

Play the game – Kick

Stage 2

This unit aims to assist teachers to reinforce the explicit teaching of the fundamental movement skill, kick. It provides opportunity for students to practise this skill and combine with others in fun and challenging situations and through common games and activities which students can transfer to the playground and break times.

Students should demonstrate proficiency of the kick by the middle of Stage 3. Stage 2 students should be refining the component of the skill.







This unit provides students with a sequence of developmentally appropriate activities and equipment, instruction and feedback. These activities may be reinforced over a number of weeks and can be revisited throughout the year. Each week contains examples of huff and puff activities, skill development and student questioning and finishing off games or activities. **Teachers should choose a combination of activities which suit the space available and the student needs in your class.** Some sessions may be used more than once to revise and build on previous skill development and game concept learning.

Unit overview – 3-6 weeks

Syllabus outcomes	Physical literacy continuum markers – Cluster 3			
<p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>INS2.3 Makes positive contributions in group activities</p> <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <p>GSS2.8 Participates and uses equipment in a variety of games and modified sports</p> <p>V5 Willingly participates in regular physical activity</p>	<p>Movement Competencies</p> <ul style="list-style-type: none"> Performs object control skills with control and precision in a variety of ways depending on the context, e.g. using different levels of force to place an object where intended Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor) 	<p>Tactical movement</p> <ul style="list-style-type: none"> Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move Describes the intent of tactics used in different physical activities 	<p>Motivation and behavioural skills</p> <ul style="list-style-type: none"> Reflects on how their efforts affect skills and achievements in physical activity Participates in physical activity with confidence 	<p>Personal and social attributes</p> <ul style="list-style-type: none"> Modifies actions to ensure safety in physical activity without prompting Applies strategies for negotiating conflict Demonstrates respect for self, others, rules and equipment and the environment during physical activity Offers positive suggestions to facilitate physical activity to be inclusive of others Cooperates when working in a group Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts



Learning experience	Planned assessment and teaching notes
<p>Week 1 activities</p> <p>Equipment required</p> <ul style="list-style-type: none"> • Ball for each student • Eight braids • Markers <p>Warm Up/ Huff and puff activity</p> <p><i>Dribble tag</i></p> <ul style="list-style-type: none"> • Students work in groups of approximately six to eight. • One or more ‘taggers’ are given a braid each. • Each student, including the taggers is given a ball. All students 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. <p>Ask students:</p> <ul style="list-style-type: none"> • Where in the area could you move to avoid being tagged? • How could you work with the other taggers to try to tag a player? <p><i>Everyone tag</i></p> <ul style="list-style-type: none"> • Students use a locomotor movement to move within a designated area and try to tag each other. • Students who are tagged perform 3 squats, a static balance for 5 seconds or 5 vertical jumps and then continue to tag from this position. • Once they have tagged 2 people they re-join the game moving within the area. <p>Variation: Change the locomotor movement, e.g. walk, skip, hop and jump.</p> <p>Practicing and developing the skill</p> <p>Revise the components of the kick.</p> <p>Students work in pairs to complete the following activities:</p> <ul style="list-style-type: none"> • with a ball, pass and stop without the balls colliding • one partner kicks the ball to try to score a goal (set up with two markers) and the other defends by 	<p>The kick is an object control skill characterised by producing force from the foot to an object. The stationary place kick is basic to kicks used in all football codes. It is also important for foot–eye coordination.</p> <p>The stationary place kick 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.</p> <p>Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 5.</p> <p>Kick skill components</p> <ol style="list-style-type: none"> 1. Eyes focused on the ball throughout the kick. Forward and sideward swing of arm opposite kicking leg. 3. 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>Refer to Get skilled: Get active for further teaching and learning information about the overarm throw or watch a kick video at https://www.youtube.com/watch?v=ha3vUqH654w</p>


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<p>trapping/stopping the ball. Keep the competition fair by adjusting the width of the goal and the distance kicked.</p> <ul style="list-style-type: none"> • using the inside or outside of the foot, move the ball along the ground; stop on a signal and dribble in a different direction, then kick to their partner. • dribble freely and kick the ball to their partner. Increase distance between the pair to increase difficulty where appropriate. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> <div style="text-align: center;">  <p>3</p> </div> <div style="text-align: center;">  <p>4</p> </div> <div style="text-align: center;">  <p>5</p> </div> <div style="text-align: center;">  <p>6</p> </div> </div> <p>Putting the skill into action</p> <p><i>Target ball</i></p> <ul style="list-style-type: none"> • Students work in two equal teams in half of the court for each team. • Each team must stay within their half of the court during the game. • The aim of the game is to knock over the four markers that are placed at the back of the other teams' area. • Both teams kick their ball to try to hit the other teams' markers OR hit the students in the other team below the knee safely. • If a student is hit, they join the other team to help them to knock over markers. 	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Observes students performing the kick • Asks questions about the contact point and how force can be applied whilst maintaining control and accuracy <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • Contacts ball with top of the foot (a "shoelace" kick) or instep • Kicking leg follows through high towards target area • Reflect on how their efforts affect skills and achievements in physical activity • Demonstrates respect for self, others, rules and equipment and the environment during physical activity • Offers positive suggestions to facilitate physical activity to be inclusive of others <p>The above criteria relates to outcomes MOS2.4, GSS 2.8, COS2.1, INS2.3</p>

