Get into striking and fielding games - Stage 2

Unit overview

This unit aims to assist teachers to reinforce the explicit teaching of the two hand strike using a focus on striking and fielding games. The unit 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.

This document references the [PDHPE K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-K-6-syllabus) © 2007 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

Syllabus outcomes

ALS2.6 Discusses the relationship between regular and varied physical activity and health

GSS2.8 Participates and uses equipment in a variety of games and modified sports

V5 Willingly participates in regular physical activity

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

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

* Works independently on new skills and physical activities
* 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

| Week and focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Week 1 and 2  Equipment: Braids or tags, Markers, Tennis balls, Hockey sticks, T-ball bats, T-ball stand, Cricket bats.  Focus: Two and strike   * Locomotor skills - running, sprinting * Object control skills – two hand strike * Games - minor games: ball games * Playing the game – fair play, teamwork | Getting started - Huff and puff activities  Class tag. Students tuck a tag into their uniform or wear a belt with two tags if available. They scatter around a clearly marked playing area. On ‘Go’ students run around in the space trying to tag other students, but at the same time trying not to get tagged. When students have no braid or tags left they must run around the outside of the playing area once and then replace their braid or tags so they can re-join the game.  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 – Two hand strike  Use the [Get Skilled Get Active two hand strike video](https://www.youtube.com/watch?v=M9RtdIcOdxE&index=2&list=PLrOa7LNP0maWa6EPlnkvHlk3VsBqhuMZq) to show the skill components. Revise the components of the two hand strike. Discuss all the different games and sports that use the two-hand strike.  Student performing the components of the two hand strike  Figure : Performing the components of the two hand strike  Group work. Students form groups of four. Set up a mixture of stations including t-ball, cricket and hockey stations. Groups rotate around the stations taking turns to hit and return at each station. Students focus on performing the two-hand strike successfully at each different station.  Practicing and developing the skill – Fielding  Demonstrate how to field a ball, e.g. watch the ball, keep low to the ground, body front onto the ball, hands together.  Partner work. In pairs, students roll the ball to each other fielding and taking turns fielding. After a number of turns rolling, students to throw the ball to each other so the ball bounces before fielding it. Encourage partners to block ball with the body e.g. leg or trunk and then hands.  Ask students:   * What role different parts of the body play when fielding a ball close to the ground?   Variation: vary speed of roll and throw; vary the distance between partners; vary size of the ball.  Roll it on! Divide the class into six teams and set up three grids. Each team has three balls. The aim of the game is for each team to get each ball across the other team’s goal line. Defending players need to field the ball to prevent it from passing the goal. The balls must be rolled below knee level. Teams score one point each time a ball crosses the other teams’ goal line.  Putting the skill into action  Line strike. In groups of four students work within their own area with a t-ball stand, t-ball bat and a ball OR a marker, cricket bat and ball.  Groups set up markers extending out in a funnel shape from the batting tee or marker. One student is the batter and the rest are fielders, including one catcher or keeper who stands a safe distance behind the batter. The batter hits a ball between markers and scores runs for the distance gained, for example, 1 run if it gets to the first marker and so on. Fielders attempt to keep the score as low as possible and return the balls to the keeper. Caught balls do not score. The batter has five hits. Runs per hit are added together to give a total score. Once the batter has hit five balls they zigzag in between all of the markers to rotate players.  Slam it. Set up three playing diamonds, with three t-ball stands and three tennis balls located at each home base. Divide students into three groups and then split each group into two teams (batting and fielding). In each game, the batter hits the three balls into the playing field. The batter runs around the diamond receiving one run for each base they pass. The play stops when the fielding team has all three balls back to the tee. Students waiting to bat should help to stop the balls when they are thrown to the tee. Repeat until each player has batted. Rotate the batting and fielding teams  Ask students questions such as:   * What are the key components of the throw, catch or strike? * What makes a successful throw, catch or strike? * What can you do to increase control and accuracy when throwing, catching or striking? * What can you do to absorb force when catching a ball or object? How does this change when the ball or object is traveling faster/ slower? How does this change when you are catching in front of the body compared to above your head or out to the side of the body? * How can you use your body to hit the ball with more force? Is hitting the ball as hard as you can always the best approach? When might you need to reduce how hard you hit the ball? * What might be a situation where an underarm throw is a better option than an overarm throw? * How can you use your body when fielding a ball to increase success? * How do you know where to hit the ball when batting? * How do you know where to position yourself when fielding in a game such as cricket or T ball? * How can you work as a group or team to reduce space and hitting options when fielding?   Finishing off  **Class catch champs.** Class divides into pairs and students use one beanbag each. Students form two lines facing their partners, one metre apart. Adjacent pairs should stand at least two metres apart. Students throw the beanbag back and forth with their partner. They take one step back if they catch the beanbag and one step forward if they drop the beanbag.  Variation:   * Change type of throw, e.g. overarm, underarm, chest pass. * Throw a variety of objects, e.g. tennis balls, netballs.   **Garages**. Make a large circle with six markers. Students form teams of four or five and each team stands behind a marker (garage). On a whistle the first student from each team runs around the markers in a clockwise direction. When they get back to their garage they link arms with the second student and they complete a lap of the markers. This continues until all players have linked arms and are running around the markers. The aim of the game is for each team to complete as many laps as possible in the time allocated.  