

FOCUS►

Subfocus►

KICKING ALONG THE GROUND

Distance or Force

Grades K-2

Standard 1

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

Grade-Level Outcomes

- Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern (S1.E21.K)
- Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern (S1.E21.1)

Critical Elements for Kicking for Distance or Force

- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground).
- Contact the ball with shoelaces or top of foot for kicking action.
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

Lesson Objectives

The learner will:

- Kick a stationary ball from a stationary position so that it travels along the ground (K)
- Approach a stationary ball and kick it along the ground (grade 1)
- Extend arms in preparation and contact the ball directly behind center for the kicking action (K, grade 1)
- Extend arms in preparation and contact the ball directly behind center with the shoelaces for the kicking action (grade 2)
- Adjust the force of the kicking action to match the distance from the target or partner (grade 2)

Safety Concern

Ensure that spacing and awareness of others is adequate for kicking and retrieving balls.

Materials and Equipment

- Kicking balls*, one per student
- Plastic tape
- Hoops, five or six
- Empty plastic bottles, liter size
- Large, colorful target
- Rope suspended 3 to 4 feet (90 to 120 cm) above floor

*After a year or two of use, inexpensive plastic balls become partially deflated and cannot be reflat, but they are excellent for kicking. Mark each with a large "K" so that the children know that these balls are for kicking practice.

Organization and Management

See diagram for stations.

Introduction

Today, we are going to do a special lesson on kicking. You will learn to kick balls along the ground; later in the year, you will be able to kick balls along the ground and in the air. Can you think of a game or sport that has kicking as one of the skills? Soccer players kick the ball along the ground and in the air. Football players learn to punt and to place kick. Kicking is an important part of a playground game of kickball. Everyone, both boys and girls, needs this skill.

Kicking, like all motor skills for children, cannot be mastered in a single lesson. Revisiting the skill throughout the year is the key. Introduce new components of the skill as you observe mastery of critical elements.

LEARNING EXPERIENCE: WALL KICK

Focus on contact with top of foot. Place a ball, one per student, on a tape mark approximately 10 feet (3 m) from the wall. Standing beside the ball, on your signal, students kick the balls to the wall and then retrieve them, placing the ball back in position for the next kick. For safety, have all students kick when you give the signal. Remind them to be aware of others when retrieving balls.

Practice of kicking outdoors can be done against a backboard or fence. Kicking along the ground or grassy area fosters correct execution of critical elements because force is needed for travel.

- Allow several practice kicks as you observe for contact point on the foot.
- Have students repeat the task with focus on contact with the shoelaces, or top, of foot; allow several minutes of practice.

Cue: *Shoelaces.*

- Have students practice kicking with the other foot and then alternating kicks with right and left foot to determine dominant foot for kicking.
- Continue practice with focus on starting position of nonkicking foot beside the ball. (The position of the nonkicking foot beside the ball will aid the student in using the top of the foot.)

Cues: *Shoelaces. Kicking foot behind; nonkicking foot beside.*

- Place tape marks on the wall approximately 3 feet (90 cm) from the floor. Have students practice kicking the ball to the wall for contact below the tape line.

Cue: *Watch the ball (for contact behind center).*

- Allow several minutes of practice, observing for critical elements and giving individual assistance as needed.

Assessment

Students have a friend observe kicking for the following:

- K: Are you watching the ball? Did you contact the ball with shoelaces?
- Grades 1, 2: Are you contacting with shoelaces behind the ball so that it travels along the ground? Is the nonkicking foot directly beside the ball?

If your friend can say yes to both of these questions, take two giant steps backward and kick again. You are now kicking from a distance of approximately 15 feet (4.5 m) from the wall! (Tape marks on the floor at distance of 15 feet.)

Cue: *Arms out for good balance (as the kick increases in force).*

- Challenge students to kick the ball hard enough for it to travel to the wall and return to them. (Students may need a reminder that this is still a kick of a stationary ball from a stationary position—no running approach.)

- Allow several minutes of practice with choice of distance. The goal is to produce straight pathways, have the ball travel along the ground, and use sufficient force for the ball to return.

