

Years 7-10 Personal Development, Health and Physical Education

Unit Title:	8.3Hit it and Kick it			Stage/Year:	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skill and Performance			Unit length:	10 lessons
Unit Description:	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.				
Major outcomes A student:			Evidence of Learning A student:		
<ul style="list-style-type: none"> ▪ 4.4 - demonstrates and refines movement skills in a range of contexts and environments ▪ 4.14 - engages successfully in a wide range of movement situations that displays an understanding of how and why people move 			<ul style="list-style-type: none"> ▪ Students participate in minor/modified games of tee-ball, tennis, softcrosse, hockey, volleyball, golf, soccer, Aussie Rules. Students identify several skills on which to focus, for example, striking for accuracy & kicking for distance & participate in activities that 'test' these abilities using measurements/scores. (4.4, 4.14) 		
Contributing outcomes					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
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>Types of movement skills</p> <ul style="list-style-type: none"> - fundamental - specialised - locomotor and non—locomotor - manipulative <p>Aspects of movement skill development</p> <ul style="list-style-type: none"> - body control and awareness - object manipulation and control - anticipation and timing - technique <p>Influences on skill development and performance</p> <ul style="list-style-type: none"> - applying skills across contexts - predictable and dynamic environments - importance of practice - safety 	<ul style="list-style-type: none"> ▪ practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments ▪ participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing ▪ participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts ▪ participate safely in movement activities

Teaching, learning and assessment activities

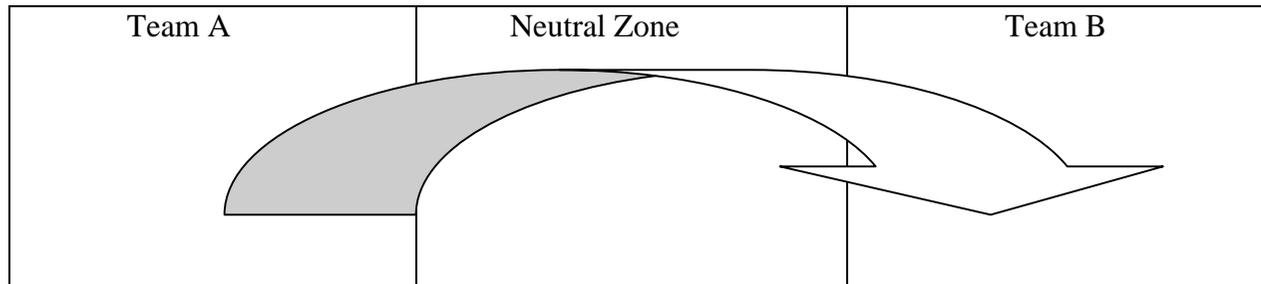
Students participate in a variety of physical activities to rehearse their striking & kicking skills. For example,

Ball Orientation - Kicking

- Students experiment with kicking different types of balls along a line, through markers, at a target, rebounding off a wall, to a stationary partner, to a moving partner, over the head of a partner, with each foot, in different directions, using different trajectories, a ball dropped by a partner.

Kick Tennis

- Players are divided into 2 teams & positioned in 2 court areas with a neutral zone in between. The aim of the game is for players to kick the ball over the neutral zone & into the other team's zone. If a player from the opposing team successfully catches or traps the ball they receive a point. If the ball is not caught or trapped, the kicker scores a point. The ball cannot be kicked higher than chest level. The first team to score 10 points is the winner. Use a variety of balls – soccer, Aussie Rules, Rugby, play ball. Variations may include the ball bouncing before caught/trapped, introduce 2 balls, introduce defenders in the neutral zone.



Skittle Ball

- In teams of 4, students are positioned in a single line approx. 10 metres from 6 skittles. 1 student is positioned behind the skittles. The aim of the game is for students to kick a ball & knock over as many skittles as possible. The student behind the skittles retrieves the ball & returns the ball to the group by kicking over the skittles. Teams keep score of the number of skittles per round that were knocked over. Change the retriever & kickers regularly. Variations include increasing the distance between kickers & skittles, dribbling around an opponent before kicking, running & bouncing the ball before kicking.

