to run between, e.g. a court or half a soccer field. • One student is chosen to be the 'octopus'. The other students line up on one side of the area. • On 'Go' the students run to the other side of the area trying not to get caught. • Those that are caught become one of the arms. They stand where they were caught and try to tag the remaining students with their arms, without moving their feet. <p>Practicing and developing the skill</p> <ul style="list-style-type: none"> • Students work in groups of four. • Mark out a series of numbered targets using hoops or markers. • Each student in the group has three throws of a tennis ball or equivalent piece of equipment, at each target to record the highest score possible. 	<p>Overarm throw skill components</p> <ol style="list-style-type: none"> 1. Eyes focused on target area throughout the throw. 2. Stands side-on to target area. 3. Throwing arm moves in a downward and backward arc. 4. Steps towards target area with foot opposite throwing arm. 5. Hips then shoulders rotate forward. 6. Throwing arm follows through, down and across the body. <p>(Introductory components marked in bold)</p> <p>Refer to Get skilled: Get active for further teaching and learning information about the overarm throw or watch an overarm video at https://www.youtube.com/watch?v=1mdyMVeZRGc</p> <p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Observes students performing the overarm throw. • Observe students working with others. • Asks questions about the release and follow through action.

Learning experience	Planned assessment and teaching notes
<p>While students are performing the overarm throw remind them to:</p> <ul style="list-style-type: none"> • look at the target • point to the target (with your non-throwing arm) • stand side on • step forward and throw • follow through, down and across your body with your throwing arm • swing your arm down and back as you prepare to throw • step, throw and follow through down and across your body. <p>Putting the skill into action</p> <p><i>25-Up</i></p> <ul style="list-style-type: none"> • Students form teams of six and each team forms a large circle. Each team has a ball. • The aim of the game is to complete twenty five consecutive overarm throws and catches by passing to a team mate across the circle. • Students count the score out loud. • If the ball is dropped the counting starts from zero again. • Challenge students to see how many consecutive throws they can get in a row. 	<p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • Keeps eyes focused forward throughout the movements • Stands side-on to target area • Steps towards target area with foot opposite throwing arm • Uses hip then shoulder rotation to apply greater force to propel the ball forward • Throwing arm follows through, down and across the body to propel the ball to the intended direction or target. • Helps others complete set tasks • Reflects on how their efforts affect skills and achievements in physical activity • Demonstrates respect for self, others, rules and equipment and the environment during physical activity • Offers positive suggestions to facilitate physical activity to be inclusive of others <p>The above criteria relates to outcomes MOS2.4, GSS 2.8.</p>