

Striking

with the Feet

Description

Kicking, foot dribbling, trapping and punting are examples of striking skills using the feet. These striking skills involve applying a force to an object with the foot or leg, and require good eye-foot coordination. Striking with the feet can include: kicking a stationary or moving object, like a small can or a ball; tapping a ball under control, as in soccer dribbling and trapping; and punting, which is kicking a ball while it is in the air. These fundamental striking skills are used in sports like soccer, rugby union and rugby league.



Applying movement principles

Acceleration: When a force is applied to a ball, the ball moves in the direction of the force and the change in the speed will be proportional to the force acting on it. That is, when kicking a ball, it is important that the kicking foot is directly behind the ball and moving in the direction in which the ball is intended to move.

Increasing speed and distance: The speed and distance a ball travels can be increased by increasing the force applied to the ball. This can be achieved by taking more steps prior to kicking the ball or by swinging the lower leg of the kicking foot back further to create a longer lever.

Absorption of force: To absorb the force of an incoming object, force should be spread over a large surface area and for as long as possible. In trapping or receiving a ball, the foot should be at right angles and side on to the ball, presenting a flat surface.

Learning cues

Striking with the feet (kicking)

These learning cues for kicking can be applied to all skills involving striking with the feet that feature in this resource:

- stand behind the ball and slightly to one side
- keep eyes on the ball
- step forward placing non-kicking foot next to the ball
- swing kicking leg back, bent at knee, and bring through fast to contact ball
- hit ball on the shoelaces for a low ball, with the toe for a high ball, and with the inside of the foot for a ground ball
- follow-through in the direction of the target

Trapping with the feet (or body)

- move the body directly in the path of the ball
- present a large surface area, (e.g. flat surface, side of foot, or trunk of body) to trap the ball
- trapping – let the ball meet your body and deflect the ball downwards
- keep eyes on the ball until contact is made
- body 'gives' with the trap

Learning phases

Discovering phase

Activities in this phase focus on exploration of kicking a variety of stationary balls, kicking at large targets, and tapping or controlling a ball along the ground. Children at this phase find it difficult to make contact with the ball. Characteristics of striking with the feet and trapping for the discovering phase are listed below.

Striking with the feet

- movements are stiff, the trunk remains erect
- backswing of the kicking leg is limited
- there is very little follow-through
- pushing rather than striking action is displayed
- contact with the ball is inconsistent

Trapping

- children have difficulty in getting in line with the object
- the body is stiff and there is no 'give' with the ball as it makes contact

Developing phase

The focus of learning in this phase is on practising kicking a variety of balls (stationary and moving) with different parts of the foot, at various speeds and directions and developing accuracy and distance. Characteristics are listed on the following page.

Striking with the feet

- kicking leg tends to remain bent throughout action
- follow-through is limited to forward movement of the knee
- steps are taken towards the ball

Trapping

- movements lack fluidity, and are poorly timed and sequenced
- eyes don't track the ball
- children 'give' with the ball and can trap a rolled ball

Consolidating phase

Children in this phase enjoy applying their striking skills to more unpredictable situations. Combining striking skills with dodging, running and strategy provides the focus for learning in this phase. Characteristics are listed below.

Striking with the feet

- approach to the ball is from a run or a leap
- leg swing is longer, the kicking action is initiated at the hip
- trunk bends at the waist with a slight lean backwards
- follow-through is high and in the direction of the path of the ball

Trapping

- eyes track the ball
- body 'gives' on contact
- children can trap objects approaching from a variety of levels and at various angles and speeds

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Fancy Feet	Dribbling and controlling a ball with the foot (feet), trapping a ball with the body and feet and space awareness.	1-2	Hard or grass area	256
	Tricky Trapping Techniques	Trapping a ball with the body, body awareness (control), and relationships (with objects and others).	1-2	Hard or grass area	257
	Let's Discover Kicking	Exploring kicking, space and body awareness.	1	Hard or grass area	258
	Kicking Star	Kicking a stationary ball, kicking at different levels, speed and flow, kicking at a target, and relationships (objects).	1	Hard or grass area	259
	Air Ball	Kicking a stationary ball for height and accuracy, space awareness and balance.	1	Hard or grass area with a wall	260
	Kicking at a Target	Kicking ball into the air, judging speed and direction.	5-6	Hard or grass area	261