Resources

Balls
Marker cones

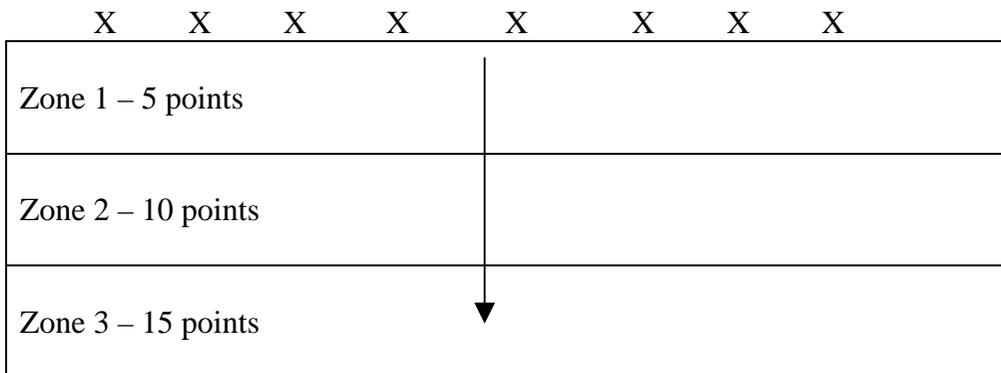
Skittles
Various types of balls

Teaching, learning and assessment activities

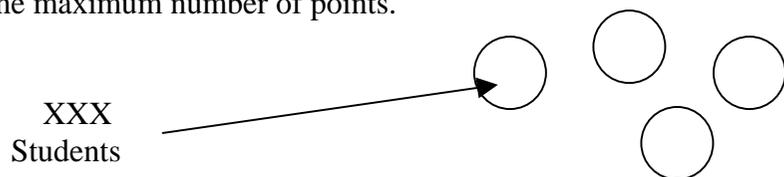
Resources

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.

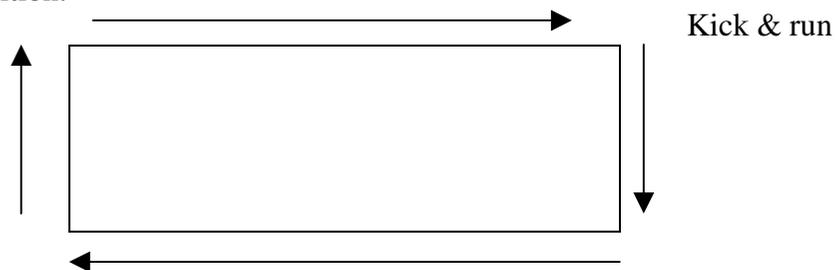


Alternatively, place hoops in different positions on the court/field & assign points to each hoop. Students kick/strike to gain the maximum number of points.



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

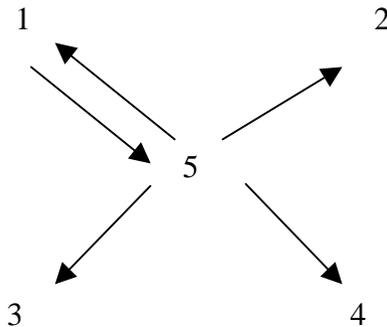
Variety of balls for kicking

Teaching, learning and assessment activities

Resources

Pivot Kicks or Heads

- Students form a group of 5 & 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 & pivots to kick/head it to student 2. Student 2 receives the ball & returns it to student 5. When a complete sequence has been completed, swap the student in the centre.



Down the Tunnel

- Students form teams of 6 & line up one behind the other in 'tunnel' formation. The 1st 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 & traps the ball & runs to the front of their team. The game continues until all students have kicked the ball down the tunnel.

Rebound Frenzy

- In pairs, students face a wall. Student 1 kicks/strikes the ball against the wall & student 2 attempts to trap the rebound & kick/strikes the ball against the wall for student 1 to trap. Variations include increasing the distance between the wall & the kicker, increasing the number of students & they run from a marker cone at a further distance to kick/strike & retrieve the ball.

Over the River – height & distance

- 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.

Marker cones
Balls of different types

Different types of balls

Wall
Balls

Marker cones
Obstacles
Balls

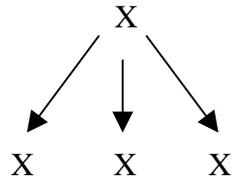
Teaching, learning and assessment activities

Kick/Strike Golf – distance & accuracy

- In teams of 4, students kick/strike a ball around a modified golf course. The course can be formed with marker cones, gym mats, crates, bins. Students add their scores for each kick/strike. Ensure a variety of distances between 'holes' on the course & include obstacles to kick/strike over, around, through & between.

