



## Cricket Smart **Teacher Resource**



**CRICKET**  
AUSTRALIA

## **MOVEMENT AND PHYSICAL ACTIVITY**

### THROWING – anyone can do it!

Skill development through the 'Teaching Games for Understanding' approach

This unit incorporates the principles of the pedagogical methodology, Teaching Games for Understanding, to develop the skill of throwing. The skill of throwing is fundamental in developing hand-eye coordination and gross motor skills and is a key component of many games and activities. That is why the ability to throw competently has many benefits.

This unit uses the sport of cricket to provide the context for the teaching of throwing. A task is presented to the students and an analysis of the skills required in completing the task undertaken. This

analysis provides the base for students to reflect on their own skill level and compare this to 'experts' in order to develop their own program for self-improvement. This program, developed and implemented entirely by the students, enhances the skill levels required to complete the task and students should see improvements in their skill set.

The unit encourages extensive use of thinking tools and the latest digital technologies to inspire students to love Health and Physical Education.

## Teacher Resource

Year Level 7-10

Learning Area Health and Physical Education

# MOVEMENT AND PHYSICAL ACTIVITY

## THROWING – anyone can do it!

### Resource Descriptor



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Hand-eye coordination and gross motor skills are important characteristics of many activities, both sporting and non-sporting. The development of these skills can have significant benefits for students across a range of areas and therefore should be encouraged and developed at every opportunity.

The ability to throw is an example of hand-eye coordination and gross motor skills in action. The skill of throwing is a key component of many sporting activities but is also found in many personal activities, such as playing with the family dog. A satisfactory level of skill mastery in this area can have many tangible benefits for leading an active life and can assist with effective involvement in a range of social and sporting activities.

The sport of cricket, Australia's leading participation activity, is heavily reliant on the skill of throwing and as such can provide an effective platform for the teaching and practise of this skill.

In this unit, students will examine throwing in great detail to assist them in gaining a degree of mastery of this skill. The unit will use the 'Games for Understanding' approach, 'a problem-based approach to skill development where the play of a game is taught to situated skill development' (Hopper and Kruisselbrink, AVANTE, July 2002). Through this approach students will perform specialised movement skills and be given the opportunity to analyse these concepts in order to reflect upon and refine their own capabilities. They will then be able to propose and implement key movement concepts and strategies to achieve improved performance in demonstrating the skills being developed.

### Unit Objectives

In completing this unit, students will be expected to:

- learn, practise and demonstrate correct techniques/skills/movement patterns for the skill of throwing
- demonstrate fair play and cooperation across a range of movement and health contexts
- work collaboratively to design and apply solutions to movement challenges
- apply criteria to make judgments and evaluate movement compositions both individually and of others
- demonstrate leadership across a range of movement and health contexts
- perform and refine specialised movement skills in a challenging game situation
- refine strategies as part of a team to successfully complete a task.

# Alignment to the Australian Curriculum

## Australian Curriculum Content Descriptions

### Health and Physical Education – Movement and Physical Activity

#### Moving our body

**ACPMP080:** Use feedback to improve body control and coordination when performing specialised movement skills

**ACPMP081:** Compose and perform movement sequences for specific purposes in a variety of contexts

**ACPMP082:** Practise, apply and transfer movement concepts and strategies

**ACPMP099:** Perform and refine specialised movement skills in challenging movement situations

**ACPMP100:** Develop, implement and evaluate movement concepts and strategies for successful outcomes

#### Understanding movement

**ACPMP083:** Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans

**ACPMP084:** Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance

**ACPMP085:** Participate in and investigate the cultural and historical significance of a range of physical activities

**ACPMP104:** Design, implement and evaluate personalised plans for improving their own and others' physical activity

#### Learning through movement

**ACPMP086:** Practise and apply personal and social skills when undertaking a range of roles in physical activities

**ACPMP087:** Evaluate and justify reasons for decisions and choices of action when solving movement challenges

**ACPMP105:** Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

#### General capabilities

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

#### Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

## NOTE:

This unit of work incorporates aspects of an integrated approach to Teaching Games for Understanding.