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	What is Punting?	Dropping the ball to punt, kicking ball up in air, space awareness – different levels and body parts, and body awareness.	2	Hard or grass area with wall or net	262
Developing	Lotto	Dribbling with the feet, moving at different speeds and in different directions.	1	Hard or grass area	264
	Twister	Receiving a moving ball and kicking a ball along the ground under control while moving.	3	Hard or grass area	265
	Landing in the Zone	Kicking a stationary ball for distance, ball control, balance and relationships (with others and equipment).	1-2	Hard or grass area	266
	Passing on the Move	Receiving a pass, ball control, kicking to a stationary target and kicking to a moving target.	4	Hard or grass level area	267
	Kicking for Goal	Controlling a ball in space, kicking for accuracy, body control, foot dribbling, space awareness (pathways and direction).	1	Hard or grass area	268
	Introducing Goalie	Kicking a stationary ball for accuracy, ball control and defending a goal.	2	Hard or grass area	269
	Soccer Golf	Dribbling in pathways, kicking for accuracy (goal), kicking over a low height and relationships (with others).	1	Hard or grass area	270
	One on one Soccer	Dribbling with the feet and stealing the ball with the feet.	2	Hard or grass area	271
	Moving Wall	Kicking a moving ball, kicking to a moving player, relationships (with others) and moving into space.	3	Hard or grass area	272
Consolidating	Dribble Tag	Dribbling and controlling the ball with feet, changing direction, dodging and evading.	6-8	Hard or grass area	273
	Spiders	Dribbling and controlling a ball with feet, trapping and kicking a ball, varying speed and direction.	6	Hard or grass area	274
	Keep it Away	Kicking to avoid a defence, intercepting a kicking pass, kicking to a moving target and faking opponent.	3	Hard or grass area	275
	Guarding the Cone	Kicking to a stationary target, and kicking and moving into space.	4	Large open space	276

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Consolidating	Possession	Passing into space, ball control, two-handed overhead pass, gaining possession of ball, and relationships (with others).	6-10	Large open space	277
	Let's Play Football	Moving into space, defence and attacking strategies, kicking, dribbling and passing skills and relationships (with others).	6-10	Hard or grass area	278
	Alley Soccer	Kicking at an angle to an open space, kicking and moving to an open space, defending an open space, kicking for accuracy, and dribbling.	12+	Hard or grass area	279
	Cone Soccer	Kicking for accuracy, kicking and moving to open space, kicking to open spaces closing down space, and dribbling.	12+	Hard or grass area	280
	Punting Relays	Punting for accuracy and space awareness.	3-4	Hard or grass area	281
	Goal Kicking	Kicking a stationary ball for accuracy.	2	Hard or grass area	283
	Square Punting	Punting to a target, relationships (with others) and judging distance and speed.	4	Hard or grass area	284
	Skydivers	Punting for accuracy, judging direction and force of movement.	3	Large open space	285
	Punt Tennis	Punting for accuracy, catching, judging flight path and relationships (with others).	8-12	Hard or grass area	286
	Punting Rounders	Punting, catching, throwing at a target and running.	10+	Hard or grass area	287
	Rush the Circle	Punting/kicking under pressure with a defender, throwing and catching.	4	Hard or grass area	288
	Punt end Zone	Punting for distance and for accuracy.	8+	Large open space	289
	Wicket Grubbers	Grubber kicks (bouncing along the ground), ball control and accuracy.	3	Hard or grass area	290
Chips	Chip kicking, space and body awareness.	3	Large open space	291	

Discovering Striking with the Feet

Fancy Feet

Movement skills/concepts

Dribbling and controlling a ball with the foot (feet), trapping a ball with the body and feet, space awareness.

Set-up

Large balls and markers/cones.

Children are spread out in a defined area, each with a large ball.

