

Level

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Two-handed striking

Strands

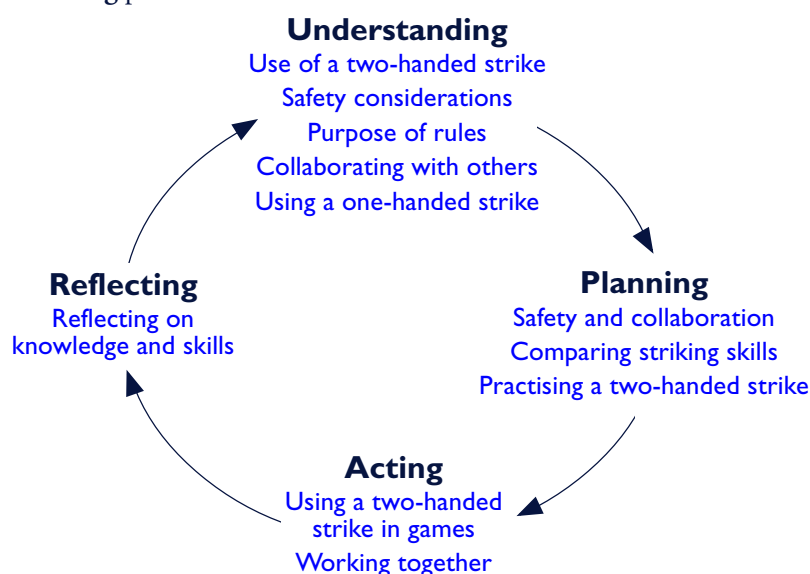
Developing Concepts and Skills for Physical Activity
Enhancing Personal Development

Purpose

Students develop the skill of two-handed striking and explore its use in different forms in many games. They learn that the basic body actions of two-handed striking remain consistent as the skill is adapted to suit a range of activities. Students demonstrate control in performing a two-handed strike in a range of modified games to achieve the identified goal of the game. They observe the rules of games and demonstrate awareness of others involved. As part of a group or team, students demonstrate communication, cooperation and decision-making skills to achieve the aims of games.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Developing Concepts and Skills for Physical Activity

3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.

3.2 Students observe rules and demonstrate an awareness of others in play and simple games.

Enhancing Personal Development

3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.

Core content

This module incorporates the following core content from the syllabus:

Developing Concepts and Skills for Physical Activity

- fundamental movement skills including locomotor, non-locomotor and manipulative skills;
- specialised skills for movement in team games, sports and other physical activities;

Enhancing Personal Development

- interpersonal skills, in particular, communication including the rules of conversation, listening and responding, cooperation, making decisions and solving problems.

Assessment strategies

The following are examples of assessment tasks that provide opportunities for students to demonstrate core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of outcomes for assessment purposes.

Developing Concepts and Skills for Physical Activity 3.1

- **Students perform two-handed striking skills and sequences necessary to meet the requirements of different skill drills and games.**
 - Can the student use a two-handed strike to hit for distance?
 - Can the student use a two-handed strike to hit for accuracy?
 - Can the student vary the direction of the hit when using a two-handed strike?
 - Can the student perform the sequence of using a two-handed strike, dropping the bat and running to a base?

Developing Concepts and Skills for Physical Activity 3.2

- **Students observe rules and demonstrate an awareness of others in two-handed striking and fielding games.**
 - Does the student observe the rules of the game?
 - Does the student use appropriate actions and behaviours to show awareness of others in games?

Developing Concepts and Skills for Physical Activity 3.1, 3.2

Enhancing Personal Development 3.4

- Students work cooperatively in small groups to develop a two-handed striking game and accompanying rules. They share their game with others.
 - Does the student demonstrate communication, cooperation and decision-making skills when working in a group?
 - Does the student observe rules and show an awareness of others in games?
 - Does the student demonstrate two-handed striking skills and sequences to meet the set requirements of the task?

Background information

Striking

Striking is an essential element of many games and activities. The skill of striking involves using a part of the body or piece of equipment to strike a ball or other object, causing it to move through the air or along the ground. A ball can be struck from either side of the body and from different levels using a one-handed or two-handed action. With practice, the striking action can be used with wide variation to impart spin, add power, for placement and to improve control of the ball.

This module draws on the activities presented in *Sport It!: Towards 2000: Teacher Resource Manual: Developmental Skills* (Australian Sports Commission 1993).

