Play the game – Overarm throw - Stage 2

Unit overview

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
- student questioning
- 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.

Syllabus outcomes

COS2.1 Uses a variety of ways to communicate with and within groups
INS2.3 Makes positive contributions in group activities
MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations

GSS2.8 Participates and uses equipment in a variety of games and modified sports
V5 Willingly participates in regular physical activity
Physical literacy continuum markers (Cluster 3)

Movement competencies

- 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)

Tactical movement

- 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

Motivation and behavioural skills

- Reflects on how their efforts affect skills and achievements in physical activity
- Participates in physical activity with confidence

Personal and social attributes

- 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
# Lesson overview

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<th>Week and focus</th>
<th>Learning experiences</th>
<th>Planned assessment and teaching notes</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Equipment:</strong></td>
<td>Markers, hoops,</td>
<td>The overarm throw is an object control</td>
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<td></td>
<td>tennis balls, cricket wickets, cricket bat</td>
<td>skill frequently used in many sports, such as cricket, softball and baseball.</td>
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<tr>
<td><strong>Focus:</strong></td>
<td>Overarm throw</td>
<td>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.</td>
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<td>proficiency</td>
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<td>Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 4.</td>
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**Getting started - Huff and puff activities**

**Tails.** 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.

**Everyone tag.** 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.

Variation: Change the locomotor movement, e.g. walk, skip, hop and jump.

**Practicing and developing the skill**

Revise the components of the overarm throw.

**Overarm throw skill components**

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.** (Introductory components marked in bold)

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
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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? | - 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. |
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| **Week 2** | **Getting started- Huff and puff activities** | The overarm throw is an object control skill frequently used in many sports, such as cricket, softball and baseball.  
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.  
Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 4.  
Refer to [Get skilled: Get active](https://www.youtube.com/watch?v=1mdyMVe3RGc) for further teaching and learning information about the overarm throw or watch an overarm video at [https://www.youtube.com/watch?v=1mdyMVe3RGc](https://www.youtube.com/watch?v=1mdyMVe3RGc) |
| **Equipment:** Markers, bean bags, soft balls  
**Focus:** Overarm throw proficiency | **Ready, set, go.** 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:  
- red – freeze on the spot  
- yellow – skip around the area  
- green – run around the area  
**Here, there, nowhere.** 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. | **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,  
**Practicing and developing the skill**  
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.  
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.  
**Scissors, paper, rock.** 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.  
**Putting the skill into action**  
**Force it back**  
- 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
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<td>The partner:</td>
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<td>- Provides accurate feedback to their partner using the language of the components of the overarm throw</td>
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<td>- Reflect on how their efforts affect skills and achievements in physical activity</td>
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<td>The above criteria relates to outcomes MOS2.4, GSS 2.8, COS2.1, INS2.3</td>
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**Week 3**

**Equipment:** Markers, hoops, tennis balls, netballs or basketballs

**Focus:**

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| **Octopus tag.** 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.  
**Practicing and developing the skill**  
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.  
While students are performing the overarm throw remind them to:  
- look at the target  
- point to the target (with your non-throwing arm)  
The overarm throw is an object control skill frequently used in many sports, such as cricket, softball and baseball.  
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.  
Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 4.  
Refer to Get skilled: Get active for further teaching and learning information about the overarm throw or watch an overarm video at **Planning and teaching notes** |
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<td>Putting the skill into action</td>
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<td><strong>Getting started – Huff and Puff activities</strong></td>
<td><strong>Assessment strategy</strong></td>
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<td><strong>Equipment:</strong> 3 medium sized balls, 10 balls of various size and shape, coloured markers/domes, bean bags</td>
<td>• Stork tag. Mark out a designated playing space. Select two or more students to be taggers. Provide half of the rest of the students with a ball. Balls can be different shapes and sizes. The taggers chase the runners. If the runners are tagged, they have to stand on the spot like a stork (static balance). A tagged runner can be freed by fellow runners or by a stork by throwing the ball to them.</td>
<td>The teacher:</td>
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<td><strong>Focus:</strong></td>
<td>• Ball games</td>
<td>• observes student’s participation in activities</td>
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<td>• Moving safely in space</td>
<td>• observes student’s interaction and cooperation during activities.</td>
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<td>• Following directions</td>
<td><strong>Assessment criteria</strong></td>
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<td>• Fair play</td>
<td>The student:</td>
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<td></td>
<td>• Apply fundamental movement skills in play and activities</td>
<td>• takes part in different games willingly</td>
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<td>• Cooperative play</td>
<td>• cooperates with others when playing games</td>
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<tr>
<td><strong>Focus:</strong></td>
<td>Axle</td>
<td>• moves in relation to others in personal and imposed space</td>
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<td>Ball games</td>
<td>• demonstrates a general awareness of how basic movement skills apply in play</td>
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<td></td>
<td>Moving safely in space</td>
<td>• responds to verbal and non-verbal cues</td>
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<td>Following directions</td>
<td>These criteria relate to outcomes</td>
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<td>Fair play</td>
<td>ALES1.6, GSES1.8, INES1.3, MOES1.4</td>
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**Skill development activities**

• Over and under ball. Divide class into teams of five or six. Members of the teams line up behind each other with a medium sized ball. The first team member passes the ball over their head to the next team member who then passes it under their legs to the next team member. Continue in this pattern until the ball reaches the last team member. This student runs to the front of the line and the over and under ball begins again. Continue until all team members have had a turn at the front of the line.