Circle chase. The students form large circle facing in an anti-clockwise direction. Number each student one, two or three. The teacher calls “On your marks” …. “Set” and then one of the numbers. Students with the chosen number sprint around the outside of the circle and back to their place again. The students attempt to be the first back to their place. | Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the fundamental movement skills.  **Skill components – Two hand strike**   1. **Stands side-on to target area.** 2. **Eyes focused on the ball throughout the strike.** 3. **Hands next to each other, bottom hand matches the front foot.** 4. Steps towards target area with front foot. 5. Hips then shoulders rotate forward. 6. Ball contact made on front foot with straight arms. 7. Follows through with bat around the body.   (Introductory components in bold)  **Assessment strategy**  The teacher:   * observes students performing the two hand strike * asks questions about the grip, stance, swing and follow through action in relation to force, control and object height and direction. * Observes students adjusting their movement technique and skill performance in response to feedback * Observes students working cooperatively and safely with others   **Assessment criteria**  The student:   * keeps eyes focused on the object throughout the strike * stands side-on to target area * uses hip then shoulder rotation to apply greater force to propel the ball forward * makes contact to elevate the ball when striking for accuracy * propels objects suitable distance for the activity or context * propels an object in an intended or nominated direction * absorbs force and controls object when receiving (fielding, catching) * makes links between what they do and success in each activity * knows the situations and where to place or propel the ball/ object * adapts striking action for different game situations, equipment or rules   The above criteria relates to outcomes MOS2.4, GSS 2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes. |
| Week 3 and 4  Equipment: Braids or tags, Markers, Tennis balls or a variety of balls, Hockey sticks, T-ball bats, T-ball stand, Cricket bats.  Focus: Two hand strike (cricket bat), catch, fielding   * Object control skills - throwing: overarm; fielding/catching: two hands * Games - minor games: ball games * Playing the game – teamwork, fair play | Getting started- Huff and puff activities  Here, There, Everywhere’. Teacher uses three words that have special meaning, e.g.,  “EVERYWHERE” – stands for particular activity to be carried out, such as running on hands and feet;  “HERE” – players run towards the teacher  “THERE” – players run towards a nominated boundary.  Catch up. In groups of 8-10, students form a circle. Two leaders stand in the centre of the circle back to back, with a ball each. The leaders throw their ball to each student in their group as quickly as possible. The aim of the game is for one ball to catch up to and go passed the other.  Copycat. Students find a partner and move to a free space. Students decide who will lead and who will follow. On a whistle, the leader moves around the area performing different movements for the other student to follow. The student following should stay as close to the leader as possible performing identical movements. On the next whistle students switch roles with their partner. Some examples of movements that students could perform include running, leaping, dodging, hopping, jumping, side galloping and skipping.  Practicing and developing the skill – Two hand strike (cricket bat), catch, fielding  Revise the components of the two hand strike using a cricket bat, overarm throw and catch as required.  Demonstrate how to hold the cricket bat or ask students to demonstrate e.g. hands close together on the middle of the handle; left hand at the top of the grip for right handers and right hand at the top of the grip for left handers, “v” made by hand should follow the spine of the bat. The batter needs to stand side onto the bowler with feet apart. In pairs, ask students to demonstrate the grip of the bat and the stance.  Student performing the components of the two hand strike  Figure 2: Performing the components of the two hand strike  Partner work. Set up a batting and fielding line ten metres apart. Use soft plastic markers as tees or use commercially made cricket tees. In pairs, players determine the batter and fielder. The batter places the ball on the tee and step towards the ball and hits it towards the fielder. The fielder rolls the ball back to the batter. After ten hits change positions. This is a good opportunity to provide feedback to students on their grip and hitting technique. Variations: the fielder bowls the ball to the batter; use a soccer ball.  Bounce cricket. Students work in groups of five or six students with a bat and ball in a defined area. The student with the bat stands in the centre of a circle made up of the other students. The student with the ball throws underarm to bounce the ball in front of the batter. If the batter hits the ball, the player who fields the ball has the next throw. The batter has a maximum of five turns. Rotate students so that they all have a turn of batting, bowling and fielding.  Cross the line. Mark out several grass areas with two parallel end lines of markers. Place a marker, tennis ball and cricket bat in the centre of the field. Divide students into teams of four with two teams on each field. Each team takes turns to try to hit the ball off the marker and across the opponents’ end line. The students on the opposing team attempt to stop or field the ball. A point is scored if the ball crosses the opponents’ line between the markers. Hits are alternated between teams.  What a catch! Set up a large grid, with squares approximately 5m x 5m using markers. In pairs, partners challenge another pair. Students toss the ball (underarm) from below knee height and the other pair must catch it before it lands, otherwise a point is lost. If a ball lands outside of the grid, no point is lost. The partnership is out if they lose 10 points. This is a good opportunity to observe student catching techniques such as tracking the ball and movement of the feet.  Putting the skill into action  Roll it on again! Divide the class into six teams. Set up three grids as set out below. Each team has three balls. The aim of the game is for each team to get each ball across the neutral other team’s goal line. Defending players need to field the ball to prevent it from passing the goal. The balls must be rolled below knee level. Teams score one point each time the ball crosses the other team’s goal line.  