

PDHPE

Stage 1




Kick

Activity context

The kick is a fundamental movement skill which is introduced in Stage 1. The focus for teachers should be on students developing the introductory components of the kick. The kick is a manipulative striking skill characterised by producing force from the foot to an object. The stationary place kick is the focus of this skill and involves kicking an object which is still. It is basic to kicks used in all football codes. It is also important for foot–eye coordination. The stationary place kick has been chosen as it is the most widely-used kick by primary school children, is the easiest in which to develop proficiency, and is more closely related to lead-up activities and modified games than other kicks.

Syllabus links:

- ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.
 - engages in a range of planned activities
- GSS1.8 Performs fundamental movement skills with equipment in minor games
 - participates in a range of minor games and practices that assist skills development
- INS1.3 Develops positive relationships with peers and other people
 - displays cooperation in group activities.

Notebook page	Activity
 	<p>Explain to students that the lesson will focus on the 'kick'.</p> <p>Introduction of skill</p> <p>Introduce the components of the 'kick' aloud.</p> <ul style="list-style-type: none"> • Eyes focused on the ball throughout the kick • Forward and sideward swing of arm opposite kicking leg • Non-kicking foot placed beside the ball • Bends knee of kicking leg at least 90 degrees during the back-swing • Contacts ball with top of the foot (a “shoelace” kick) or instep • Kicking leg follows through high towards target area. <p>(Introductory components marked in bold)</p> <p>Click on the paperclip icon located at corner of title "kick" to link to video. </p> <p>[NB if you do not have QuickTime installed on your computer, the video may not play. In this instance use the <i>Get Skilled: Get active</i> resource (2005) available for purchase on the curriculum support website.]</p> <p>The video shows a proficient student, followed by a developing student performing the FMS 'Kick'.</p>

	<p>After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate the errors the student is making.</p> <p>Keep referring to the skill components of the kick outlined in the lesson plan.</p>
	<p>Outside Activity</p> <p>Take students outside to teach the introductory components of the kick.</p> <p>Warm up Activity</p> <p>'Killer bees'</p> <p>Students scatter around a clearly marked playing area. Everyone is 'IT'. When you are tagged, you have to spin around 3 times, and lie on your back with your legs in the air, buzzing like a bee, for 10 seconds. Once you have done this you can rejoin the game. Runners need to be careful of other students who are on the ground.</p> <p>Skill Development Activity</p> <p>Place a mark on soft, large objects such as beach balls, foam filled balls or balloons. Tell students to watch the mark on the ball as they prepare to kick. Ask the students to kick as hard as they can. Divide students into pairs. Students hold onto their partners shoulder to balance. They then place their non-kicking foot beside the ball. Swing the kicking leg back and then forwards to kick the ball.</p> <p>Ask students to mark a starting point on the ground about one step away from the ball. Instruct them to step forward with the non-kicking foot and place it beside the ball. Use verbal cues such as "step forward, kick" to help students develop rhythm and force while kicking the ball.</p> <p>Instruct students to try kicking the ball in a number of ways e.g.</p> <ul style="list-style-type: none"> • with a stiff non-bending leg • with no back swing • with a small back swing from a step up position • from a run up with a big back swing. <p>Ask students questions like:</p> <ul style="list-style-type: none"> • Which method allowed you to kick the furthest? Why? • Why is it important to watch the ball while you are kicking it? • Why should you place your non-kicking foot beside the ball? <p>Practising the kick</p> <p>Use soft round balls on markers or bean bags (as many as possible). This lifts the ball off the ground so that students can get their kicking foot under the ball.</p> <p>Line two or three students up behind each ball.</p> <p>Students practice kicking the ball as far as they can.</p> <p>After the kick is made the teacher gives a signal and the students retrieve the ball then return to their original place. Continue until</p>

	each student has had several turns.
	<p>Minor Game Activities</p> <p>'Kick it!'</p> <p>Mark a large square playing space with a dome in each corner and one dome in the centre. A soccer ball is placed on all five domes. Each team stands behind a hoop placed behind each corner dome. On the start signal, the first student from each team steps into the hoop then runs around the square, leaping over each hoop. On returning to their original position the student kicks the soccer ball aiming to dislodge the centre ball. Continue until all players in each team have had a turn. Award points for the dislodging the soccer ball in the middle. Team members are responsible for retrieving their team's ball.</p>
<p>Assessment strategies:</p> <p>The teacher:</p> <ul style="list-style-type: none"> observes student involvement and execution of introductory components of the kick (eyes focused on the ball throughout the kick, forward and sideward swing of arm opposite kicking leg) <p>Assessment criteria:</p> <p>The student:</p> <ul style="list-style-type: none"> displays cooperation in group activities participates willingly in a range of minor games and practices that assist development of the skill engages in a range of planned activities. <p>These criteria relate to outcomes COS1.1, ALS 1.6 and GSS1.8.</p> <p><i>The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.</i></p>	