Activity

Can you ...?

- move the ball slowly, keeping it close to you, and stop it on the signal
- using the inside/outside of your foot, tap the ball along the ground, stop on a signal and dribble in a different direction
- roll the ball, run around in front and stop it
- dribble along lines and stop the ball on each corner
- dribble freely and stop the ball on every line you come to
- dribble around cones spread out in the area in various patterns, (e.g. full circle, reverse direction, zigzag in and out of circle)
- when you meet someone, both stop your ball and give each other a 'high five', then dribble the other person's ball away

In pairs with a large ball:

- stop a ball passed by your partner and pass it back
- stop a ball passed by your partner to your left/right and pass it back
- stop a ball passed by your partner, pass it back and move to a different place for the next pass
- see how many passes and stops you can do in 30 seconds
- with a ball each, pass and stop without the balls colliding
- one partner rolls the ball to try to score a goal (set up with two markers) and the other defends by trapping/stopping the ball; keep the competition fair by adjusting the width of the goal and the distance rolled

Can you see ...?

- keeping the ball close
- touching the sides of the ball
- using the inside, outside and sole of the foot
- using both left and right feet
- balance and control
- control before speed

You could ask ...

Which part of the foot do you use to control the ball?

How can you cause the ball to stop immediately after it hits your feet?

Variations

Vary equipment: Use a hockey stick and a small ball.

Tricky Trapping Techniques

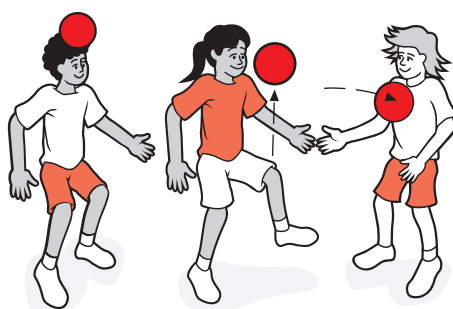
Movement skills/concepts

Trapping a ball with the body, body awareness (control) and relationships (with objects and others).

Set-up

Large balls.

Children spread out with a large ball each in a grass or hard area.



Activity

Let's see ...

- who can throw the ball up before catching it
- how many parts of your body you can use (other than your hand) to control the ball
- who can touch the ball with two body parts (not hands) before catching it

With a partner, let's see ...

- how many ways you can use to stop a ball bounced or lobbed on the full
- if you can stop the ball with your shins, thighs, abdomen, chest (hands crossed over), forehead
- if you can make the ball drop straight to the ground
- if you can stop a ball that has been lobbed over a net or other obstacle

Can you see ...?

- eyes on the ball
- moving to the path of the ball
- presenting the body part for the trap
- relaxing
- 'giving' with the ball on contact

You could ask ...

What can you do to get the ball to drop and stop immediately after it contacts your body?

Is it better to trap the ball with a small body part or a large body part? Why is this?

Let's Discover Kicking

Movement skills/concepts

Exploring kicking, space and body awareness.

Set-up

Large round balls, markers or cones.

Children, each with a ball, are spread out in a defined grass or hard area.

Activity

Can you kick a ball ...?

- forwards/backwards/sideways/diagonally
- as hard/softly as you can
- with a big leg swing/with no leg swing
- so that it goes very quickly/slowly
- without using your arms or while swinging arms backwards/forward
- as far/near as you can
- as high as you can/so it stays on the ground
- with a forceful leg swing but a light hit
- with a lazy leg swing for a forceful hit
- to hit a target, (e.g. wall, large target, small target)
- over/under the goal
- with your feet wide apart/with your other foot

Can you see ...?

- everyone participating
- fun and enjoyment
- awareness of others when having a go

You could ask ...

Which ways of kicking did you enjoy the most? Why was this?

Which were funny ways of kicking? What made that kick funny or difficult to do?

Which ways felt right? What was it about this way of kicking that felt right?

Variations

Work in pairs: Kick to a partner while walking (passing), at different levels/speeds and different degrees of force.

Kicking Star

Movement skills/concepts

Kicking a stationary ball, kicking at different levels, speed and flow, kicking at a target, and relationships (with objects).

