Overarm throw – Card One

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)

Equipment
Markers
Braids
Hoops
Beanbags

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Warm Up

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.

Teaching the skill

Introduce students to the overarm throw by completing the following activities as a class. The activities focus on individual components of the throw and good technique.

- **Make a smiley face**: This activity focuses on the down and back arc of the throw that is a ‘smiley face’. Students have a braid in their throwing hand. Students stand side on to the target, reach down and then move their arm back in an arc and then throw the braid overarm.
- **Step over the creek**: This activity focuses on stepping towards the target during the throw. Students perform the ‘smiley face’ and then step over the creek with the opposite leg to their throwing arm to throw the braid. This focuses on students stepping forward towards the target with the opposite leg to the throwing arm with their eyes focussed forward.
- **Grab the braid**: This activity focuses on the follow through component of the throw. Students place a braid in their pocket or waistband on the opposite hip to their throwing hand for example right hip if left handed throw, left hip if right handed. They still have the other braid in their hand to perform the ‘smiley face’ and step over the creek to throw the braid. This time the focus is on grabbing the braid which they placed on their hip. The student should perform the throw and remove the second braid with their throwing hand during the follow through phase. Eyes should be focussed forward.

Practising the skill

Throwing golf
Allocate a playing area. Spread hoops around the area like a golf course. Students move around the area with a partner starting at hole one. Allocate a certain number of throws that students should perform to get their beanbag into the hoop. All throws must be performed overarm.
Overarm throw – Card Two

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)

Equipment
- Markers
- Balls
- Hoops
- Beanbags

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### Warm Up

**Giants treasure**
Mark out a playing area with two end lines. One student is the ‘giant’ and stands at one end of the playing field. All other students are at the other end. The giant’s back is towards the group and the treasure (ball) lies between the giant and the other students. Once the group starts sneaking up, the giant can turn at any time. When this happens everyone must freeze. Anyone who the giant sees moving must move back 5 giant paces. The treasure is considered captured if one student gets the treasure and runs back to the start without being caught.

### Teaching the skill

Introduce students to the components of the overarm throw. Students stand facing a partner and perform the overarm throw with a beanbag as the skill components are given:

- Stand side-on and focus your eyes on the target
- Throwing arm moves in a downward and backward arc
- Step towards the target area with foot opposite throwing arm
- Rotate hips and then shoulders forward
- Throwing arm follows through, down and across the body

Ask students what role the different body parts play in the throw. What difference do they notice in trying to throw for distance when sitting or kneeling?

### Practising the skill

**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.
Overarm throw – Card Three

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)

Equipment

Markers
Small balls
Hoops
Beanbags
## Warm Up

### Hoop island
Mark out a playing area and scatter hoops randomly around the area. All students start standing in a hoop except three students who are nominated as ‘taggers’. The taggers chase the students as they move from hoop to hoop. Students can only stay in a hoop for a short time (e.g. 3 seconds) before moving on. Any student who is tagged becomes a tagger.

## Teaching the skill

Revise the components of the overarm throw. Partners face each other standing about five metres apart. Students stand side on, with their non-throwing arm pointing towards their partner. Students use a variety of soft objects to perform the overarm throw. The focus of this activity is the components of the overarm throw, rather than the catch. As students perform the overarm throw remind them of the skill components:
- eyes focused on the target
- stand side-on
- throwing arm moves in a downward and backward arc
- step towards the target area with foot opposite throwing arm
- rotate hips and then shoulders forward
- throwing arm follows through, down and across the body

## Practising the skill

### Team trio
Mark out a square area in a grid formation so that multiple games can be played. Students form teams of three, with two teams standing 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 to their 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.
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)

Equipment
Markers
Tennis balls
Chalk
Beanbags
**Warm Up**

**Copy cat**
Students find a partner and move to a free space. Ask the students to 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. Movements that students could perform include running, leaping, dodging, hopping, jumping, side galloping and skipping.

**Teaching the skill**

Revise the components of the overarm throw. Students form pairs and each pair is allocated a tennis ball. They dip the tennis ball into a container of water. The first student throws the ball at the wall which leaves a wet mark. The second student aims to hit the mark. Students continue to build up marks on the wall aiming for a tight grouping. Have students practice the throw from a sitting, kneeling and standing position.

**Variation:** Students use chalk to draw targets on the wall to aim at.

**Practising the skill**

**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.
Overarm throw – Card Five

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)

Equipment
Markers
Two netballs
Tennis balls
Two sets of coloured braids

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**Warm Up**

**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 a student in the circle and on return throw it to the next student on the right as quickly as possible. The aim of the game is for one ball to catch up to and go passed the other.

**Teaching the skill**
Revise the components of the overarm throw. Students form pairs with a tennis ball. Ask students to:
- experiment with different hip, shoulder and feet movements as they throw
- stand facing side-on to the target, keeping their hips and feet still
- stand facing side-on and rotate their shoulders but not their hips
- stand facing side-on and rotate hips and shoulders
- take a small step as they throw to transfer their body weight
- provide feedback for their partner about each of the different positions.

Students identify which position is the most efficient for distance and speed.

