

<b>Materials</b>	Broomstick (or similar item), string or rope, ball or pair of socks
<b>Learning Outcome</b>	Play an Inuit game to demonstrate the skills of jumping, kicking, and balance.

## Description

The One Foot High Kick is an Inuit game. It is said that historically the one foot high kick was used by hunters to signal to the village that the hunt was successful. One hunter would run back to the edge of the village and perform the one foot high kick to inform the other villagers. Attach the string or rope to the broomstick and tie the string or rope around the ball or pair of socks. Ensure there is enough space to do the activity away from any safety hazards. One person holds the broomstick so they are not in the path of the kicker. Start by holding the ball close to the floor or ground. The kicker starts an arms length away from the string or rope. The kicker jumps off of two feet, kicks the ball with one foot, and lands on the same foot they kicked with. The kicker is allowed to jump around to get their balance when landing.

Raise the ball approximately ten centimetres after each successful kick. As the ball gets higher, the kicker can choose to back up for their take-off to kick the ball. Play until the kicker cannot kick the ball or loses their balance on the landing.

## Physical Education Competencies



### MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



### THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



### FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



### ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



## Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *What skills are you building when you perform the one foot high kick?*
- *How did your approach and take-off change depending on the height of the ball?*



## Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	The youth stands with the seat of a chair directly in front of them holding on to the seat for support. The youth kicks a ball through the chair legs.	Cut a tennis ball in half and place a bell or similar auditory object in the middle, tape the ball up, and tie it to the string or rope as an auditory cue.	The child holds onto another individual while performing a stationary kick.