Set-up

Cones, ropes, tape/chalk to create shapes (targets) on wall/net, and a variety of balls (foam, plastic, rubber) for kicking.

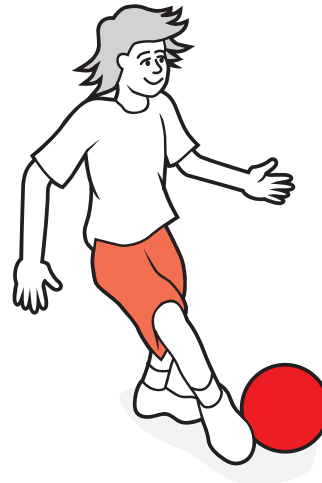
Children spread around a level grass or court area (gym, hall or outside court), facing a wall or net to kick towards.

A number of shapes are created as targets at different levels (ground, middle and high).

Activity

Can you ...?

- stand behind your ball and, using the inside part of your foot, kick it to the wall or net so that it comes back to you
- practise kicking with one foot and then the other foot
- practise kicking along the ground and then in the air
- practise kicking with a run-up of three to five steps
- practise kicking the ball at the different types of targets
- once you hit a target twice in a row, take a big step back and try a further distance away



Is everyone involved?

Can you see ...?

- planting the non-kicking foot next to the ball
- contacting behind the ball
- use of the inside of the foot for ground level, kicking the shoelace (top of shoe) for medium or low level kicks
- leaning back slightly on contact
- following through in the intended direction of the kick

You could ask ...

Which was your favourite target? Why?

What happened to the ball when you had a run-up to kick it?

Did the ball always go in the direction you meant it to? Why or why not?

Air Ball

Movement skills/concepts

Kicking a stationary ball for height and accuracy, space awareness and balance.

Set-up

A variety of balls for kicking, tape for shapes (targets) on wall/net.

A level grass or hard court area with a wall/net around the perimeter.

Children are spread out, standing 3 metres in front of the wall/net.

Activity

Can you ...?

- when the ball is on the ground, place your foot underneath the ball and flick it in the air so that it hits the wall
- practise walking/running up to the ball, kicking underneath the centre of the ball to the wall
- practise the above with the inside of your foot using your toes
- try to hit one of the target shapes on the wall

Can you see ...?

- planting the non-kicking foot next to the ball
- striking underneath the ball
- following through
- leaning back slightly

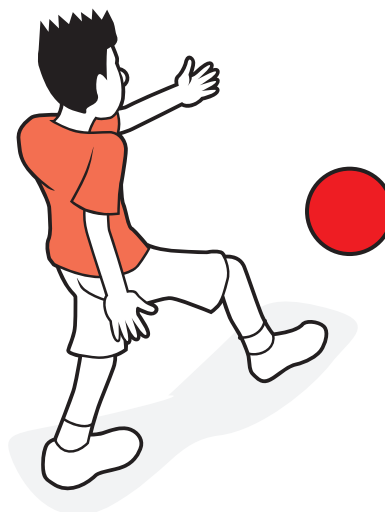
You could ask ...

Where do you need to strike the ball to lift it in the air?

How can you lift the ball in the air with your feet? Which way lets you lift the ball the highest?

Variations

Have a target competition: How many times in a row can you hit the target?



Children learn
by exploring

Kicking at a Target

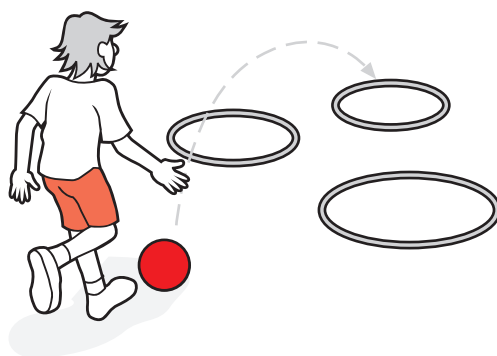
Movement skills/concepts

Kicking a ball into the air, judging speed and direction.

