

PDHPE

Stage 3

Kick

Activity context

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:

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems

GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules

Notebook page	Activity
	<p>Review skill</p> <p>Review the components of the 'kick' aloud.</p> <ul style="list-style-type: none"> • Eyes focused on the ball throughout the 'kick' 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>Skill Development Activity</p> <p>Equipment: Large balls and markers/cones.</p> <p>Students are spread out in the playing area, each student with a large ball.</p> <p>Ask students to</p> <ul style="list-style-type: none"> • Dribble around cones spread out in the area in various patterns, (e.g. full circle, reverse direction, zigzag in and out of circle) when you meet someone, both stop your ball and give each other a 'high five', then dribble the other person's ball away.

	<p>In pairs with a large ball:</p> <ul style="list-style-type: none"> • stop a ball passed by your partner and kick it back • stop a ball passed by your partner to your left/right and kick it back • stop a ball passed by your partner, kick it back and move to a different place for the next pass • see how many kicks and stops you can do in 30 seconds • with a ball each, pass and stop without the balls colliding • one partner rolls the ball to try to score a goal (set up with two markers) and • the other defends by trapping/stopping the ball; keep the competition fair by • adjusting the width of the goal and the distance rolled • Move the ball slowly, keeping it close to you, and stop it on the signal then kick to your partner. Repeat • Using the inside/outside of your foot, tap the ball along the ground, stop on a signal and dribble in a different direction then kick to your partner. Repeat. • Dribble along a line, turn around and kick the ball to your partner. Repeat • Dribble freely and kick the ball to your partner. <p>Ask students:</p> <ul style="list-style-type: none"> • Which part of the foot do you use to control the ball? • How can you cause the ball to stop immediately after it hits your feet?
	<p>Warm up Activity</p> <p>'Time bomb'</p> <p>Equipment: Alarm clock and a ball or stone</p> <p>An alarm clock is set to go off in three minutes. Using the students' sports houses, give each team 10 points to start the game. One of the students carries a small ball or stone, this represents the 'time bomb'. His/her aim is to chase and touch one of the other students, who must then take over the 'bomb'. Everyone hopes to get rid of the 'bomb' as quickly as possible. When the alarm clock goes off the player carrying the 'bomb' gets one point taken off their team. Start the game again.</p>
	<p>Minor Game Activities -</p> <p>'Spiders'</p> <p>Equipment: Balls, hoops.</p> <p>Divide the students into groups of 6: three spiders, each standing in a hoop (web); three dribblers, each with a ball.</p>

On 'Go', the three dribblers dribble around the area. The spiders try to steal the ball from the dribblers. They are allowed to kick the ball away as long as one foot remains in the web.

On 'Stop', the dribblers stop the ball dead. On 'Go', they move in a different direction.

On 'Change', all players change roles.

Using the board have one student drag the label to reveal the question. Have students discuss the answers.

- How can the dribblers protect the ball from the spiders?
- What can the spiders do to steal the ball from the dribblers?

Variations:

- Hand dribble with a large ball, or hockey dribble with small ball.
- Place the hoops in a circuit, which the dribblers attempt to complete without the spiders kicking/hitting away their ball.

'Dribble Tag'

Equipment: Large balls, and braid

Grass or hard area, about one third the size of a netball court.

Groups of approximately six–eight: one or more taggers with a bib or band each; one ball per player.

All players dribble freely. Taggers attempt to tag others with their hand as they dribble and still keep control of their ball. When a tag is made, the players change roles.

Ask students ...

- Where in the area could you move to avoid being tagged?
- How can you work with the other taggers to try to tag a player?
- Variations: Anyone can tag and see how many tags they can make.

Assessment strategies:

The teacher:

- observes student involvement and execution of key components

Assessment criteria:

The student:

- kicks and strikes proficiently for distance
- demonstrates fun ways of practising skills e.g. partner, team.
- demonstrates a range of skills in practices and modified games

These criteria relate to outcomes PSS3.5 and GSS3.8.

The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.