The Teaching Games for Understanding (TGfU) approach, developed by Bunker and Thorpe (1982), places the student or athlete in a game situation where tactics, decision making and problem solving is critical.

There are four categories of games: net/court, invasion, striking/fielding and target games. The game of cricket is, at its core, a striking/fielding game. The fielding component of cricket will be the focus of this unit.

'Teaching Games for Understanding' places an emphasis on the play, rather than focussing on a skills acquisition progressive approach. Under this games-based pedagogical model, students are presented with a problem or task in a modified game environment. It places the focus of the lesson on the game environment and requires students to problem-solve and make decisions about improvements to be made in order to successfully complete the task.

The following activities, focussed specifically on fielding (throwing), have been developed using the 'Games for Understanding' approach.

## Activity: Fielding. Throwing – developing the skill set

Throwing is a ballistic movement. In other words, it is a rapid, all-out, forceful movement that involves several complex movements occurring in a sequence.

This task is designed to help students:

- develop an understanding of the skills, techniques and movement sequences involved in the throwing of an object
- self-evaluate those skills, techniques and movement sequences
- develop a checklist for successful application of those skills, techniques and movement sequences
- design a program to develop those skills, techniques and movement sequences.

### Supporting resources

- <http://community.cricket.com.au/coach/new/throwing-program>
- a coaching application to film students, for example, *Coachs' Eye* <https://www.techsmith.com/coachs-eye.html>



### Task 1: Modified Tug of War

<http://www.cricketvictoria.com.au/news/article/fielding-tug-o-war>

- View the video found at the link above to gain understanding of the underlying concept of the game. Task 1 will focus on a modified version of this game but the final test of objective will be based on students' participation in the game 'Tug of War' as illustrated in this video.
- Organise your class into teams of six to eight. In this modified version of 'Tug of War' teams do not participate directly against one another but rather against a stop watch. The aim of the game is to see how far each team can move the fitness ball in two minutes (each player has four throws so you will need 32 balls).

Start the fitness ball at a distance of five metres from the line behind which the team must throw from. The team that can move the ball the furthest from this point via hits from the balls they have thrown is the winner.

- Students participate in the game to determine the winner.

## Task 2: Modified Tug of War Analysis

- The game is replayed again but this time each team member's names are recorded on an Elimination Draw.
- At the conclusion of the game team members review their performances using the Elimination Draw to determine the player demonstrating the greatest mastery of the skill of throwing.
- Using the results of the Elimination Draw students film the techniques of the two semi-finalists.
- Ask students the following question: Having reviewed the footage of your team mates' throwing styles, identify what the throwers are doing well.

Students review the footage of their team mates and use the Fishbone Diagram to unpack the techniques used by their team mates in throwing the ball.

Students should be looking for the following (you may have to prompt them, but only if they are not identifying key areas):

- grip
- stance
- head
- backswing
- use of arms
- follow through.

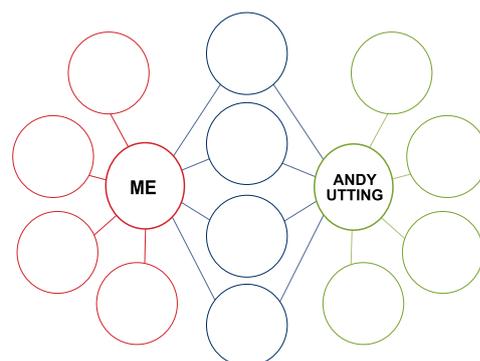
## Task 3: Skill comparison

Having identified key aspects of the skill of throwing, students now analyse their own throwing styles by comparing their actions with that of an expert.

- Students work in pairs to film and review their own throwing techniques
- Students view the following footage

<http://community.cricknet.com.au/coach/new/throwing-program>

- Having viewed both their own footage and the footage found above, students complete a Double Bubble Map in which they compare their throwing styles to those described in the coaching videos.



## Task 4: Skill evaluation

Students now have an idea of both the correct techniques involved in throwing a ball and their own abilities, developed through the Double Bubble Map and their own video analysis.

The next step is for students to evaluate their own skill level against the benchmarks identified in the footage of Cricket Australia coach Andy Utting at <http://community.cricket.com.au/coach/new/throwing-program>.