Physical preparation

Warm-up and cool-down activities are integral components of effective physical activity programs and should be included in each lesson. Stretching is an important component of warming up and cooling down. Many of the activities in this module require explosive movements. To avoid injury it is essential that students' muscles are ready for the movements required.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

accuracy	decision making	lever
back swing	extend	power
body action	force	safely
communicate	goal	sequences
control	implement	spin
cooperate	levels	strike

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in ‘Two-handed striking’. Some safety issues that teachers should consider are:

- using a ball that is soft when working with inexperienced players and when students are not using protective equipment;
- ensuring students wear appropriate protective equipment when a hard ball is used;
- ensuring that bats and racquets are appropriate for the size and ability level of the students and have non-slip grips and/or safety knobs on handles;
- instructing batters to drop and not throw the bat before running, and removing the dropped bat as soon as possible;
- positioning the batting team and all fielders well clear of the batter;
- instructing fielders to watch the ball in play.

Teachers should also refer to safety guidelines for specific games and activities.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- share responsibility for skill development;
- apply knowledge of supportive physical and social environments;
- explore different views about physical activity;
- explore reasons for differences in skill levels.

Students with disabilities or learning difficulties may require some activities to be modified to optimise their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Australian Sports Commission 1993, *Sport It!: Towards 2000: Teacher Resource Manual: Developmental Skills*, 2nd edn, Belconnen, ACT.

Australian Council for Health, Physical Education and Recreation Inc. 1985, *Daily Physical Education: Level 5*, Hindmarsh, SA.

Queensland Department of Education 1977, *Physical Education for Primary Schools: Games Program*, Brisbane.

Victorian Department of Education 1996, *Fundamental Motor Skills: A Manual for Classroom Teachers*, Melbourne.

Activities

Understanding

USE OF A TWO-HANDED STRIKE

Developing an understanding of the range of activities that involve a two-handed strike and the variation of this skill in different contexts

► Students discuss the games and activities they know that involve a two-handed strike. They consider the similarities and differences between striking skills used in different games.

Focus questions could include:

- What games have you played or watched that involve two-handed striking?
- What is used to strike the ball in these games?
- What is the purpose of striking in different games?
- How are the two-handed striking skills similar and how are they different in the various games identified?
- What do you know about this skill?
- What skills have you learnt that are similar?

SAFETY CONSIDERATIONS

Developing an understanding of safety considerations for striking activities

► Students consider the hazards they may encounter in striking activities — for example, being hit by bats or racquets or colliding with other players. They discuss how to prevent injury during striking activities — for example, using protective equipment, establishing and following rules, keeping a safe distance from students using bats, using modified balls for skill drills, taking turns and being aware of other players.

PURPOSE OF RULES

Considering the place of rules in games

► Students discuss the place of rules in games. They refer to the games they identified earlier and consider how rules define a game.

Focus questions could include:

- Why do games have rules?
- What aspects of games do rules govern?
- Which rules, if any, occur in more than one game? Why?
- Are there rules in games that regulate the behaviour of players?

COLLABORATING WITH OTHERS

Exploring the interpersonal skills needed for working in teams or groups

▶ Students explain why communication, cooperation and decision-making skills are important in team situations, such as when playing softball or cricket.

USING A ONE-HANDED STRIKE

Reviewing understanding of the basic body actions of the one-handed strike

▶ Students explore the basic body actions of the one-handed strike by bouncing a ball and hitting it with their hands into a net or fence. Students try this activity with the right hand and the left hand. They could use small-handled bats and different sized balls to vary the activity.

▶ Students form pairs and play the game 'Partner strike' from *Sport It!* (see Resource Sheet 1).

▶ Students discuss the body actions used in the previous activities and review basic body actions that contribute to successful one-handed strikes.



Focus questions could include:

- Where should you look when striking a ball?
- How do you position your body/feet/legs when striking a ball?
- What is your starting and finishing position?
- What happens to your body weight as you swing through?
- What parts of the body are involved in producing force for the hit?
- How do you make contact with the ball?

Teaching consideration

The basic body actions for the one-handed strike are:

- Look at the ball throughout the strike.
- Stand side-on to the target and hold the bat in the preferred hand.
- At the end of the back swing, have the striking arm almost straight behind the shoulder.
- As the strike begins, step towards the target with the foot opposite to the striking arm.
- During the strike, rotate the body from the hip through to the shoulder.
- Make contact with the ball when it is in line with the foot; have the arm slightly bent at the elbow.
- Follow through towards the target.



