

## ACTIVITY CARD 13

## KICKING - GRADE 2

## OBJECTIVE / LEARNING OUTCOME

By the end of the lesson, learners will be able to perform, practice and appreciate kicking for strength, coordination, endurance, balance, space awareness, excellence, and self-esteem.

## Activities



- kick a ball between two cones
- Drop the ball and kick it
- Kick a moving ball
- Move around dribbling a ball through an obstacle course, using both feet

- Kick a ball against the wall as many times as you can in 30 seconds
- Kick a ball to hit targets at different distances
- Kick a ball to a partner

## Learning Points

- Eyes on the target, planting non-kicking foot next to the ball
- Leaning back slightly on contact
- Following through in the direction of the kick
- Contact made with instep or shoelaces

## Progress activities and challenge learner's thinking and understanding

**How you do it:**  
Force • Time • Flow

**Where you do it:**  
Level • Direction • Range

**Who or what you do it with:**  
Objects • People • Combined

**Can you kick a ball?**

as hard as you can - with a big leg swing/with no leg swing - so it goes quickly - with no follow through - without using your arms.

**Can you kick a ball?**

as high as you can - so it stays on the ground - forwards/backwards - alternating feet (dribbling) - as far/near as you can - with both feet.

**Can you kick a ball?**

at a large/small target - over a target - into a goal - between a series of cones - using both feet - to a partner to a partner using different speeds, levels, amounts of force.



## Safety Tips

- Make sure the practice area is clear of hazards and rubbish
- Learners to keep their eyes on where they are kicking ball to
- When moving around playing area and kicking a ball, keep your head up to avoid collisions
- Ensure there are 2 adults of different genders supervising the activities



## Assessment Criteria

- Ability to kick for strength, coordinate, endure, balance, develop space awareness, excellence, and self-esteem



## Space

- Sports hall or field
- Modify space for inclusivity



## Equipment

- Balls, objects for targets, wall to kick balls against
- Adapt equipment to suit learners with special needs in your lesson



## Core Competencies

<b>Communication &amp; Collaboration</b>	<ul style="list-style-type: none"> <li>Encourage learners to work together in pairs and small groups when practicing kicking activities.</li> </ul>
<b>Self-efficacy</b>	<ul style="list-style-type: none"> <li>Encourage learners to develop a growth mindset knowing that through practice they can improve their skills. Use life skill session to develop learner's self-confidence.</li> </ul>
<b>Critical Thinking &amp; Problem Solving</b>	<ul style="list-style-type: none"> <li>Set challenges for learners such as learning how hard they need to kick a ball to reach different targets.</li> </ul>
<b>Creativity &amp; Imagination</b>	<ul style="list-style-type: none"> <li>Ask learners to find different ways of kicking a ball – from a static position, whilst moving, on receiving a pass.</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>Ask learners to think about why they support a particular Kenya Football Team and how this relates to different communities in Kenya.</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>Ask learners to find &amp; watch a football match online and decide who the best kicker is?</li> </ul>
<b>Learning to Learn</b>	<ul style="list-style-type: none"> <li>Encourage learners to learn about countries playing in the African Cup or World Cup.</li> </ul>



## TREE Framework

### Easier

Kick ball short distances at first. Make targets and goals bigger. Use a softer, larger ball. Enlarge the playing space.

### Harder

Increase the distance balls are kicked. Vary the direction of the pass. Kick accurately to a partner. Kick the ball on the move. Decrease the size of ball. Increase the numbers of learners in the area.

### Inclusivity

Learners with a visual impairment can use a ball with a bell inside. Wheelchair users can throw a ball rather than kick. Encourage boys and girls to mix during activities.



## Game

### Kick tag

Use a large coned-off area, learners have a ball each, except for those who are the taggers.

On a signal, learners kick and dribble their ball through the area. The taggers must touch someone's ball with their feet. If their ball is tagged the player must stand still with legs astride, passing their ball around their waist.

Tagged learners can be freed if another player kicks the ball through their legs. Change taggers frequently.

Alternative is once a learner's ball is tagged, that player joins the tagging team.



## Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

### Sample life skill learning outcome

Learners can explain what it means to be confident and how confidence affects their game.

Facilitator asks learners how they felt kicking the ball. Asks which learners were confident that they could kick to pass, or score a goal? Remind learners that have not yet mastered the skill that they should be confident that they will with practice.

Facilitator asks learners what they think it means to be confident? Ask learners how being confident helps them when they are playing a game.

Facilitator asks learners what other things can they do in school or at home that they are confident about and what things they think they can be good at with practice?