French cricket. Students work in teams of four. Each team comprises of one batter and three fielders. Provide each team with a bat and ball. The fielders, using underarm, try to throw the ball so that it hits the batters legs below the knees. Rolls along the ground are counted as no balls and therefore the batter cannot get out. The batter tries to hit the ball away from the legs and is not allowed to move off the spot. They only turn their body to face the ball from one of the fielders. Each time the ball is hit or missed, the player who fields it takes the next throw. The batter is out if the hit ball is caught or if the ball hits their legs. Players retire after 20 hits. Variations: use overarm throw; use two or three balls; set the distance for the fielders.  Ask students questions such as:   * What are the key components of the throw, catch or strike? * What makes a successful throw, catch or strike? * What can you do to increase control and accuracy when throwing, catching or striking? * What can you do to absorb force when catching a ball or object? How does this change when the ball or object is traveling faster/ slower? How does this change when you are catching in front of the body compared to above your head or out to the side of the body? * How can you use your body to hit the ball with more force? Is hitting the ball as hard as you can always the best approach? When might you need to reduce how hard you hit the ball? * What might be a situation where an underarm throw is a better option than an overarm throw? * How can you use your body when fielding a ball to increase success? * How do you know where to hit the ball when batting? * How do you know where to position yourself when fielding in a game such as cricket or T ball? * How can you work as a group or team to reduce space and hitting options when fielding?   Finishing off  **Partner tag.** Students find a partner, hold hands with their partner and then spread out in the playing area. Choose one pair to be ‘It’. On the signal ‘Go’ the ‘It’ pair must try to tag as many other pairs as possible. A tagged pair must jog on the spot while facing each other with arms raised to form an arch. Students can only be freed by another pair running through their arch.  **Catch-a-tag.** Students start with a tag tucked into shorts/skirts waist band. One student is ‘It’. To catch a player ‘It’ must pull the tag out of their waist band. When caught, the tag is returned to container and the caught student then helps ‘It’ to catch others.  **Stop, go, slow**. Mark out a designated area. Two students wear a red bib, two students a green bib and two students a yellow bib. All students move around in the designated area. If students are tagged by a student wearing a red bib, they must stop and run on the spot holding their hands in the air, a yellow bib, they must skip, a green bib, they are allowed to run again.  **Marker jump.** Students work in pairs with six markers. The students take turns to arrange a jumping path for their partner. Students set up their markers so that their partner jumps in different directions and over different distances. Swap roles. | Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the catch.  **Skill components – Catch**   1. **Eyes focused on the object throughout the catch.** 2. Feet move to place the body in line with the object. 3. **Hands move to meet the object.** 4. Hands and fingers relaxed and slightly cupped to catch the object. 5. Catches and controls the object with hands only (well-timed closure). 6. Elbows bend to absorb the force of the object.   (Introductory components in bold)  **Assessment strategy**  The teacher:   * observes students performing the two hand strike, overarm throw and catch in various activities * asks questions about the grip, stance, swing and follow through action of two hand strike in relation to force, control and object height and direction. * observes students adjusting their movement technique and skill performance in response to feedback * observes students working cooperatively and safely with others   **Assessment criteria**  The student:   * keeps eyes focused on the object throughout the strike * stands side-on to target area during strike * uses hip then shoulder rotation to apply greater force to propel the ball forward when striking * makes contact to elevate the ball when striking for accuracy * propels objects suitable distance for the activity or context * propels an object in an intended or nominated direction * absorbs force and controls object when receiving (fielding, catching) * makes links between what they do and success in each activity * knows the situations and where to place or propel the ball/ object * adapts striking, throwing and catching action for different game situations, equipment or rules * receives feedback and makes adjustments to their skill performance * 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   The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes. |
| Week 5 and 6  Equipment: Braids or tags, Markers, Bean bags, Hoops, Tennis balls, Hockey sticks, T-ball bats, T-ball stand, Cricket bats.  Focus: Catch, two hand strike, fielding   * Object control skills - throwing: overarm; catching/fielding; striking/hitting: drive * Games - minor games: ball games * Playing the game – teamwork, fair play | Getting started – Huff and Puff activities  Hunt the beanbag. Mark out a playing area. Students spread out in the area. Nominate three students as ‘taggers’ and half of the remaining students start with a beanbag. The taggers aim to tag any student who has a beanbag, if tagged that player becomes a tagger. Students with beanbags can avoid being tagged by overarm throwing the beanbag to a student not in possession of a beanbag.  Everyone for themselves. Mark out a large rectangular playing area. Students scatter throughout this area. To begin the game three soft balls are tossed into the playing area. Any student may try to grab a tossed ball. The student with the ball has three seconds and may take three steps in any direction before throwing the ball at another student. The ball must hit below the waist. If a student is hit, they run a lap around the outside of the playing area and then return to the game. A loose ball may be picked up by any student after it is thrown.  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.  **Practicing and developing the skill – catch**  Revise the components of the two hand strike, overarm throw and catch as required. **Class catch champs.** Class divides into pairs and students use one beanbag each. Students form two lines facing their partners, one metre apart. Adjacent pairs should stand at least two metres apart. Students throw the beanbag back and forth with their partner. They take one step back if they catch the beanbag and one step forward if they drop the beanbag.  Variation:   * Change type of throw, e.g. overarm, underarm, chest pass. * Throw a variety of objects, e.g. tennis balls, softball, bean bags, vortex, netballs.   **Running circle catch**. In groups of six to eight, a leader stands in the middle of the other players who form a circle. Players in the circle run in a clockwise direction whilst the leader throws the ball to each in turn. They catch and return the ball as they run. Speed increases as the students’ catching skills and accuracy improve.  Extension:   * Count how many catches each group can make without dropping the ball. * Vary the type and size of ball for each group. * Increase the number of balls in each group and introduce 2 leaders. * Pass the balls in random order to increase student awareness, as opposed to passing in order of the formation.   **Skip toss**. Partners face each other within a designated playing area, with an out-of-bounds area between them. The ball is thrown so that it bounces in this area and the other player catches and returns it. For every two successive catches the player takes a step back to a new mark. For two successive drops the player steps forward although they cannot enter the out-of-bounds area. The first player to reach the end of the playing area is the winner.  **Practicing and developing the skill – overarm throw**  **Knock em down**! Divide the class into eight teams. Set up a row of stumps and markers for each team to stand behind. Provide each player with a ball. Two teams aim for the same set of stumps. The first player on each team throws their ball at the stumps and then the next player. When players have had their turn, they retrieve the ball and return to the back of the line. Each team counts how many times they knock the stumps over completely.  **Bin throw**. Students form groups of five with a tennis ball each. Each group forms a ten metre circle around a bin/ ball or marker. On a whistle each group member continually overarm throws the ball at the bin. Each group aims to hit the bin as many times as they can within the time given. Students should complete the activity using both arms.  **Round the diamond.** Set up a number of diamond areas. Bases can be set up or witches hats can be used to simulate a diamond area. Students practice the over-arm throw by trying to throw a bean bag into hoops that are situated near each base. Students start at one base and work their way around the diamond until they get back to where they started. They cannot move onto the next base until they have landed a bean bag in the base hoop. More than one hoop can be placed near each base (four hoops around each base will result in higher levels of success). For more proficient students have them aim for the base or witches hat.  Ask students:   * What have you done if you have thrown the ball too far past the base? e.g. let go of the ball to hard or too early. * What have you done if the ball lands before the base or near your feet? e.g. let go of the ball to late or thrown too soft.   **Putting the skill into action**  **Hand softball.** Students are divided into a batting and fielding team. Use a space as big as a netball/ basketball court or an indoor space. Batters line up to hit from the base line (home). Fielders cover the court space as a team. One person pitches the ball to a batter on the baseline to hit with their hand. Once the ball is hit the batter MUST run to the opposite baseline (approximately 15-20 metres away. They can use any pathway to get there and cannot be deliberately obstructed or blocked by fielders. Once there they have 3 seconds to decide to stay at the baseline (safe) or return for home. Once they leave the baseline they must run for home and cannot return to the baseline. If a batter gets safely to home they are awarded 1 point for their team. The next batter takes their turn to hit and repeats the process. A maximum of 3 batters are allowed on the baseline at once. If there are 3 batters on the baseline and another to bat, then at least one batter must run for home. There are no limits to how many batters can run from the baseline at once. There may be times when there are 3 batters returning to home and 1 batter running to the baseline. Batters must work as a team to decide the safest option for running to home to maximize points. The batting order does not need to remain in place for the running to home, i.e. if the first batter waits on baseline and the second batter runs to baseline and straight for home, it is acceptable for batter 2 to return home before batter 1.  The fielding team can catch out a batter on a hit. If the ball is not caught then the fielding team must gather the ball and work together to tag a running/ batting player with the ball in their hands and return it to the pitcher. Fielding players cannot move so must pass the ball among their team to tag.  Modification. Use a paddle bat, tennis racquet or other striking implement. AN overarm throw or kick could be used. Add in 2-3 steps for fielding players with the ball. Fielders can throw the ball safely to hit batters/ runners below the waist to be out.  Ask students:   * How could you score runs without getting out? * What type of strike helped you to score more runs? Along the ground, in the air, hard throw etc. * Where was the best space to place the ball? * Where was the best time to run to increase your chances of getting home? * Where could you hit the ball to get the longest amount of time for running? e.g. into the spaces. * How could you continue running and still know where the balls were? * How did you work together to field all the balls? * How could you help each other if there was a misfield or a throw/pass went wrong? * How did you work together to tag players? * How could you let each other know that you were in a position to tag?   **Bin cricket.** Divide the class into four teams. Set up two games of bin cricket with a batting and a fielding team. Each game has a diamond area with bowlers standing on bases and four batters in the centre sharing a bin for a wicket. The four bowlers are able to bowl simultaneously to the four batters. When a ball is hit the batter runs around the bowler's base. Any ball fielded can go to any bowler to attempt to get the batter out. Batters should change with another player if the ball is caught on the full or if the ball hits the wicket. The batters who are waiting should run between two markers while watching the game, until it is their turn to run in.  Finishing off  **Cross the line.** Mark out several grass areas with two parallel end lines of markers. Place a marker, tennis ball and cricket bat in the centre of the field. Divide students into teams of four with two teams on each field. Each team takes turns to try to hit the ball off the marker and across the opponents’ end line. The students on the opposing team attempt to stop or field the ball. A point is scored if the ball crosses the opponents’ line between the markers. Hits are alternated between teams.  **Over the swamp**. Use markers to make two horizontal lines about twenty metres apart. All students stand behind one of these lines, except the two students who are taggers’ who stand in the centre between the two lines. When the taggers call out ‘over the swamp’ the other students must run to the end line. The taggers attempt to catch them. Those caught join the other students in the centre. This continues until all students are caught.  **Catch up.** In groups of 8-10, students form a circle. Two leaders stand in the centre of the circle back to back, with a ball each. The leaders throw their ball to each student in their group as quickly as possible. The aim of the game is for one ball to catch up to and go passed the other. | Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the overarm throw.  **Skill components – overarm throw**   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 in bold)  **Assessment strategy**  The teacher:   * observes students performing the two hand strike, overarm throw and catch in various activities * asks questions about the grip, stance, swing and follow through action of two hand strike in relation to force, control and object height and direction. * observes students adjusting their movement technique and skill performance in response to feedback * observes students working cooperatively and safely with others   **Assessment criteria**  The student:   * keeps eyes focused on the object throughout the strike * stands side-on to target area during strike * uses hip then shoulder rotation to apply greater force to propel the ball forward when striking * makes contact to elevate the ball when striking for accuracy * propels objects suitable distance for the activity or context * propels an object in an intended or nominated direction * absorbs force and controls object when receiving (fielding, catching) * makes links between what they do and success in each activity * knows the situations and where to place or propel the ball/ object * adapts striking, throwing and catching action for different game situations, equipment or rules * receives feedback and makes adjustments to their skill performance * 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   The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes. |
| Week 7 and 8  Equipment: Braids or tags, Markers, Tennis balls, Hockey sticks, T-ball bats, T-ball stand, Cricket bats. plastic stumps  Focus: Running, scoring runs   * Locomotor skills – running, sprinting * Object control skills - throwing: overarm; catching/fielding; striking/hitting * Games - minor games: ball games * Playing the game – teamwork, fair play | Getting started – Huff and Puff activities  In and out. Divide students into groups of five. Each group stands in a circle with student one in the centre. Student one throws the ball to student two who catches it and runs into the centre to take student one’s place. Student two throws to student three and so on. The game finishes when student one is back in the centre.  25-Up. 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.  Capture. Four students are designated ‘catchers’ who each wear a different coloured braid. The catchers chase those who are ‘free’. When a student is tagged they put on a braid of the same colour worn by the person who has tagged them. Then they assist their team by tagging as many ‘free’ students as possible. The aim is to have the most team members after the last student is tagged.  Hit the target. Find a wall area and draw targets on the wall about chest height. Alternatively attach hoops to a fenced area. Students aim to throw the ball into the target, practising the overarm throwing technique. Students can form pairs or larger groups depending on the amount of equipment available. Each student has five attempts and then the next student has a turn.  **Practicing and developing the skill – running bases, running between wickets**  Revise and reinforce the components of the two hand strike, overarm throw, sprint run and catch as required.  Collect a friend. Set up a T-ball diamond with four bases. Ask students if they can name the bases e.g. first, second, third, home. Line students up in teams of four, starting at home plate. On the whistle, the first student in each line runs to 1st base and back to their team. The first runner collects the second team member and they both run to first base then to 2nd base, then back to 1st base and back to their team. They collect the third team member and run to first, second, third base and back again, to collect the fourth team member. The whole team then runs to first, second, third base and then home to finish. The first team finished wins. Instruct students to watch out for other students while running.  Before playing the collect a friend activity ask students:   * What do you need to do to get to the bases quickly? E.g. run fast, work as a team. * What actions should you make with your arms when running? E.g. Arms drive forward and back in opposition to the legs. * Where should you be looking when you run around the bases? E.g. eyes focused forward, looking towards the base you are running to.   After playing the collect a friend activity ask students:   * How many bases are there on a T-Ball field? Four bases. * What are they called? First, second, third, home. * What shape do the bases make? Diamond. * What do you think the field inside the diamond is called? Infield. * What do you think the field outside the diamond is called? Outfield   **Practicing and developing the skill – Overarm throw and two hand strike (cricket and hockey)**  Force it back. Students work in pairs 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.  Ask students:   * What are the important things to remember when performing an overarm throw? e.g. stand side on to the target area, keep your eyes focused on the target, step towards target area, rotate your hips and then shoulders forward, make an L shape with your throwing arm, keeping your elbow around shoulder height. * What are some other games or activities that might involve the throw? * Are there any games you play in the playground that involve the throw?   Two-hand strike with a hockey stick. Discuss the difference between hitting a ball off a t-ball stand, when playing cricket and off the ground in hockey. Students should practise striking a tennis ball to a partner. They should then form groups of four with a tennis ball, four markers and four hockey sticks. One person in the group is the striker; the other three are the fielders. In a large grass area, students spread out four markers in a line in front of the striker to form three goals. The striker attempts to hit the ball through the goals. The middle goal is worth five points and each outside goal is worth two points. The fielders chase the balls and dribble them back to the striker with their sticks. The striker attempts to score as many points as possible in six hits and then the group rotates.  