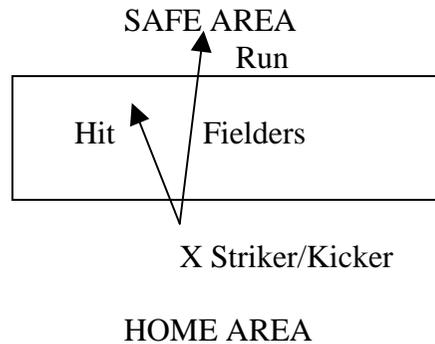
French Cricket - accuracy

- Students form a corner spry formation & in turn each student kicks or strikes a ball to the members of the spry. Use a variety of balls & increase the distance from kicker/striker to team.



Long Ball

- Students form 2 teams of approx 6-8 players. Student 1 of Team A kicks/strikes the ball into the field & runs to the safe area. Team B attempts to trap/catch the ball & tag the runner with the ball before they reach the safe zone. Student 2 of Team A kicks/strikes the ball & student 1 can run home. Change striking/kicking team & fielding team after all have been strikers/kickers.



Resources

Balls – volleyball (serve action), soccer, rugby
Crates
Bins
Marker cones
Gym mats
Bats

Balls
Marker cones
Bats
Tee

Teaching, learning and assessment activities

Resources

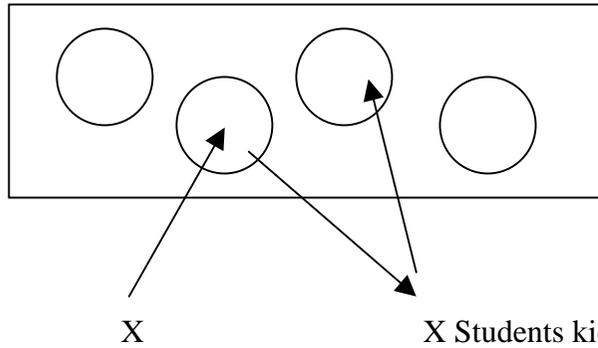
Kicking Croquet

- In teams of 3, student 1 kicks the ball forward. Student 2 kicks their ball trying to hit student 1's ball. Student 2 tries to kick & hit either ball. Continue the game with players taking turns at kicking first.

Soccer Squash

- In pairs, students kick their ball at a target drawn on a wall. Students score points for the target hit. Partner retrieves the ball by trapping it & then kicking at the targets.

Wall with targets drawn



Goal Kicks

- In pairs, students attempt to score goals by kicking/striking between markers. Decrease the distance between the markers, introduce defenders & obstacles before shooting.

Handball

- In groups of 4, students draw a grid with chalk or use lines on the playground & play handball.

Wall Toss

- In pairs, students play handball against a wall. Student 1 hits the ball toward the wall & student 2 must hit the rebound against the wall.

Soccer Balls

Hockey sticks & balls

Soccer balls

Aussie Rules balls

Croquet equipment

Softcrosse equipment – scoops & balls

Marker cones

Tennis balls

Chalk or marker cones

Wall

Teaching, learning and assessment activities**Resources****Tether Tennis**

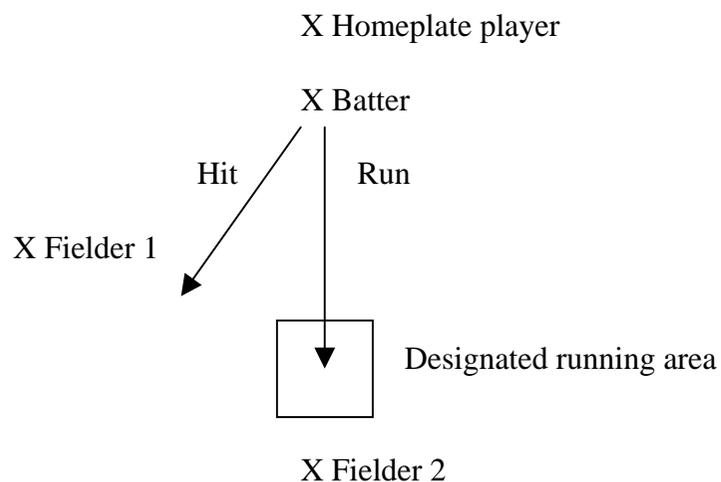
- Students place a tennis ball in a stocking & suspend it from a stand/tree. Pairs attempt to hit the ball with their hands/paddle bats/tennis racquet.

Paddle Tennis

- 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 & 3 bounces on the bat & continue.