One-handed strike

Planning

SAFETY AND COLLABORATION

Identifying and practising safe behaviours and appropriate communication skills for use in team and group striking activities

- ▶ Students identify and discuss appropriate behaviours for safe participation in striking activities — for example, waiting until told to hit, dropping and not throwing the bat, watching the ball when in the field and standing well away from the batter when waiting for a turn.
- ▶ Students suggest ways of communicating and cooperating with others in team and group situations.

Focus questions could include:

- What forms of communication can you use in games?
- When would you use these?
- How does communication contribute to the success of a game?
- How can you cooperate with others in games?
- Why is cooperation important in team games?

Teaching consideration

Ensure all students are catered for by including nonverbal communication, such as signing, where necessary.

- ▶ Students identify and rehearse actions and behaviours that increase their awareness of others in play and simple games — for example, running with head up to avoid collisions with others, dodging to avoid others, moving to a free space in the field and communicating intentions to others.

COMPARING STRIKING SKILLS

Considering the similarities and differences of the basic body actions of a one-handed strike and a two-handed strike

- ▶ Students identify two-handed striking activities with which they are familiar (for example, cricket, golf, hockey, tennis, softball) and discuss how the basic body actions of the one-handed strike apply to the two-handed strike. Through teacher-guided discussion they identify that the hand position is a key aspect of the two-handed strike, as it is in the one-handed strike.

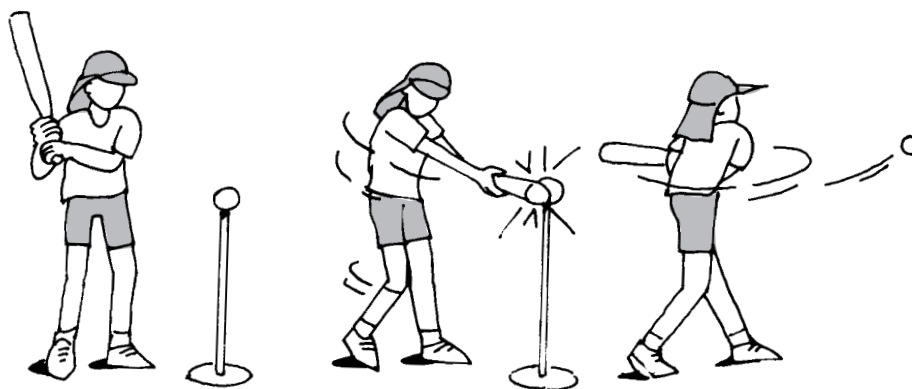
Focus questions could include:

- Where does the striker look?
- How are the hands positioned on the striking implement?
- How does the striker stand?
- What are the body actions during the swing?
- Where does the striking implement make contact with the ball?
- How can you make the ball go further?
- What is the starting and finishing position?

Teaching consideration

The basic body actions of the two-handed strike are:

- Look at the ball throughout the strike.
- Grip the bat with both hands together, the preferred hand above the non-preferred hand.
- Stand side-on to the direction of the hit.
- In the back swing, take the bat to a position behind the shoulder and place weight on the back foot.
- During the strike, take a step towards the target with the foot opposite the preferred hand.
- Swing the bat in a horizontal plane.
- Rotate the hips and shoulders during the strike.
- Contact the ball in front of the line of the body with straight arms and weight on the front foot.
- Follow through so the bat ends up behind the body.



Two-handed strike

PRACTISING A TWO-HANDED STRIKE

Applying knowledge of the basic body actions to improve performance of a two-handed strike from a tee in games and activities with different requirements

- ▶ Students practise the two-handed strike with a partner or in a small group. Using a waist-height tee, a long bat (for example, foam-covered softball bat, kanga cricket bat) and a soft ball, students attempt a two-handed strike:
 - for distance;
 - over a marked line;
 - between two markers;
 - at targets placed at various angles to the hitter.
- ▶ Students discuss games and activities that include a two-handed strike and identify the purpose of the strike in each game — for example, to score a run, hit a target, pass to a team member.