- Students complete a PCQ Extension on themselves and use the Extent Barometer to evaluate their own skill level.
- Perspectives in the PCQ Extension are those key skill sets identified from the footage of Andy Utting throwing, including:
  - grip
  - stance (side on)
  - elbow position
  - non-throwing arm
  - release (at the line of the head)
  - follow through (throwing arm towards hip)
  - back leg
  - aim.
- The Pros column contains those throwing technique components the student does and the Cons column contains those aspects that need to be addressed
- Students then use the Extent Barometer to rate their performance on each technique component of throwing

## Task 5: Skill enhancement

Students should now have a deep understanding of their own abilities with regard to the skill of throwing. Now they can use this knowledge to improve their technique.

- Using the MAS strategy, students identify elements of their throwing technique they could **modify**, elements that need to be **added** to their personal technique, and any **size** adjustment they need to make, e.g. lengthen their arm extension
- Based on their MAS, students now develop a training program illustrating the skill component of throwing they will be working on and the type of activity they will be doing to practise and improve the skill component
- Students can work in pairs or groups of four and use video footage to monitor their progress.

Students are allocated three lessons to develop and implement their training program. Allow students to put other students through their own programs by taking on the role of a personal throwing coach. This way, students are teaching each other the skills of throwing by working through their own personal action plans.



## Task 6: Test of Objective

At the conclusion of this unit students replay the initial **Tug of War game** as identified in <http://www.cricketaustralia.com.au/news/article/fielding-tug-o-war>.

You may wish to first play the modified game (played as part of Tasks 1 and 2) with the same initial groups to see whether they have improved as a collective. Improvement would be measured by the distance students have moved the ball in relation to their first attempt.

Students then move on to play **Tug of War** against each other.



## Task 7: Assessment Task

**Note:** This task is optional.

Invite your students to compare their initial throwing technique and their technique after they implement their training program. What do they notice?

## Completing the Task

Students complete a Double Bubble Map on their techniques prior to and after the completion of the unit.

Using this information along with supporting evidence (video footage taken throughout this unit and their own training programs), students identify their throwing technique improvements.

### **Note:**

The format and sequence outlined in this unit can be used for any skill acquisition program. Other skills such as catching, batting and bowling can be taught in the same manner using the principles of 'Teaching Games for Understanding' approach.



## Glossary

Term	Meaning
<b>back swing</b>	The movement of the arm backward to a position from which the forward swing is made.
<b>ballistic skill</b>	A rapid, all-out, forceful movement that reaches peak acceleration within milliseconds of its initiation.
<b>follow through</b>	To continue the movement of a throw after the point of release.
<b>grip</b>	To take a firm grasp of something. In the throwing context, the grip should involve the first and second fingers in conjunction with the thumb holding a ball or similar object.
<b>gross motor skill</b>	Movement that comes from large muscle groups and whole body movement. Usually involves head to toe actions.
<b>hand-eye coordination</b>	The coordinated control of eye movement with hand movement, and the processing of visual input to guide reaching and grasping along with the use of proprioception of the hands to guide the eyes.
<b>movement challenges</b>	Movement tasks that require individual students or groups of students to solve a problem in order to successfully complete the task.
<b>movement sequence</b>	The combination of fundamental movement skills and movement elements to enable the body and/or objects to move in response to a stimulus.
<b>skill-related fitness</b>	Includes components such as agility, balance, coordination, reactions, rhythm, power and speed.
<b>stance</b>	Alignment of the feet sideways to the target allowing the use of the body and hips in the throw and not just relying on the shoulder.
<b>throw</b>	To propel an object forward with force through the air by a movement of the arm and hand.

# GET YOUR STUDENTS INVOLVED IN PLAYING CRICKET, THERE IS SOMETHING FOR EVERYONE OF ALL ABILITIES.



Why not get your students involved in more **Cricket Fun!**

**Become your school's Ambassador and:**

- \* Be the contact person for cricket in your school
- \* Assist in arranging opportunities for your school to be involved in clinics and competitions
- \* Distribute information about upcoming cricket programs



Visit [community.cricket.com.au/schools](https://community.cricket.com.au/schools) to register now!

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