Putting the skill into action  Modified cricket. Divide the class into four teams and set up two pitches for teams to use. Batters form pairs. Each pair faces two overs of six balls. It doesn’t matter how many times the batters get out. Each player on the fielding team bowls one over. All runs are counted by the pair, who lose a run for each time they are out. The leg before wicket (LBW) rule does not apply. Fielders rotate clockwise after each over. A batter is out if the ball hits the wicket, the batter hits the wicket, a fielder catches a ball or if a batter’s body is not on the ground level with the stumps and is run out.  Throw or run relay. Set up two diamond areas. Separate the class into two teams. Team A separates into five even lines, one at each base and one in the middle of the diamond. Team B forms one single line just near home plate on the other diamond. Everyone in team A has a mitt and a pile of tennis balls should be placed in a bucket near the middle line. On the whistle, the first student standing in line in the middle of the diamond throws the ball to a student at first base, who throws the ball to a student at second base and this continues around the bases all the way to home plate. Once a student has thrown a ball they go to the end of their line. Place a bucket at home plate for the balls to be placed in. As soon as the ball is put into the bucket the next person in the middle line throws another ball to the next student at first base etc. While team A is doing this, Team B runs around their diamond touching each base with their foot, all the way to home plate. Each student tags the next student waiting in line at home plate like a relay race. Once every student in team B has been around their diamond the team yells ‘stop’. Count the number of balls team A has in the bucket and then swap teams. Team B has to try to beat the number of balls team A has in their bucket.  Newspaper Hockey. Divide the class into teams of four. Allocate two teams per small field with a goal at each end. Using a small soft ball and sticks made out of newspaper (rolled diagonally and stuck together with tape to make longer sticks) students aim to score as many goals as possible by working as a team. The ball must be hit below waist height.  Ask students questions such as:   * What are the key components of the throw, catch or strike? * What makes a successful throw, catch or strike? * What can you do to increase control and accuracy when throwing, catching or striking? * What can you do to absorb force when catching a ball or object? How does this change when the ball or object is traveling faster/ slower? How does this change when you are catching in front of the body compared to above your head or out to the side of the body? * How can you use your body to hit the ball with more force? Is hitting the ball as hard as you can always the best approach? When might you need to reduce how hard you hit the ball? * What might be a situation where an underarm throw is a better option than an overarm throw? * How can you use your body when fielding a ball to increase success? * How do you know where to hit the ball when batting? * How do you know where to position yourself when fielding in a game such as cricket or T ball? * How can you work as a group or team to reduce space and hitting options when fielding?   Finishing off  In and out. Divide students into groups of five. Each group stands in a circle with student one in the centre. Student one throws the ball to student two who catches it and runs into the centre to take student one’s place. Student two throws to student three and so on. The game finishes when student one is back in the centre.  25-Up. 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.  Hit the target. Find a wall area and draw targets on the wall about chest height. Alternatively attach hoops to a fenced area. Students aim to throw the ball into the target, practising the overarm throwing technique. Students can form pairs or larger groups depending on the amount of equipment available. | Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the two hand strike.  **Skill components – two hand strike**   1. **Stands side-on to target area.** 2. **Eyes focused on the ball throughout the strike.** 3. **Hands next to each other, bottom hand matches the front foot.** 4. Steps towards target area with front foot. 5. Hips then shoulders rotate forward. 6. Ball contact made on front foot with straight arms. 7. Follows through with bat around the body.   (Introductory components in bold)  **Assessment strategy**  The teacher observes student:   * performing the two hand strike * adjusting their movement technique and skill performance in response to feedback * working cooperatively and safely with others   **Assessment criteria**  The student:   * demonstrates eyes focused on the ball throughout the strike * demonstrates correct grip and stance * steps towards target area with front foot * demonstrates hips then shoulders rotate forward * receives feedback and makes adjustments to their skill performance * 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   The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes. |
| Week 9 and 10  Equipment: tennis balls or rubber balls, markers, plastic cricket bats, plastic stumps, hoops, bin  Focus: Catch, two hand strike, fielding, overarm throw   * Locomotor skills – running, sprinting * Object control skills - throwing: overarm; catching/fielding; striking/hitting * Games - minor games: ball games * Playing the game – teamwork, fair play | Getting started – Huff and Puff activities  Shake the shadow. In groups of three, each group stands in a space. Each player takes turns to be the attacker, the thrower and the defender. The thrower attempts to pass the ball to the attacker. The defender shadows the attacker and attempts to intercept the ball. The aim is to intercept the most passes out of ten attempts.  Octopus tag. Mark out a designated area. 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 octopus’s arms. They stand where they were caught and try to tag the remaining students.  Protect the line. Mark out two lines 30 metres apart. Divide the class into two teams. Each student in team A is given a mitt and each student in team B is given a ball. Team B stands on one line and team A stands in front of the other line. On the whistle, team B has to try to get as many balls across team A’s line by rolling the balls along the ground. Team A has to protect their line by fielding the rolling balls before they cross the line. Count how many balls cross team A’s line and then swap roles. Team A has to try to beat team B’s score.  **Practicing and developing the skill – Catch and field (with and without a mitt)**  Revise and reinforce the components of the two hand strike, overarm throw, sprint run and catch as required.  