R Resource Sheet 1

- ▶ Students practise hitting for distance by playing the game ‘Base run’ from *Sport It!* (see Resource Sheet 1).
- ▶ Students practise hitting to a goal by playing the game ‘Tee ball footie’ from *Sport It!* (see Resource Sheet 1).
- ▶ Students practise hitting for accuracy in the game ‘Nominate the sport’ from *Sport It!* (see Resource Sheet 1).

Teaching considerations

When hitting for distance, maximise back swing and follow through.
 Altering the position of the feet will change the direction of the hit.

Acting

USING A TWO-HANDED STRIKE IN GAMES

Applying skills and knowledge of a two-handed strike in a game

R Resource Sheet 2

- ▶ Students play a game of ‘Three-hit zone ball’ using a tee (see Resource Sheet 2). Students nominate where they will attempt to place the ball, why they have chosen this option and what they will do to achieve their aim.

Focus questions could include:

- Where do you plan to hit the ball?
- What will you do to achieve this?
- Did it work? Why?

WORKING TOGETHER

Developing a two-handed striking game to meet specific requirements in collaboration with others

- ▶ Students work in small groups to develop a two-handed striking game and accompanying rules using limited equipment. The game must meet criteria set by the teacher. Each group practises its game before sharing it with others.

Focus questions could include:

- How does your game meet the requirements that were set?
- Why did your group choose these particular rules?
- Do the rules encourage safe participation?
- How did your team cooperate to complete the task?

Teaching considerations

Examples of criteria that teachers could set for games include:

- using a two-handed strike to hit for accuracy, for distance, in different directions and at a target;
- varying movement sequences — for example, hitting then dropping the bat before running, hitting and running while carrying the bat, hitting then running to a marker and back;
- cooperating with team members or with a partner.

Equipment that could be used includes batting tees, long bats, soft balls, hoops, ropes, playground markers and cricket stumps.

Groups could share games by demonstrating or teaching their games to other groups.

Reflecting

REFLECTING ON KNOWLEDGE AND SKILLS

Reviewing knowledge and skills of striking and of cooperating with others

- ▶ Students discuss the basic body actions of the two-handed strike and consider similarities with the one-handed strike. They identify how the skill can be adapted in a variety of contexts and consider when they might use the skill in the future.

Focus questions could include:

- What have you done to improve your two-handed striking skills?
- What are the important body actions of striking?
- How is the skill adapted to meet the requirements of different games?
- When might you use the two-handed strike in the future?

- ▶ Students discuss why their groups/teams were or were not successful in achieving the goals of the games they played and in creating a new game.

Focus questions could include:

- How did your group/team have to cooperate?
- Was it difficult to work together?
- Did all members of your group/team have the chance to contribute to group decisions?
- Did everyone in the team have equal opportunities to be involved in the game?

Two-handed striking activities

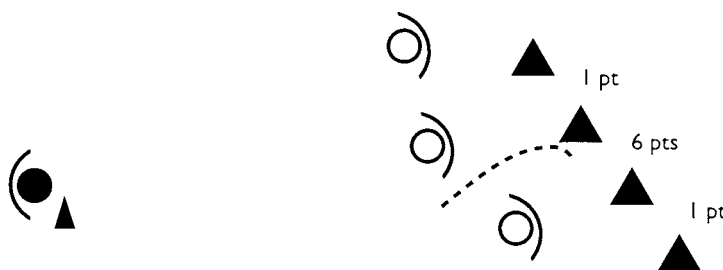


Partner strike

- Equipment: One small–medium ball per pair
- Playing space: Asphalt area
- Formation: Pairs two–three metres apart and well spaced from other pairs
- Instructions: Bounce the ball and hit it with the palm of the hand towards a partner. The partner catches the ball, bounces it and hits it back.
- Variations: Hit the ball straight back to your partner. Two or three bounces are allowed.

Tee ball footie

- Equipment: One tee, one bat, one ball and four markers
- Playing space: Open area, defined boundaries
- Formation: Groups of five or six. Place four markers in a row six metres in front of a tee. Student 1 is a batter. Other students are fielders and guard the goals as defined by the four markers.



- Instructions: Each batter is allowed a set number of hits and scores six points for a hit between the centre markers and one point for a hit between the outside markers.

Note: To maximise safety, position the markers so that fielders are at least 10 metres from the batter.

(continued)

Source: Australian Sports Commission 1993, *Sport It!: Towards 2000: Teacher Resource Manual: Developmental Skills*, 2nd edn, Belconnen, ACT, pp. 127, 130, 131.