**Practising the skill**
**Throwing end ball**
Mark out a rectangular playing area with two end lines. Divide students into two teams using different coloured braids. Each team has three ‘end zone’ players who patrol the opposite end line (behind the line). The other students are the ‘fielders’ for their team. The game starts with an end zone player throwing the ball into one of their team fielders. Fielders from both teams try to catch the ball and pass it within their team. The aim of the game is to throw the ball to one of their teams’ end zone players by using an overarm throw. The end zone players can’t leave their zone. The fielders try to defend the player with the ball. A point is scored if the end zone player catches the ball on the full. The ball is then given to the other team to restart the game. After a team has scored five points rotate the end zone players.
Overarm throw – Card Six

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)

Equipment
Markers
Three soft balls
Tennis balls
Bins

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### Warm Up

**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.

### Teaching the skill

Revise the components of the overarm throw. Students form pairs with a tennis ball and a marker. Students find a space and place their marker. Ask students to:
- stand facing side on to the marker and throw from a stationary position to try to hit the marker
- stand facing side on to the marker, step towards the marker and throw to try to hit the marker
- stand facing side on, step towards the marker and rotate hips and shoulders and throw to try to hit the marker.

Ask students what are the main points to remember when throwing? Students can increase the distance between where they are standing and the marker as they become more confident.

### Practising the skill

**Bin throw**
Students form groups of five and each person has a tennis ball. 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.
Overarm throw – Card Seven

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)

Equipment

Markers
Hoops
Tennis balls
Cricket wickets
Cricket bat

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### Warm Up

**Mice, cats, dogs**

Mark out a large rectangular playing area. Students line up at one end of the playing area. Three students are given braids and nominated as the ‘farmers’ who stand in the middle of the area. All of the other students are ‘mice’. To start the game one of the farmers calls ‘Mice’ and all students attempt to run across to the other side without being caught. Any mice caught become cats and any cats caught become ‘dogs’. To start the next round a farmer calls ‘Mice and they run as a group, then ‘Cats’ who run as a group, then Dogs’. Dogs that get caught become farmers and wear a braid. The game continues until all of the students are farmers.

### Teaching the skill

Revise the components of the overarm throw. Students form groups of three and each group gets a hoop, tennis ball, set of cricket wickets and a marker. 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.

### Practising the skill

**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 in to the batter who 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. A batter must retire if they get ten runs. Students rotate so that they have a turn at batting, bowling and fielding.
Overarm throw – Card Eight

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)

Equipment

Markers
Beanbags
Soft balls
## Warm Up

**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

## Teaching the skill
Ask students to 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. Ask students to line up between two markers with a beanbag. Give 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.

## Practising the skill
**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.
Overarm throw – Card Nine

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)

Equipment

- Soft balls
- Markers
- Beanbags
- Large soft ball

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Warm Up

Throwing tag
Mark out a large rectangular playing area. All students get a soft ball that they place somewhere on the perimeter of the playing area. Four students are nominated as ‘taggers’ and the other students spread out in the playing area. On a whistle the students run around in the space whilst the taggers attempt to catch the other students by overarm throwing the ball to tag them below the waist. If students are tagged they become a tagger.

Teaching the skill
Students work in groups of four. Two groups play together as a fielding team and a throwing team. Each game should have three soft balls and two markers. The markers should be placed ten metres apart. The throwing team lines up at a marker and the fielding team spread out in front of them. The first thrower throws three balls one after the other, then runs round the other marker until all three balls are returned by the fielding team. Once all of the throwing team have had a turn the teams swap roles.

Practising the skill
Square ball
Mark out a square playing area and place a large soft ball in the middle. Students spread out evenly around the sides of the square with a beanbag. On ‘Go’ students throw their beanbags at the ball in the middle to move it towards another side of the square. Students should stay behind the markers when throwing their beanbag. Once they have thrown their beanbag they can go into the square to retrieve it and return to the outside to throw again.
Overarm throw – Card Ten

**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)

**Equipment**
- Markers
- Hoops
- Tennis balls
- Netballs or basketballs

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Warm Up

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 arms. They stand where they were caught and try to tag the remaining students with their arms, without moving their feet.

Teaching the skill

Students work in groups of four and mark out a series of numbered targets using hoops or markers. Each student in the group has three throws of a tennis ball 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)
- 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.

Practising the skill

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.
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)

Equipment
Markers
Four different coloured braids
Softball gloves
Softballs
Netball

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Warm Up

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.

Teaching the skill
Students form pairs and have time to practise the overarm throw. Each pair should have a softball glove and a softball. The students stand facing each other and throw and catch the ball. They should overarm throw aiming at their partner’s chest. After five successful throws and catches students change to throwing on the move. Students move around the playing area and throw the ball back and forth to each partner.

Practising the skill
In the drink
Mark out two areas separated by a two metre by two metre ‘no go zone’. Students are divided into two teams. They throw the ball over the ‘no go zone’ into the other team’s area.
- Each team can earn a point when they throw the ball into a space and the ball lands, or is dropped, on the opposition side.
- If the ball is caught by the opposition the student goes into the ‘no go zone’.
- If students drop the ball they go into the ‘no go zone.’
- To get out of the ‘no go zone’ students must touch the ball as it is passed over them.
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)
**Warm Up**

**Cat and mouse**
Mark out a designated playing area. Students work in pairs, one student is the ‘mouse’ and the other student is the ‘cat’. Students line up around the playing area with a ball. The teacher calls out an animal and they dribble the ball into the playing area. On a whistle the other animal runs into the area, finds their partner and tries to hit their ball away. Repeat the sequence so that all students have a turn as both the attacker and the defender.

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**Teaching the skill**

**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.

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**Practising the skill**

**Make it up**
Students work in teams of four and join another team to play against each other. Students design a game that involves overarm throwing and catching. Students develop some basic rules including safety rules, start and finish procedures and scoring. Students play their game modifying rules and play areas as required. As a class group ask students:

- What rules did you have for your game?
- Are there any other rules you made up along the way?
- Was the game easy or hard?
- Did everyone touch the ball at some stage during the game? How could you have included people more?
- What other rules might you include to make the game easier, harder, quicker, more active or more inclusive?