Demonstrate the correct technique for catching with a mitt. Teaching cues:   * The mitt should be on the opposite hand to which you throw with * Your fingers should be placed comfortably in the correct holes without being too deep into the glove * The glove will protect your hand and increase the catching area   Demonstrate and allow students opportunity to explore different types of catches e.g. low and high balls, balls rolling on the ground. Teaching cues:   * If the ball is high, catch it with fingers pointing up * If it is low, catch it with fingers pointing down * When the ball is rolling on the ground, bend the knees and put the whole body behind the ball * Do not stand and bend over to retrieve a ground ball as it may bounce up and hit them in the face   Demonstrate trapping the ball with the free hand.   * Watch the ball enter the glove * Trap it with your free hand   How high. Individually with or without mitts, students toss a tennis ball up above their heads to themselves and catch it with two hands. The aim is to see how high they can throw it and still catch it. This is a good opportunity to observe student technique and offer individual feedback.  Make the mitt. In pairs, one student throws the tennis ball underarm against a wall and catches the rebound on the full. The partner counts how many catches are made in a row, without dropping any. As soon as a catch is dropped, the pairs swap and continue until they both reach a certain number or the teacher stops the activity.  Ask students:   * What did you need to do to catch the ball successfully? E.g. keep your eye on the ball * What did you do to try to keep the ball in the mitt after you had caught it? * What did you need to do with your hands as the ball entered the mitt to prevent it from bouncing out of the mitt? * Did your catching improve? Why do you think this?   Leader ball. Organise students into groups of six. Students stand in a straight line facing the leader who should be between ten metres away from group. Leader rolls the ball along the ground to the first player in the line, who fields the ball and throws it back to the leader. The leader continues to roll a ball along the ground to each player in the line. If a player misses the ball they must run to retrieve the ball, while everyone else in the group must do five vertical jumps until the player returns. When the last player in line has fielded the ball, the student at the head of the line becomes the new leader and the former leader goes to the end of the line. The game continues until all players have been the leader. This is a good opportunity to observe and provide students with feedback on their throwing technique.  Ask students:   * What did you need to do to field the ball successfully? * How did you know whether the ball was a high, low or ground ball? e.g. watched it with my eyes * In a game of T-ball, why do you think it would be important to move forward towards the ball when fielding? e.g. fields the ball quicker and gives the batter less time to run. * What skills do you need to use in order to move towards the ball when fielding? E.g. side step, run   **Practicing and developing the skill – Overarm throw**  Throw it. Organise a T-Ball diamond and place five tennis balls at the home plate. Separate students into two teams – one ‘throwing’ and one ‘fielding’. Each member of the throwing team gets a turn. ‘Throwers’ must throw the five balls one after the other and then run around the bases. They must continue running from first to second to third to home and then on to first to second and so on until the fielding team has fielded all the balls and got them back to home plate. Each base that the ‘thrower’ has touched before all the balls are back counts as one point for their team e.g. a ‘thrower’ who runs all the way home and then to first again scores five points. If any ball is caught on the full the player is out. There is no need to have fielders positioned on the bases. The fielding team is only allowed one catcher to retrieve the balls at home plate. There can only be three people standing in the infield and all other fielders must stand in the outfield.  The following questions could be asked prior to, during or after the ‘Throw it’ game.  Questions  Throwing;   * How could you score runs without getting out? * What type of throw helped you to score more runs? Along the ground, in the air, hard throw etc. * Which part of the playing field was less protected by the fielders when you had a turn? * Where was the best space to place the ball? * Where could you throw the ball to get the longest amount of time for running? e.g. into the spaces. * How could you trick the fielders so they didn’t know where you were going to throw the balls? * If the fielders closed off the space where you wanted to throw the ball, what other options were available? * How could you continue running and still know where the balls were? * How could you score points without getting out?   Fielding;   * Where can you stand on the field? e.g. infield, outfield, catcher. * How did you work together to field all the balls? * What were the problems with fielding too close to the thrower? * How could you help each other if there was a misfield? * How could you help each other to get the balls back to the home plate quickly? * What could you do if the fielder was too far away to throw the ball directly to home plate? * How could you avoid more than one ball at a time being returned to the catcher? * How could you let each other know that you were going to go for the ball or a catch?   **Putting the skill into action**  **Corner spry.** Students form groups of five. One captain stands out the front of their group, and the other students spread out into a semi circle around the captain. Students start off being close to the captain and as they get better at the skill they can take a step back. Using tennis balls and mitts the captain starts with the ball and underarm throws it to the first person on their left. The person catches it in their mitt and passes it back to the captain. The captain continues this until they get to the last person. The last person then becomes the captain and teams continue until everyone has had a turn at being captain. Captains should be throwing a variety of high, low and ground balls for students to practice catching in different ways. This is a good opportunity to observe students and give feedback on their catching technique.  Ask students:   * What did you need to do to catch the ball successfully? E.g. keep your eye on the ball * Which type of height was the easiest to catch? Why? * What did you do to try to keep the ball in the mitt after you had caught it? * What did you need to do with your hands as the ball entered the mitt to prevent it from bouncing out of the mitt? * Did your catching improve as the activity progressed? Why do you think this?   **The ball is mine.