

FOCUS►

Subfocus►

PUNTING

Force, Aerial Pathways

Grades 3-5

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes

- Kicks along the ground and in the air, and punts using a mature pattern (S1.E21.4)
- Demonstrates mature patterns in kicking and punting in small-sided practice task environments (S1.E21.5)

Critical Elements for Punting

- Use a step-hop approach, becoming momentarily airborne.
- Arms extend forward and drop the ball as kicking leg moves forward.
- Extend kicking leg and foot; contact the ball with shoelaces, or top of foot, for punting action.
- Trunk leans backward in preparation for punting action.
- Follow through with kicking leg extending forward and upward just beyond waist level.

Lesson Objectives

The learner will:

- Drop a ball and make contact for the punting action (grade 3)
- Punt a ball successfully with a forward flight (grade 4)
- Punt a ball, demonstrating all the critical elements of a mature pattern (grades 4, 5)
- Punt a ball with purposeful direction and force to achieve target (grade 5)

Safety Concern

Ensure that outdoor space is sufficient for punting and retrieving balls.

Materials and Equipment

- Partially deflated balls, one per student
- Domes to designate personal space for each kicker

Introduction

Today, we begin the kicking that most of you have been waiting for—the spectacular kick that you see in sports—the punt. Punting is very much like the other forms of kicking: running approach, contact with shoelaces, follow-through. Oh, yes, and what is probably most important: Watch the ball! What is different for the punt? The ball does not touch the ground before the kick. Watch as I demonstrate the punting action.

Demonstrate several times, asking students to focus on a single critical element as you kick—shoelaces, follow-through, and the drop of the ball.

LEARNING EXPERIENCE: RELEASE AND CONTACT

Students are scattered in general space with a kicking ball on the ground beside each one. Have students extend their arms as if holding the ball for kicking and extend the kicking foot to create a flat surface with the shoelaces. On your signal, students open their arms to drop the pretend ball and kick it through the air. They repeat several times, emphasizing the drop action.

- With students holding the kicking balls in readiness for kicking, on your signal:
 - Ready: They extend the arms, holding the playground ball between the hands.
 - Drop: They drop the ball (they do not toss it) onto the extended foot. (The ball should land on the foot and fall to the floor.)
- Demonstrate the drop. Emphasize the dropping action and the extended kicking foot with verbal cues. On your signal, students practice several times.
- Have students bend the kicking leg behind them and practice the timing of the drop and contact point. Retrieve and repeat.

Cues: *Drop. Touch. No kick.*

Tap Punt

Have students practice the release and contact skill by performing a slight tap punt into open space. (Remind students that the ball should not go above the head.) On your signal, students practice several times with observation of drop release.

Cues: *Drop. Shoelaces.*

LEARNING EXPERIENCE: STEP-HOP, EXTEND

Arrange the class with partners facing each other at a distance of approximately 30 feet (10 m). Place the balls beside the kickers. Kickers are all on one side, and retrievers are on the opposite side, facing their partners.

Earlier in the year, you learned the step-hop action for skilled kicking. The step-hop is especially important for a good punt. We will practice with our pretend balls to review the step-hop action.

- Have the students extend their arms as if holding the ball for kicking. On your signal, they take one step forward, release the pretend ball, and kick it with the other foot. They repeat several times, emphasizing step right and kick left or step left and kick right.
- Have students kick harder, emphasizing the lift of the body from the floor and the extension of the kicking leg.

Cues: *Step-hop. Extend.*

Observe for successful step-hop action and extension of kicking leg. Reteach and provide individual assistance as needed.

- When students are ready, have them begin punting deflated balls. On your signal, kickers punt the ball to partners; retrievers collect balls and wait for the signal to punt back to partners.

Cues: *Drop or release. Contact with shoelaces. Watch the ball.*

For students struggling with the timing, suggest that they let the ball bounce first. It becomes a drop, bounce, punt action. With success, encourage the punt without the bounce.

Safety Concern

Ensure that students have spatial awareness of others when punting and retrieving balls.

- Have students continue practice of punting on signal, emphasizing a single critical element, such as watch the ball, extend foot for contact with shoelaces, drop or release the ball—no upward toss. Observe for common errors.

Note: When younger students are introduced to the skill of punting, they may miss the ball completely, punt the ball backward over their heads, and occasionally fall to the ground. Enjoy the experience with them and assure them that with practice comes skill.

Three-Step Approach

Students punt the ball with a three-step approach by beginning on the nondominant foot, taking three steps, and punting: left, right, left, punt; or right, left, right, punt.