Tee Ball Fours

- In groups of 4, one student bats, one student catches/homeplate & two students field. Students take turns striking a ball from a teeball stand & running to a designated area.



Tennis ball
Stockings
Stand

Paddle bats
Tennis balls

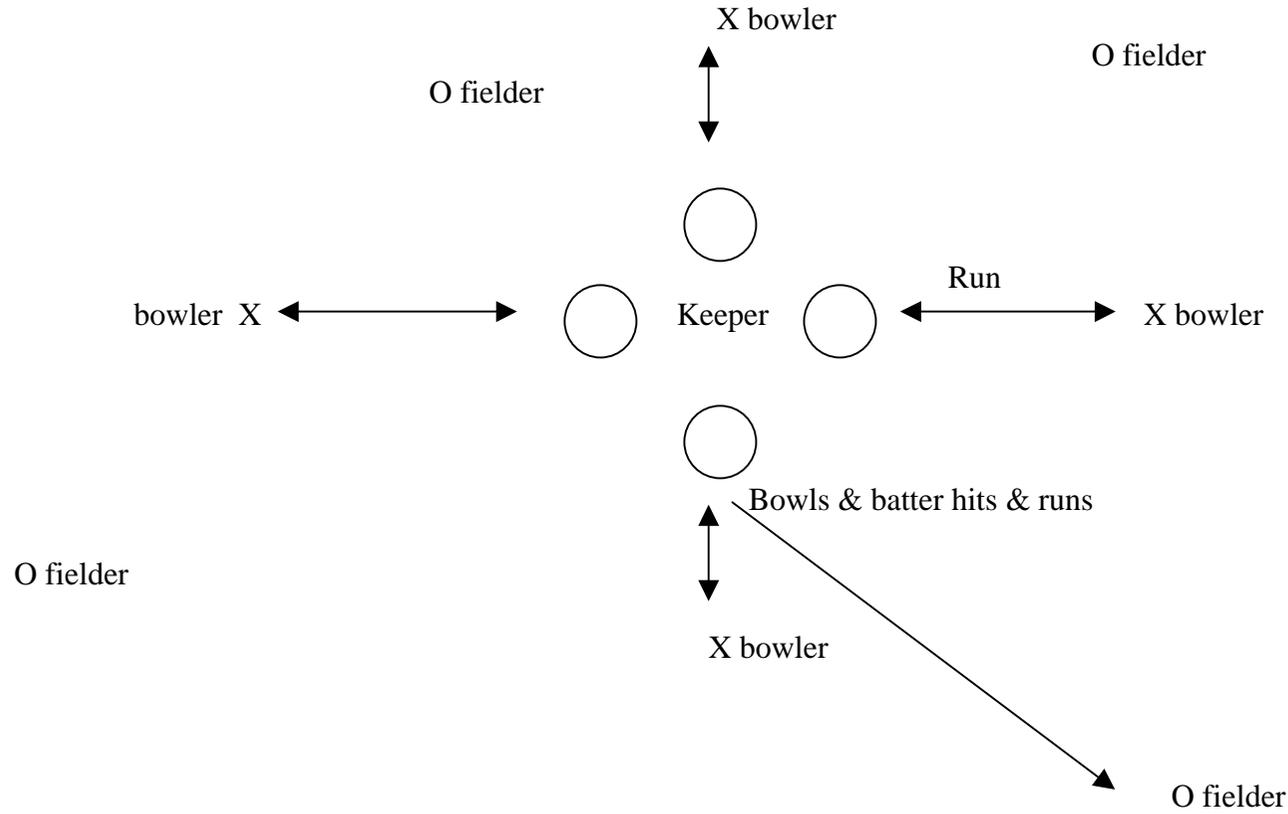
Teeball stand
Bat – paddlebat, softball, hand, tennis racquet
Balls
Marker cones

(A) 4 Way Cricket – game could be adopted for striking from a tee or kicking a ball

- 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 & bowls to their batter. If the batter hits the ball, all 4 batters run to their corresponding marker cones & back to the centre. A wicket keeper is in the middle behind the 4 bins. Each team of 4 players bats, bowls & fields. General cricket rules apply.

Teaching, learning and assessment activities

Resources



Bins
Bats
Balls
Marker cones

(A) Modified Games

- Students participate in minor/modified games of teeball, tennis, softcrosse, hockey, volleyball, golf, soccer, Aussie Rules.

FEEDBACK: Students identify several skills on which to focus, for example, striking for accuracy & kicking for distance & participate in activities that 'test' these abilities using measurements/scores.