LEARNING EXPERIENCE: APPROACH AND KICK (GRADES 1, 2)

Place the kicking balls on the tape line 10 feet (3 m) from the wall as before. Have students take one regular step back from the ball. From this starting position, they take a step-hop on to the nonkicking foot to land beside the ball on the nonkicking foot and kick the ball with the other foot. On your signal, they kick and retrieve.

Cues: *Hop beside. Arms out for good balance.*

Allow a few minutes of practice, observing for critical elements and giving individual assistance as needed.

Grade 2

Continue using the setup of the previous task. Have students take three giant steps back from the ball. From this starting position, they approach the ball and kick to the wall. On your signal, they kick and retrieve.

Cues: *Watch the ball (until it contacts your shoelaces). Hop beside, kick behind.*

A demonstration is helpful here to illustrate the crash that will occur if contact is made on the top of the ball from a running approach or if the nonkicking foot does not step-hop into position beside the ball.

- A common error in this kick is running to the ball, stopping, and then kicking.
- The kick should be a continuation of the approach right into the step-hop, without stopping. Continue practice, emphasizing the running approach and the step-hop action.

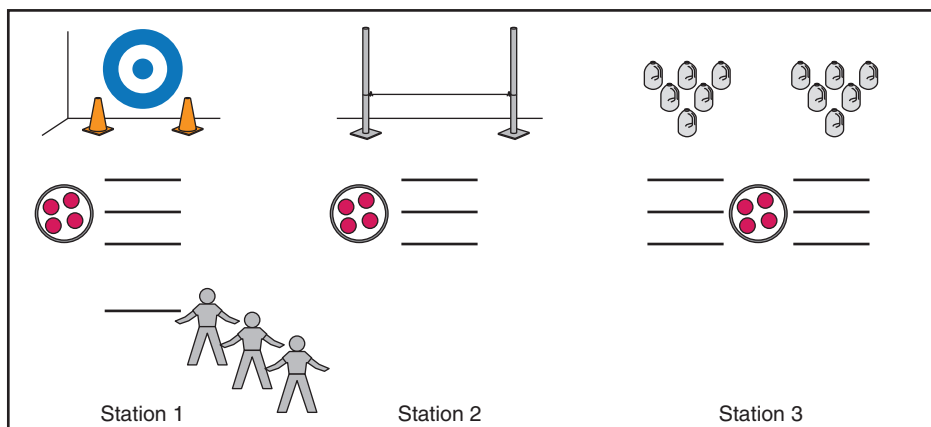
Cue: *Run, run, run, kick.*

- Challenge students to kick to the wall with the running approach, straight pathway, and sufficient force for the ball to return. After performing three successful kicks, students take three giant steps backward and continue.

LEARNING EXPERIENCE: STATIONS FOR PRACTICE

The stations are designed to practice kicking a stationary ball along the ground. At each station, students have a choice of distance. For all stations, for grade K, ball and kicker are stationary; for grade 1, students have a choice of being stationary or using a running approach; for grade 2, they use a running approach.

At each station, students quickly retrieve the ball after their kick, being aware of others, and return to the starting line for another kick.



- Station 1: Soccer target. Students place the ball on the line from which they wish to kick. They approach the ball with three or four running steps and kick the ball toward the wall so that it hits the wall between the marker cones.
- Station 2: Under the clothesline. Students kick the ball so that it travels along the ground and contacts the wall under the suspended rope.
- Station 3: Kick bowling. Students stand behind the kicking ball at the tape line. They kick the ball along the ground so that it travels to the jugs, and they see how many jugs they can knock over.

Assessment

Conduct formative teacher and peer assessment to guide individual assistance as well as plan for the next lesson on kicking.

Closure

- What was the focus of our lesson today?
- What two types of kicking did you practice?
- Place your hand on the part of your foot that should contact the ball for the kick.
- Where on the ball do you contact for a kick along the ground?
- Grades 1, 2: Where should your nonkicking foot land?
- Grade 2: Why is the step-hop on the nonkicking foot important?

Reflection

- Can the children kick a stationary ball from a stationary position and send it along the ground?
- Do they contact the ball with the top of the foot, with the shoelaces?
- Does the nonkicking foot consistently land beside the ball?
- Can they approach a stationary ball and kick it along the ground?