Cue: *Step-hop.*

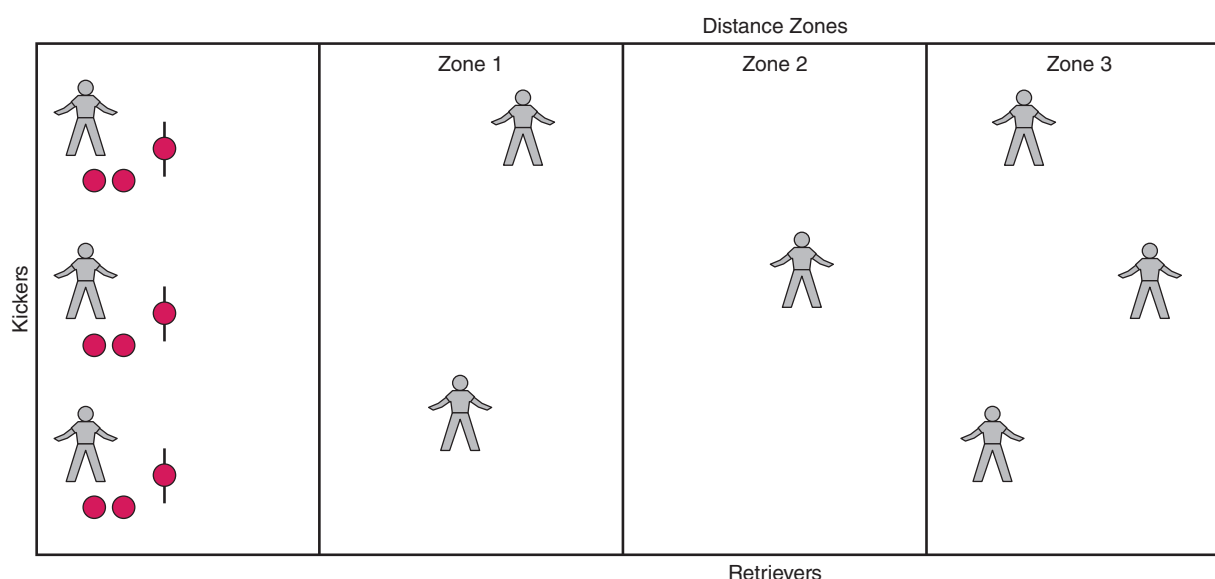
LEARNING EXPERIENCE: PUNTING FOR ACCURACY (GRADES 4, 5)

Have students punt with sufficient force and accuracy so that the receiver can collect the ball by taking only one or two steps from self-space.

- Students punt so that the receiver can catch the ball by taking only one or two steps from self-space.
- Challenge students to punt so the receiver can catch the ball without moving from self-space.

LEARNING EXPERIENCE: PUNTING FOR DISTANCE

Use outdoor spray paint to create three distance zones. Partners A stand behind the kicking line with several balls each; partners B are the retrievers positioned in the zones.



Punter stands approximately three to four steps behind the starting boundary and uses a three-step approach to punt the ball for maximum distance. (Each punter has three balls.) Retriever collects the balls after all three have been kicked. Partners then switch positions as punter and retriever.

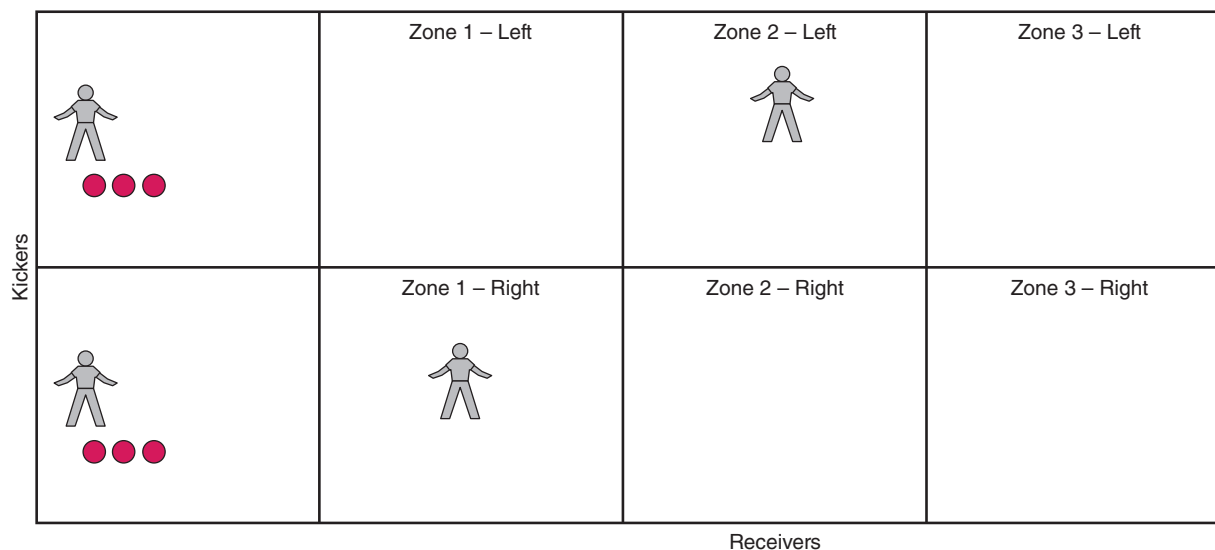
Punting for Distance and Accuracy

Have each student determine his or her best distance for accuracy and attempt to punt all three balls to that distance zone.

- Challenge students to tell their partner the distance zone that will be the target and then attempt to kick all three balls to that zone.

Purposeful Punting: Direction, Force, Accuracy (Grade 5)

Challenge students to punt for placement to the right, to the left, and with designated distance. Punter stands approximately three to four steps behind the starting boundary; partner is positioned in the zone that is the target for the punt. With a three-step approach, the punter attempts to kick the ball to the receiver. (Each punter has three balls.) Retriever collects the balls after all three have been kicked. Partners switch positions as punter and receiver.



Assessment

- Formative assessment of punting throughout the year
- Summative assessment of critical elements of punting (grade 4)

Closure

- What was the focus of our lesson today?
- You have now learned four types of kicking. Working with your neighbor, name all four types. Hint: You learned a couple of them before this year.
- Listed on the whiteboard are the four types of kicks. Listed on the left are different sports and games that use kicking. Working together, let's see whether you can match the sport or game skill with the type of kick needed (grade 5). This task can easily become a cognitive assessment of kicking.

Reflection

- Are students able to make contact with the ball before it touches the ground (grade 3)?
- Do some critical elements need reteaching?
- Grade 4: Is the class approaching mature patterns of punting in nondynamic environments?
- Can students adjust force for distance and accuracy?
- Grade 5: Can students vary force and direction for placement of the punt?
- Can students match the sport or game skill with the type of kick needed?

Classroom Integration

Discuss the angle of the trajectory of the ball on the punt for zones 1, 2, and 3, that is, the graphing of angles and pathways.