



Equipment	One soccer ball per student, one ground marker per student (e.g., bean bag, cone, etc.)
Learning Outcome	Demonstrate the movement skill of kicking and practice kicking to a target.
COVID-19 Safety Precautions	Inform students to only touch their ball and not to touch any other equipment. Encourage students to move from station to station dribbling their ball with their feet and only touching their own ball. Ensure students follow physical distancing guidelines as they rotate. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video to share with students providing an overview and movement skills cues for kicking. Refer to the to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skill with an adult.

Encourage students to practice kicking for accuracy if they have the space and equipment. If students do not have access to space or equipment, invite them to practice the mechanics of kicking by using a safe object (e.g., pair of socks, plastic bags made into a ball, etc.) and a safe space that is available to them.

Activity Description

If possible, set up this activity in an outdoor space and check for safety hazards. Use existing objects within the space to represent targets (e.g., trunk of a tree, playground pole, spot on a wall, etc.). Ensure the targets are safe and cannot be damaged by students kicking a ball at them. Place a ground marker in front of each chosen target. Target markers can be placed at differing distances from the targets. If possible, create enough target stations so that each student can practice at their own station. If the space is not big enough, consider having students complete the activity in pairs at a safe distance.

As a large group, review how to perform the kicking movement skill or refer to the [Movement Skills Cues](#) document to support you. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document.

Invite each student to stand by a ground marker. Students practice kicking their ball from the ground marker to the target object at their station. If students hit the target object, encourage them to try again. If there is not enough space for each student to have their own target station, pair students and have them take turns kicking at the target object. After a certain amount of time, have students rotate to a different station. Keep rotating after a certain amount of time so students have an opportunity to try to hit the target object as many stations as possible.

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 education. Consider asking students the reflection questions below and discuss the answers together.

- *What did you have to consider about how to kick in order to hit the target at each station?*
- *How could you modify each station to make it easier? Harder?*



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
Decrease the amount of space between the ground marker and target object.	Students complete the activity using the method of sending (e.g., underhand roll, overhand throw) with which they are most successful.	Students sit or lean on a chair for stability to kick the ball.	Provide verbal cues for where to send the ball.

Observing Learning Outcomes

Use the kicking cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to kick the ball with the appropriate part of their foot?
- Is the student able to kick the ball with their eyes focused on the ball or on the target?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Pin in the Middle](#)