

## *Years 7-10 Personal Development, Health and Physical Education*

<b>Unit Title:</b>	8.3Hit it and Kick it			<b>Stage/Year:</b>	Stage 4/Year 8
<b>Strand(s):</b>	Strand 2 Movement Skill and Performance			<b>Unit length:</b>	10 lessons
<b>Unit Description:</b>	Students engage in a variety of striking and kicking movements that range from fundamental to more specialised and manipulative skills. Activities using equipment such as bats, racquets, clubs, hands and feet will be used to highlight the development of core skills that can be adapted for use in a range of movement contexts.				
<b>Major outcomes</b> A student:			<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"><li>4.4 - demonstrates and refines movement skills in a range of contexts and environments</li><li>4.14 - engages successfully in a wide range of movement situations that displays an understanding of how and why people move</li></ul>			<ul style="list-style-type: none"><li>Students participate in minor/modified games of teeball, tennis, softcrosse, hockey, volleyball, golf, soccer, Aussie Rules. Students identify several skills on which to focus, for example, striking for accuracy &amp; kicking for distance &amp; participate in activities that ‘test’ these abilities using measurements/scores. (4.4, 4.14)</li></ul>		
Contributing outcomes					
<b>Cross Curriculum Content</b>	✓	<b>Key Competencies</b>	✓	<b>Catholic Dimension:</b>	
ICT		Collecting, Analysing		Strand 2: This strand recognises the enjoyment and active participation present in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Just as Strand 1 focused on the link between self and others, so too this Strand is understood in the Catholic Christian tradition in terms of a link between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. This tradition is based on God’s word in Genesis that all creation is good, as well as the Incarnation where Jesus took on human, bodily form and lived as fully human yet fully divine. The clearest expression of this unity of body and spirit comes from Paul: ‘Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?’ (1Cor 6:19).	
Work & Employment		Communicating Ideas			
Aboriginal & Indigenous		Planning			
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically			
Environment		Solving problems	✓		
Gender	✓	Work with ICT applications			
Literacy					
Multicultural					

Students learn about:	Students learn to:
<p><b>Types of movement skills</b></p> <ul style="list-style-type: none"> <li>- fundamental</li> <li>- specialised</li> <li>- locomotor and non—locomotor</li> <li>- manipulative</li> </ul> <p><b>Aspects of movement skill development</b></p> <ul style="list-style-type: none"> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul> <p><b>Influences on skill development and performance</b></p> <ul style="list-style-type: none"> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice</li> <li>- safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> <li>▪ participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li> <li>▪ participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> <li>▪ participate safely in movement activities</li> </ul>

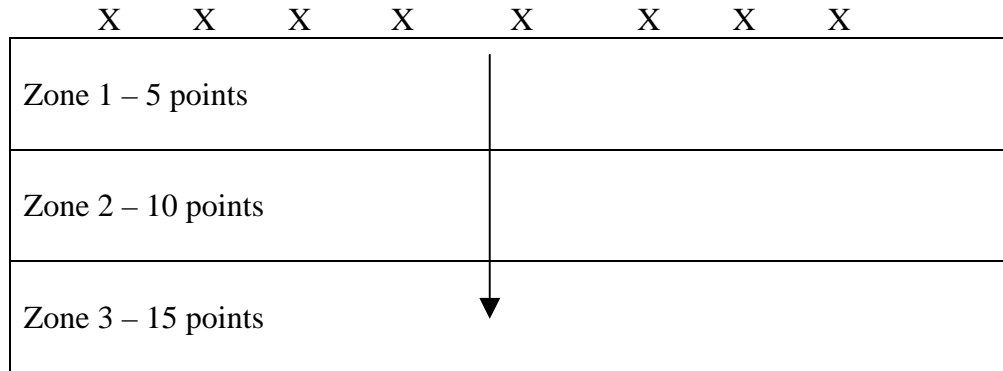


## Teaching, learning and assessment activities

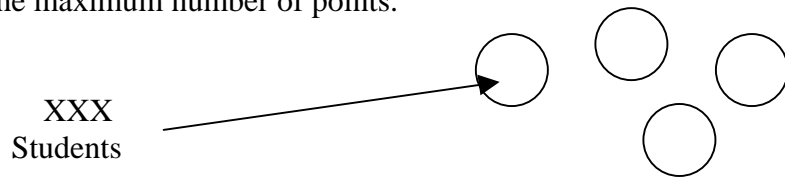
## Resources

### Zone Ball – striking & kicking

- Students kick or strike a ball for distance. Points are awarded according to the distance of the strike/kick. Use marker cones, bean bags or skipping ropes to designate zones. Assign points for each zone. Students practise kicking/striking for distance & add their points according to the zone in which their ball landed.

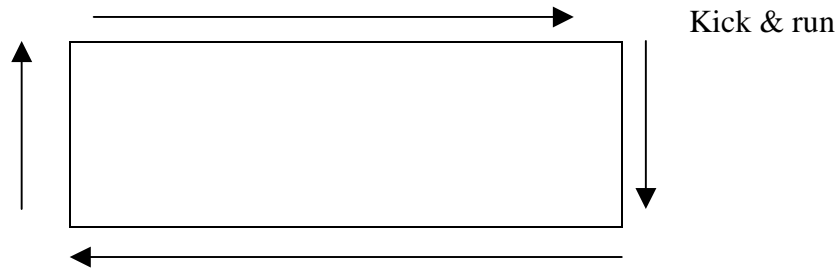


Alternatively, place hoops in different positions on the court/field & assign points to each hoop. Students kick/strike to gain the maximum number of points.