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<div data-bbox="349 153 1290 376" data-label="Image"> </div> <p>Week 2 activities</p> <p>Equipment</p> <ul style="list-style-type: none"> • Ball for each student • Markers <p>Warm Up/ Huff and puff activity</p> <p><i>Here, there, nowhere.</i></p> <ul style="list-style-type: none"> • Mark out a playing area and explain the calls to students. • On a call from the teacher, players run towards the teacher (here), away from the teacher (there) or do an activity on the spot (nowhere). • Safety - If indoors, boundaries should be away from walls or freestanding objects. • Variation: Add extra calls, e.g. 'high-5s', students 'high-5' three other students and feet must be off the ground when hands touch. Call a 'balance' on one leg, one leg and one hand, two hands and one leg. • Use different travelling skills, hop, skip, long steps, jumps, high steps. <p><i>Knots</i></p> <ul style="list-style-type: none"> • Use markers to set out a playing area. Students move around in the set area using a fundamental movement skill e.g. running, skipping, hopping, galloping or leaping. • The teacher blows a whistle and calls out a number. Students make a group of that number. • When a group is complete, students do star jumps to indicate that their group is complete. • When all groups are complete the game begins again. <p><i>Statues and Dribblers</i></p> <p>Students work in two teams, one team are 'statues' and the other are 'dribblers'. All students move around the designated area until a whistle is blown. When the whistle is blown the statues should stand with their feet apart, some at medium distance apart</p>	<p>The kick is an object control skill characterised by producing force from the foot to an object. The stationary place kick is basic to kicks used in all football codes. It is also important for foot-eye coordination.</p> <p>The stationary place kick 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.</p> <p>Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 5.</p> <p>Kick skill components</p> <ol style="list-style-type: none"> 1. Eyes focused on the ball throughout the kick. Forward and sideward swing of arm opposite kicking leg. 3. 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>Refer to Get skilled: Get active for further teaching and learning information about the overarm throw or watch a kick video at https://www.youtube.com/watch?v=ha3vUqH654w</p>

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<p>and some with their feet just far enough apart for the ball to go through. The other students who are the dribblers get a ball and dribble it with their feet throughout the space. When they come to a statue they foot pass the ball through the statues' feet and run around the statue and trap the ball on the other side. Swap roles.</p> <p>Practicing and developing the skill</p> <ul style="list-style-type: none"> Revise the key components of the kick. Focus on the kicking leg following through high towards the target area. Explain the importance of the kicking leg pointing in the same direction as the target. Students work in groups with a target to practice this skill. <p>Ask students:</p> <ul style="list-style-type: none"> Did the ball always go in the direction you meant it to? Why or why not? What did you do to control the direction of the ball (body position, contact point, follow through)? <div data-bbox="356 786 1263 1161" data-label="Image"> <p>The image consists of six sequential photographs of a female student in a white t-shirt and green shorts performing a kicking motion. The sequence is numbered 1 to 6. In image 1, she is in a starting stance with arms out. In image 2, she begins to lean forward. In image 3, her right leg is raised and back. In image 4, her leg is extended forward towards the ball. In image 5, her leg is at the peak of its swing. In image 6, her leg is fully extended forward, following through the kick.</p> </div> <p><i>Kicking relays</i> Students work in teams of four, with two balls per team. Students complete the following activities:</p> <ol style="list-style-type: none"> Student one dribbles a ball to a marker and kicks to student two who then runs, traps and kicks to player three. Continues until each team member has had a turn. Student one dribbles a ball and then kicks the ball lifting it over a marked gap to student two. 	<p>Planned assessment and teaching notes</p> <p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> Observes students performing the kick Asks questions about the contact point and how force can be applied whilst maintaining control and accuracy <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> Contacts ball with top of the foot (a "shoelace" kick) or instep Kicking leg follows through high towards target area Reflect on how their efforts affect skills and achievements in physical activity Demonstrates respect for self, others, rules and equipment and the environment during physical activity Offers positive suggestions to facilitate physical activity to be inclusive of others <p>The above criteria relates to outcomes MOS2.4, GSS 2.8, COS2.1, INS2.3</p>

