

## PDHPE

## Stage 2

### Kick

#### Activity context

The kick is a fundamental movement skill which is introduced to students in Stage 1. In Stage 2 students should be provided with opportunities to practice and develop the skill. Emphasis throughout this lesson should be on fine-tuning the 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:

GSS2.8 Participates and uses equipment in a variety of games and modified sports.

- demonstrates fun ways of practising skills

MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.

- Kicks and strikes proficiently for distance

#### Notebook page

#### Activity

Explain to students that the lesson will focus on the 'kick'.


#### Review skill

Review the components of the 'kick' aloud.

- **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.

(Introductory components marked in bold)

Click on the paperclip icon located at corner of title "kick" to link to

video.  [NB if you do not have QuickTime installed on your computer, the video may not play. In this instance use the *Get Skilled: Get active* resource (2005) available for purchase on the curriculum support website.]

The video shows a proficient student, followed by a developing student performing the FMS 'Kick'.

After observing the proficient student, you should mute the sound. As

	<p>the developing student performs the skill, ask students to indicate what the student is doing well and errors the student is making.</p> <p>Keep referring to the skill components of the kick outlined in the lesson plan.</p>
	<p><b>Outside Activity</b></p> <p>Take students outside to practise and develop the skill.</p> <p><b>Warm up Activity</b></p> <p><b>Run around the world</b></p> <p>Have students run in a defined area avoiding contact with other students. Have them begin slowly and gradually increase speed. Encourage students to change direction and to change speed. When a whistle is blown, students form a circle of four and balance on one foot, swinging the other foot back and forward, while holding hands. Different numbers can be called to change the group size. Encourage students to use both legs.</p> <p><b>Statues and dribblers</b></p> <p>Divide the class into two groups. Have half of the class stand in a designated playing area with their feet apart (i.e. Statues). Have some students stand with their feet far apart, some at medium distance apart, and some with their feet just far enough apart for the ball to go through. The other students will get a ball and stand wherever they want in the designated playing area with their ball at their feet. They are the 'Dribblers'. On the teachers signal, the 'dribblers' are to dribble the ball with their feet throughout the space (trying not to lose control of the ball). When they come to a 'statue' they are to "foot pass" the ball through the statues feet and quickly run around the statue and trap the ball on the other side of the statue. (NOTE: They can't make the pass from behind the statue-it must be from the front of the statue). They continue dribbling from there trying to keep control and finding other statues to pass the ball through. Switch dribblers and statues.</p> <p>Variation: Challenge them to go through as many statues as possible a minute or two. Use cones in place of the student statues. After passing the ball through a statue have students go around a cone that is on the edge of the playing area.</p> <p><b>Skill Development Activity</b></p> <p><b>Individual activities</b></p> <p>Provide each student with a medium sized ball. Designate a playing area. Give students a few minutes to experiment with kicking the ball. Then demonstrate each of the following skills and then get students to:</p> <ul style="list-style-type: none"> <li>• Push the ball around the designated space, keeping it as close as possible to the feet. Use the right, then the left foot</li> <li>• Stop the ball immediately. Blow a whistle or call out "now"</li> <li>• Students then stop the ball by placing one foot on top of it. This</li> </ul>

	<p>encourages control</p> <ul style="list-style-type: none"> <li>• Step forward and kick a stationary ball, using the right foot and then the left foot</li> <li>• Run and kick a stationary ball</li> <li>• Kick a rolling ball.</li> </ul> <p>When kicking a ball, concentrate on the following introductory components of the kick.</p> <ul style="list-style-type: none"> <li>• Eyes focused on the ball throughout the kick</li> <li>• Non-kicking foot placed beside the ball.</li> </ul> <p><b>Partner activities</b></p> <p>Divide students into pairs, with one ball for each pair. Demonstrate, and then have the students practise the following skills:</p> <ul style="list-style-type: none"> <li>• Kick a ball along the ground to a partner about five metres away. The partner stops it and kicks it back</li> <li>• Low bounce the ball to a partner who attempts to kick it back. Change roles after a few turns</li> <li>• Try to make as many continuous passes as possible, without the ball stopping or going out of control.</li> </ul> <p>Ask the students questions like:</p> <ul style="list-style-type: none"> <li>• where do you place your non-kicking foot when kicking the ball?</li> <li>• what part of the foot do you kick with?</li> <li>• what games does being able to kick a ball help you play?</li> <li>• why do you need to be able to control the ball?</li> </ul>
	<p><b>Minor Game Activities</b></p> <p><b>Skittle ball</b></p> <p>Divide students into teams of four. Place five skittles in a V formation with students about 10m from the skittles. Cones, empty drink bottles, milk cartons etc can be used as skittles. Have one student stand behind the skittles to retrieve the ball. The first student kicks the ball and tries to knock over as many skittles as possible. They then go and replace the skittles and have a turn at retrieving the ball. The student who has retrieved the ball passes it back to the next student and goes to the end of the line. Continue until all students have had a turn.</p> <p><b>Three versus three</b></p> <p>Divide students into teams of three. Set up four playing areas approximately 30m long and 10m wide with markers as goals at each end three metres apart. Two teams of three play against each other. The teams aim to pass the ball a minimum of three times before kicking the ball through the goal. The ball must go through the front of the goals and there is no goalkeeper.</p> <p><b>Soccer rounders</b></p> <p>Divide the class into teams of six. Play two games consecutively. Set up a diamond with three bases and a home base which is the kicking box. Place a hoop or a pitcher's plate in the centre of the diamond to designate a place for the server to stand. One team is the fielding team and one is the kicking team. To play, the server throws a lob pass to the kicker. The kicker must trap the ball and then kick it into</p>



the field of play. The fielders retrieve the ball and kick it to the server who controls the ball. If the ball is controlled by the server before the kicker is clearly on a base, the kicker is out. Rotate the fielders after each kick. Change sides when all students have had a turn.

**Assessment strategies:**

The teacher:

- observes student involvement and execution of key components of the kick (eyes focused on ball throughout 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 backswing, contacts ball with top of the foot or instep, kicking leg follows through high towards target area).
- Record progress on checklist for the kick (GS: GA booklet).

**Assessment criteria:**

The student:

- kicks proficiently for distance and accuracy
- 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 MOS2.4 and GSS2.8.

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