### Square Kicks

- Students are positioned at 4 marker cones arranged in a square. On 'go' student 1 kicks the ball in a clockwise direction to the next student. Variations include kick & run to the next position, kick randomly to any student, kick diagonally & run to the next position.



Marker cones  
Balls – soccer, Aussie Rules, Rugby  
Bats/Sticks – softball, cricket, hockey, golf  
Teeball tee

Variety of balls for kicking

Teaching, learning and assessment activities	Resources
<p><b>Pivot Kicks or Heads</b></p> <ul style="list-style-type: none"> <li>Students form a group of 5 &amp; form a square position with 1 student in the centre of the square. Student 1 kicks/heads the ball to the student in the centre who traps the ball &amp; pivots to kick/head it to student 2. Student 2 receives the ball &amp; returns it to student 5. When a complete sequence has been completed, swap the student in the centre.</li> </ul> <div data-bbox="577 384 960 711" data-label="Diagram"> <pre> graph TD     1 --&gt; 5     5 --&gt; 2     2 --&gt; 5     5 --&gt; 4     4 --&gt; 5     5 --&gt; 3     3 --&gt; 5 </pre> </div> <p><b>Down the Tunnel</b></p> <ul style="list-style-type: none"> <li>Students form teams of 6 &amp; line up one behind the other in ‘tunnel’ formation. The 1<sup>st</sup> student in the line kicks the ball down the tunnel through the legs of their team. The last person in the tunnel stands approx. 2 metres behind the tunnel &amp; traps the ball &amp; runs to the front of their team. The game continues until all students have kicked the ball down the tunnel.</li> </ul> <p><b>Rebound Frenzy</b></p> <ul style="list-style-type: none"> <li>In pairs, students face a wall. Student 1 kicks/strikes the ball against the wall &amp; student 2 attempts to trap the rebound &amp; kick/strikes the ball against the wall for student 1 to trap. Variations include increasing the distance between the wall &amp; the kicker, increasing the number of students &amp; they run from a marker cone at a further distance to kick/strike &amp; retrieve the ball.</li> </ul> <p><b>Over the River – height &amp; distance</b></p> <ul style="list-style-type: none"> <li>In teams of 4-6 students line up on either side of the river (marker cones forming a zone of approx. 4x4 metres). The aim of the game is for teams to kick the ball over obstacles in the river to the other team. Obstacles could be pool noodles balancing across crates or a low bench.</li> </ul>	<p>Marker cones Balls of different types</p> <p>Different types of balls</p> <p>Wall Balls</p> <p>Marker cones Obstacles Balls</p>





Teaching, learning and assessment activities	Resources
<p><b>Tether Tennis</b></p> <ul style="list-style-type: none"> <li>Students place a tennis ball in a stocking &amp; suspend it from a stand/tree. Pairs attempt to hit the ball with their hands/paddle bats/tennis racquet.</li> </ul> <p><b>Paddle Tennis</b></p> <ul style="list-style-type: none"> <li>In relays, students strike a tennis ball with a paddle bat – bouncing on the ground, bouncing on the paddle bat, reversing the faces of the bat, while walking, while running, changing hands, 3 bounces on the ground &amp; 3 bounces on the bat &amp; continue.</li> </ul> <p><b>Tee Ball Fours</b></p> <ul style="list-style-type: none"> <li>In groups of 4, one student bats, one student catches/homeplate &amp; two students field. Students take turns striking a ball from a teeball stand &amp; running to a designated area.</li> </ul> <div data-bbox="427 679 1137 1157" data-label="Diagram"> <p>The diagram illustrates the Tee Ball Fours setup. At the top, 'X Homeplate player' is positioned. Below it, 'X Batter' is shown. An arrow labeled 'Hit' points from the batter to 'X Fielder 1' on the left. Another arrow labeled 'Run' points from the batter down to a square box labeled 'Designated running area'. Below this box, 'X Fielder 2' is positioned.</p> </div> <p><b>(A) 4 Way Cricket – game could be adopted for striking from a tee or kicking a ball</b></p> <ul style="list-style-type: none"> <li>Students form teams of 4 players. There are 4 ‘wickets’ (bins) arranged in a square. 4 batters position themselves in front of their wicket. 4 bowlers stand at marker cones facing their batter. Fielders are spread around the designated field/court area. One bowler has a ball &amp; bowls to their batter. If the batter hits the ball, all 4 batters run to their corresponding marker cones &amp; back to the centre. A wicket keeper is in the middle behind the 4 bins. Each team of 4 players bats, bowls &amp; fields. General cricket rules apply.</li> </ul>	<p>Tennis ball Stockings Stand</p> <p>Paddle bats Tennis balls</p> <p>Teeball stand Bat – paddlebat, softball, hand, tennis racquet Balls Marker cones</p>

Teaching, learning and assessment activities	Resources
<div data-bbox="96 204 1370 1011" data-label="Diagram"> </div> <div data-bbox="73 1050 1608 1161" data-label="List-Group"> <p><b>(A) Modified Games</b></p> <ul style="list-style-type: none"> <li>▪ Students participate in minor/modified games of teeball, tennis, softcrosse, hockey, volleyball, golf, soccer, Aussie Rules.</li> </ul> </div> <div data-bbox="73 1200 1505 1273" data-label="Text"> <p><i>FEEDBACK: Students identify several skills on which to focus, for example, striking for accuracy &amp; kicking for distance &amp; participate in activities that ‘test’ these abilities using measurements/scores.</i></p> </div>	<div data-bbox="1630 204 1807 344" data-label="Text"> <p>Bins Bats Balls Marker cones</p> </div>