

ACTIVITY CARD 20

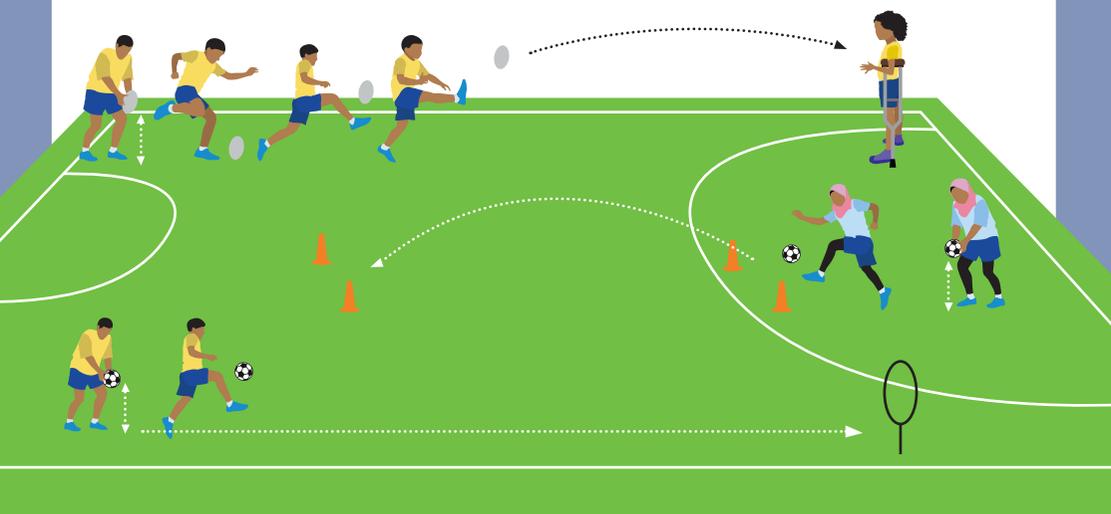
PUNTING - GRADE 3

LEARNING OUTCOME

By the end of the lesson, learner will be able to perform, practice and appreciate punting for coordination, endurance, balance, excellence, and self-esteem.

Activities

Twisting, Sliding, Dodging



- Punt a ball between two cones
- Drop the ball and punt it
- Walk and punt the ball between two cones
- Punt a ball to a partner
- Walk and punt the ball for distance
- Walk and punt the ball for height

Learning Points

- Hold ball at waist level using two hands.
- Look directly at the centre of the ball.
- Step towards your target with your non-punting foot.
- Drop ball on your punting foot.
- Contact the ball with instep or top of your shoelaces.
- Follow through with your punting leg in and upward motion.

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 punt a ball...?
as hard as you can - with a big leg swing/with no leg swing - so it goes quickly - with no follow through.

Can you try punting a ball...?
as high as you can - so it stays on the ground - as far/near as you can - with both feet – standing – with a run-up – whilst running.

What if you punt 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 – using a rugby or American football.



Safety Tips

- Make sure the practice area is clear of trip hazards or rubbish
- Avoid areas with windows or fragile objects
- Learners to keep their eyes on where they are kicking ball to
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Check for speed and accuracy in punting
- Ability to punt continuously the ball over a distance towards a target



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Different types and sizes of balls – rugby or American footballs
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

- Communication & Collaboration** • Encourage learners to work together in pairs and small groups when practicing punting activities.
- Self-efficacy** • Encourage learners to develop a growth mindset knowing that through practice they can improve their skills.
- Critical Thinking & Problem Solving** • Set challenges for learners such as learning how hard they need to punt a ball to reach different targets.
- Creativity & Imagination** • Ask learners to find different ways of punting a ball – from a static position, whilst moving, on receiving a pass.
- Citizenship** • Ask learners to think about paying it forward like a punt. What can they do to help others around them without requiring a reward.
- Digital Literacy** • Ask learners to find & watch a Rugby or American football match online and identify when they are punting.
- Learning to Learn** • Encourage learners to find out what countries play Rugby or American Football and to discover more about those countries.



TREE Framework

Easier

Punt 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 punted. Vary the direction of the punt. Punt accurately to a partner. Punt the ball on the move. Decrease the size of ball.

Inclusivity

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



Game

Punt Pass

Learners work in pairs and pass the ball to each other by punting the ball.

Try for accuracy and see if the learner receiving the ball can catch it.

Vary the game by placing objects on the playing area and asking learners to punt balls to hit a target.

Set up a course for learners to punt towards a target a bit like a golf course.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

Sample life skill learning outcome

Learners can explain the importance of working together as a team to achieve a common goal.

Facilitator asks learners how they found the punting game. Were pairs able to act as a team to successfully complete the task?

Facilitator asks learners to identify how they work together when they are in a team. Do they communicate with each other? Do they support each other? Do they encourage each other? Do they share the ball? Do they pass the ball and give everyone a chance to have time on the ball?

Finish by asking learners why is better to work in a team?