Two-handed striking activities (continued)

R1

Resource Sheet 1

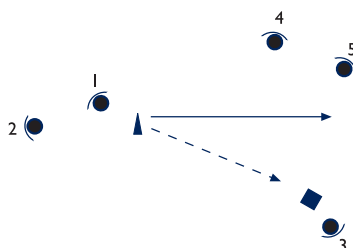
TWO-HANDED STRIKING • MIDDLE PRIMARY

Base run

Equipment: One tee, one ball, one bat and one base per group

Playing space: Open area, defined boundaries

Formation: Groups of five: Student 1 is the batter, student 2 stands behind the tee, student 3 is on first base and students 4 and 5 are fielders.



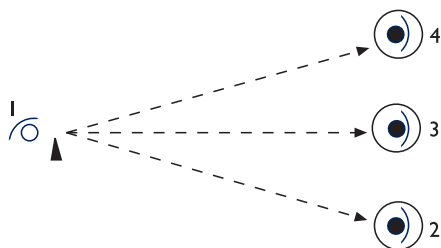
Instructions: Student 1 strikes the ball, drops the bat and runs to first base before the fielders can trap and throw to first base. Rotate positions.

Note: To maximise safety, all fielders should be at least 10 metres from the batter.

Nominate the sport

Equipment: One tee, one bat, six balls and three hoops per group

Playing space: Large, open defined area



Formation: Groups of four, one batter and three fielders

Instructions: Student 1 places the ball on the tee and nominates to whom he or she will bat. The nominated fielder must keep one foot in the hoop as he or she retrieves the ball. Points are scored for successful hits. Rotate positions. Each batter has three hits.

Note: To maximise safety, position hoops so that fielders are at least 10 metres from the batter.

Source: Australian Sports Commission 1993, *Sport It!: Towards 2000: Teacher Resource Manual: Developmental Skills*, 2nd edn, Belconnen, ACT, pp. 127, 130, 131.

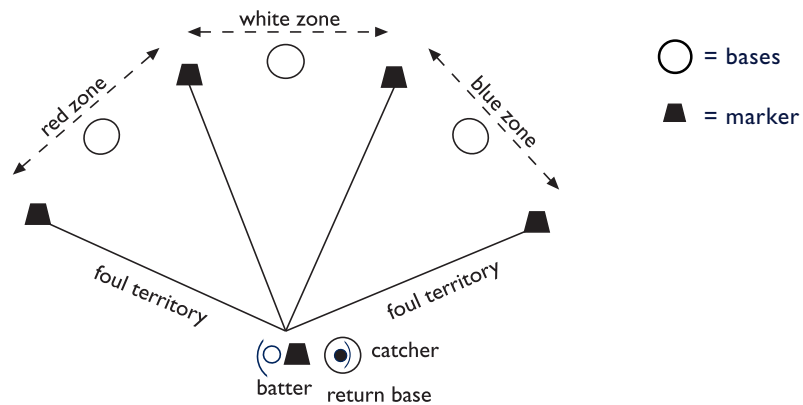
Three-hit zone ball



Equipment: Four bases, one tee, one plastic or foam bat, one soft ball, four playground markers

Playing space: Open defined area

Formation: Organise players into groups of six. Use playground markers to divide the playing area into three zones as per the diagram below. Place a base in each zone and one approximately three metres from the batting tee as the return base. Student 1 is the first batter, student 2 is the catcher on the return base and other students in the group take up fielding positions no closer than six metres from the batter.



Instructions: This game could be played with individual scoring or in teams. The batter nominates the zone into which he or she aims to hit the ball. After hitting, the batter runs to any one of the zone bases while the fielders retrieve the ball and throw it to the catcher on the return base. On receipt of the ball, the catcher calls 'stop'. Two points are scored if the batter runs to a zone base and back to the tee before 'stop' is called. One point is scored if he or she reaches the zone base and is unable to return to the tee safely. Batters also score a point for each ball hit into the nominated zone. There are no 'outs'. Each batter has three hits. Players then rotate positions — for example, the batter becomes a fielder; the catcher moves to become the next batter and one of the fielders takes the position of catcher.

Acknowledgments

Grateful acknowledgment is made to the following organisation for granting permission to use copyright material:

Australian Sports Commission for material from *Sport It!: Towards 2000: Teacher Resource Manual: Developmental Skills*, 1993, 2nd edn.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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