• Variation: pass ball around body, alternating sides of the body through the team i.e. right side, left side, right side.

• Shuttle ball. Organise the class as for the previous activity. Students line up closely behind each behind each with their legs apart to form a tunnel. The first student rolls the ball through the tunnel with the rest of the team helping it reach the last student in the line. They
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|                | retrieve the ball and run to the front of the line, ready to start again. Continue until each student has had a turn at the front of the line.  
  - Bunny in the middle. Divide class into groups of three. Select one student to be the “bunny” who positions themselves between the other two students. The aim is for the end students to keep possession of the ball/bean bag while passing it from one to the other. The “bunny” must try to catch or touch the ball/bean bag. If successful they change places with the student who threw the ball/bean bag.  
During or following the games, ask students questions like:  
  - What was your favourite game? Why?  
  - What rules would you change to make the games different? Why?  
  - How did playing the games make you feel?  
  - How could you change these games to play them in the playground at lunchtime?  
  - How did your team work together? What could you change?  
Finishing off  
  - Provide each student with a beanbag. Students throw the beanbag above their head and catch it. Count how many times they can catch it without dropping it.  
Challenges: Students:  
  - toss beanbag up, touch shoulder, catch with two hands  
  - toss beanbag up, touch other shoulder, catch with two hands  
  - toss beanbag up, touch knees, catch  
  - toss beanbag up, touch the floor and catch  
  - toss the beanbag up, turn right around and catch.  
  - Other challenges could include – how many times can you clap with the beanbag in the air before you catch it? Catch 10 times with right hand, left hand; toss beanbag in air with one hand and catch with the other. |

**Week 5**  
**Equipment:** Equipment will vary dependant on games selected. It could include any equipment needed from the past 4 weeks. Objects such as a tunnel, balance beam, markers, climbing equipment  
**Getting started – Huff and Puff activities**  
- Partner tag. Pair students with a partner of similar skill level. On a signal, one student who is the tagger tries to tag their partner. At the same time, all other pairs try to do the same thing. To begin, the tagger counts to five to give their partner time to get away. When a student is tagged the roles are swapped. The new tagger must count to five before they can tag.  
- Alarm. Mark out a playing area with two end lines. Choose three students to be ‘taggers’. They move to the middle of the area and the other students stand behind one of the end lines. The taggers call out ‘Alarm’ to signal for all of the other students to run to the opposite end of the playing field. The taggers try to tag as many students as they can. A tagged student is then moved to the back of the line.  
The use of stations allows for further practice and reinforcement of skills. The instructions and demonstrations for each station should be concise and kept simple in order to maximise participation time. Each activity will be more successful if parent helpers are available for each station. Alternatively older students or
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| for obstacle course. **Focus:**  
  - Practising the skills  
  - Make decisions on favourite activities  
  - Play simple response games | student joins the taggers. The last three students tagged become the taggers for the next game.  
  - Freeze. Allocate a playing area. Students run around the playing area until 'freeze' is called. When 'freeze' is called students stop and balance using the description given, for example, 'one foot'. Change the way the students balance each time 'freeze' is called.  
  **Skill development activities**  
  - Divide the class into four groups. Each group rotates through four different stations. Allow five minutes to be spent at each station. Signal for change. Explain each station to students prior to beginning the activity.  
  Station 1  
  - Students vote for their favourite game from week 1 (follow the leader, traffic light or clumps). Play the game selected with the group.  
  Station 2  
  - Students vote for their favourite game from week 2. (Here, there. Nowhere; What's the time Mr/s Wolf? Frogs jump). Students nominate a leader for the game and play the game selected as a group.  
  Station 3  
  - Obstacle course. Set up an obstacle course that allows students to demonstrate a variety of movements. These could include walking along a low balance beam, crawling through a tunnel, climbing up or over climbing equipment, leaping over a stick, weaving between markers and stepping up onto benches. Use equipment and obstacles that are available. Students complete the course as an individual or in pairs.  
  Station 4  
  - Students vote for their favourite game from week 4 (over and under ball, shuttle ball, bunny in the middle). Play the selected game with the group.  
  **Finishing off**  
  - Relaxation. Students find their own space and perform movements in response to the teacher’s instructions. Instructions can include: move left or right arm in forward circles, left or right leg forward and backwards; move right arm and left leg together out and in; touch opposites e.g. right hand to left knee; various other movements e.g. hand, arm, foot and leg circles independently or together. | “buddies” could be used to help. |