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<p>Student two, traps, dribbles and lifts the ball over the marked gap to player three. Continue until each team member has had a turn.</p> <p>3. Student's one and two run with a ball each to a marked line. They turn and kick their ball to student's three and four and run back to their original position. Repeat three times.</p> <p>4. Students stand in a square. Student one kicks to student two and runs to student two's position, Student two kicks to student three and runs to student three's position. Student three kicks to student four and runs to student four's position. Repeat.</p> <p>Putting the skill into action</p> <p><i>Force it back</i></p> <ul style="list-style-type: none"> • Students work in pairs or groups of 4 with a ball. • Mark out two end lines and a halfway line. • Pairs face each other with an equal distance between themselves and the halfway line. • One student kicks the ball off the ground as far as they can towards the other. • The other student catches or stops the ball and returns the kick from that spot. • This continues until the stronger kicker has forced the other back to the end of the area. • To restart the games students go back to the starting position. <p>Ask students:</p> <ul style="list-style-type: none"> • What allowed you to kick further? • What was the difference between a two-step approach and a four-step approach? • What was your most comfortable distance to run in and kick for distance? 	

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<p>Week 3 activities</p> <p>Equipment</p> <ul style="list-style-type: none"> • Markers • Soccer balls <p>Warm Up/ Huff and puff activity</p> <p><i>Octopus tag</i></p> <ul style="list-style-type: none"> • Mark out a designated area for students to run between, e.g. a court or half a soccer field. • One student is chosen to be the 'octopus'. The other students line up on one side of the area. • On 'Go' the students run to the other side of the area trying not to get caught. • Those that are caught become one of the arms. They stand where they were caught and try to tag the remaining students with their arms, without moving their feet. <p>Practicing and developing the skill</p> <ul style="list-style-type: none"> • Using markers create a numbered kicking line spaced at three metre intervals across a playground so that students can see the distance. • Students take it in turns to kick for distance by placing a ball at the kicking line and from a two-step approach they kick the ball as far as possible. • Students note which zone the ball landed in to calculate the distance, for example 3 metres, 6 metres, 9 metres. • Allow students to have several turns to try to increase the distance they kick the ball, but introduce a three-step approach and then a four-step approach. <p>Ask students:</p> <ul style="list-style-type: none"> • What allowed you to kick further? 	<p>The kick is an object control skill characterised by producing force from the foot to an object. The stationary place kick is basic to kicks used in all football codes. It is also important for foot–eye coordination.</p> <p>The stationary place kick 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.</p> <p>Children should be ready to demonstrate proficiently of the fine tuning components by the end of Year 5.</p> <p>Kick skill components</p> <ol style="list-style-type: none"> 1. Eyes focused on the ball throughout the kick. Forward and sideward swing of arm opposite kicking leg. 3. 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>Refer to Get skilled: Get active for further teaching and learning information about the overarm throw or watch a kick video at https://www.youtube.com/watch?v=ha3vUqH654w</p>

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<ul style="list-style-type: none"> • What was the difference between a two-step approach and a four-step approach? • What was your most comfortable distance to run in and kick for distance? <div style="text-align: center;">  </div> <p>Putting the skill into action</p> <p><i>Number soccer</i></p> <ul style="list-style-type: none"> • Divide students into two teams. Mark out a soccer field with 2 goals. • In each team, students are allocated a number – 1,2,3,4,etc • Students line up on opposite sides of the soccer field. • Teacher calls out numbers and those players enter the soccer field space to play a game of soccer and attempt to score a goal, e.g. player 1, 4, 6, 8. • Allow about 2 minutes for each game and then call new numbers. <p>Modification:</p> <ul style="list-style-type: none"> • Divide students into 3 or 4 teams and mark out a soccer field with 3 or 4 goals (1 for each team). • Players inside the field of play can use the players on the sidelines to move the ball down the field and receive an extra point if they score. 	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Observes students performing the kick • Asks questions about the contact point and how force can be applied whilst maintaining control and accuracy <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • Contacts ball with top of the foot (a “shoelace” kick) or instep • Kicking leg follows through high towards target area • Reflect on how their efforts affect skills and achievements in physical activity • Demonstrates respect for self, others, rules and equipment and the environment during physical activity • Offers positive suggestions to facilitate physical activity to be inclusive of others <p>The above criteria relates to outcomes MOS2.4, GSS 2.8, COS2.1, INS2.3</p>