** Students work in two teams on a field 20m wide x 30m long, with two sides like a Tennis court. A net can be used to separate the two halves or simply make a two metre space in between each team as an out of bounds space. Tennis balls with mitts or beanbags with dome witches hats as mitts can be used for this activity. Each team starts with three balls each, students throw the balls over the net in the attempt to try and get the ball to drop into the other teams ‘field’. Students are allowed to pass the ball to other team mates if they don’t think they can throw far enough to get it over the net or to get it closer to the net. If a ball lands on the ground in the other teams space a point is scored. Students should be encouraged to call for the ball by calling ‘the ball is mine’.  Throughout the game ask students:   * How can you work together to field all the balls? * How can you work together to best cover your field? * What can you do if someone in your team cannot throw far enough to get the ball over the net? * How can you be ready to back each other up?   **Slammo**. Before or during ‘Slammo’ review some of the questions about throwing and fielding. Place three large witches’ hats at the home plate area of a T-Ball diamond. Separate students into two teams – one batting and one fielding. Each member of batting team gets a turn. Batters must hit the three balls off the top of the witches’ hats one after the other and then run around the bases. They can continue running from first to second to third to home and then on to first to second and so on until the fielding team has fielded all the balls and got them back onto the witches’ hats. Once the catcher has placed each ball on the witches’ hats they yell out stop. Each base that the batter has touched before the catcher yells out ‘stop’ counts as one point for their team e.g. a batter who runs all the way home and then to first again scores five points. Fielders are not allowed to move until all three balls have been hit unless they are going to be hit by a ball and if any ball is caught on the full the player is out.  Questions:  Batting:   * How can you score runs without getting out? * What type of hit will help you to score more runs? E.g. Along the ground, in the air, hard hit etc. * Which part of the playing field is less protected by the fielders? * Where is the best space to place the ball? * Where can you hit the ball to get the longest amount of time for running? E.g. into the spaces. * How could you trick the fielders so they don’t know where you are going to hit the balls? * If the fielders close off the space where you want to hit the ball, what other options are available to you? * How can you continue running and still know where the balls are? * How can you score points without getting out?   Fielding:   * Where can you stand on the field? E.g. infield, outfield, catcher. * How can you work together to field all the balls? * What are the problems with fielding too close to the batter? * How can you help each other if there was a misfield? * How can you help each other to get the balls back to the home plate quickly? * What can you do if the fielder is too far away to get the ball directly to home plate? * How can you avoid more than one ball at a time being returned to the catchers? * How can you let each other know that you are going to go for the ball or a catch?   Finishing off  **Force it back.** Students work in pairs 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.  **Team trio.** Mark out a square area in a grid formation so that multiple games can be played. Students form teams of three and two teams stand in a square to play against each other. Each game needs one ball. The object of the game is to throw the ball between team members and keep it from the opposition. Students pass the ball between the team only holding it for moments before it gets passed. The opposing team attempts to intercept the ball to gain possession. When a whistle is blown every few minutes the student holding the ball is awarded one point for their team and gives it to the other team.  **Rob the nest**. Divide the class into eight teams. Mark out two square playing areas with four teams at each playing area. Each team lines up on a side of the square. Place a large number of balls in the centre. On the signal the first player in each team runs to the centre, collects and throws the ball to player two in their team. Player two puts the ball in the team hoop. Player two repeats the previous step, throwing to player three. Player three repeats throwing to player four. Teams continue until there are no balls left in the centre. The aim is to collect the most balls before they run out.  **Bin throw.** Students form groups of five with a tennis ball each. Each group forms a ten metre circle around a bin/ ball or marker. On a whistle each group member continually overarm throws the ball at the bin. Each group aims to hit the bin as many times as they can within the time given. Students should complete the activity using both arms. | Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the two hand strike.  **Skill components – two hand strike**   1. **Stands side-on to target area.** 2. **Eyes focused on the ball throughout the strike.** 3. **Hands next to each other, bottom hand matches the front foot.** 4. Steps towards target area with front foot. 5. Hips then shoulders rotate forward. 6. Ball contact made on front foot with straight arms. 7. Follows through with bat around the body.   (Introductory components in bold)  **Assessment strategy**  The teacher observes student:   * performing the two hand strike * adjusting their movement technique and skill performance in response to feedback * working cooperatively and safely with others   **Assessment criteria**  The student:   * demonstrates eyes focused on the ball throughout the strike * demonstrates correct grip and stance * steps towards target area with front foot * demonstrates hips then shoulders rotate forward * receives feedback and makes adjustments to their skill performance * 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   The above criteria relates to outcomes INS2.3, MOS2.4, GSS2.8 and V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes.  **Questions**  Ask students questions such as:   * What are the key components of the throw, catch or strike? * What makes a successful throw, catch or strike? * What can you do to increase control and accuracy when throwing, catching or striking? * What can you do to absorb force when catching a ball or object? How does this change when the ball or object is traveling faster/ slower? How does this change when you are catching in front of the body compared to above your head or out to the side of the body? * How can you use your body to hit the ball with more force? Is hitting the ball as hard as you can always the best approach? When might you need to reduce how hard you hit the ball? * What might be a situation where an underarm throw is a better option than an overarm throw? * How can you use your body when fielding a ball to increase success? * How do you know where to hit the ball when batting? * How do you know where to position yourself when fielding in a game such as cricket or T ball? * How can you work as a group or team to reduce space and hitting options when fielding? |