Set-up

A variety of balls for kicking, hoops, cones, rope for kicking line.

Children in groups of five–six stand behind the kicking line, with a ball each and hoops spread out in a target area in front of them.



Activity

The object of the game is to kick the ball so that it goes over the line and lands in one of the hoops in the target area. Each group gets a point for each time the ball lands in a hoop on the full. Balls must be kicked in the air. Children retrieve their ball when everyone has kicked the ball.

Keep practising until the group gets 10 points.

Can you see ...?

- striking the ball underneath its centre
- run-up, planting the non-kicking foot beside the ball
- following through with the kicking foot, leg moving upwards

You could ask ...

Did anyone kick the ball away from the target area? What do you think happened?

Who got two to three kicks into the target? Why do you think your kicks were successful?

How will you retrieve the balls safely?

Variations

Vary scoring: Set a class or group total to aim for.

Have a time trial: How many points can you and/or your group score in 1 minute?

What is Punting?

Movement skills/concepts

Dropping a ball to punt, kicking a ball up in the air, space awareness (levels and body parts) and body awareness.

Set-up

Balloons, lightweight kicking balls, goals (rope or elastic suspended between two uprights/chairs).

Wall or netting fence around the perimeter of grass or hard court area.

Children work in pairs, sitting and then standing.



Activity

Sitting

Children in pairs discuss the following questions:

- What is punting?
- Which games/sports use punting skills?
- What words would you use to describe what a punt is?
- Which sportspeople do you know who are good at punting?
- Why do you think they are good at punting? What have you seen them do?
- What do they do with their legs, feet, body?

Standing up, pretending

Let's pretend we are punting a ball:

- How high did it go? Did it go over a goal?
- What did we do with our arms, legs, feet?

Standing up, having a go

Let's have a go at punting: stand up, with a ball, spread out in the playing area and face a wall, netting fence or partner.

Can you ...?

- holding the ball in two hands, drop it to the ground in front of you, then, after the first bounce, contact the ball with your shoelaces (top of shoe), kicking it to the wall or your partner
- try kicking with your left and right feet to find out which foot you prefer to kick with
- with your preferred kicking foot, drop the ball in front of you and make contact with it before it touches the ground. Practise this a few times. Try to kick it towards the wall or your partner – you are now **punting!**
- punt over a low height? Stand three giant steps behind the goal (this is your kicking line) and punt the ball so that it travels over the rope. Count how many times you have a go and how many times you are successful. Using our maths brain, what do we call this?
- take a series of quick steps up to the kicking line and punt over the goal

*Children
discover for
themselves
how to punt*

Can you see ...?

- holding the ball in two hands
- guiding the ball onto foot
- swinging from the hip
- contacting the ball with the shoelaces
- keeping head down
- following through
- using both left and right feet to kick the ball



You could ask ...

What did you like about punting?

What did you find hard about punting?

Variations

Explore space: Can you punt the ball so that it comes back to you, goes behind you, goes high/low/along the ground?

Developing Striking with the Feet

Lotto

Movement skills/concepts

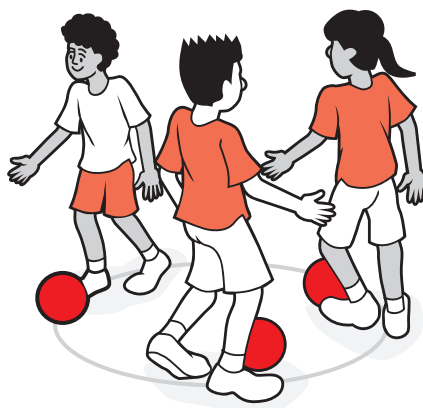
Dribbling with the feet, moving at different speeds and in different directions.

Set-up

Large balls.

Children, each with a ball, are freely spaced in a defined grass or hard area.

Children
modify activity
to increase
challenge



Activity

The players dribble freely. When the leader:

- calls a number, they form groups of that number and dribble in a small circle
- tells them to spread out, they dribble freely until another number is called

Can you see ...?

- using all parts of the feet
- keeping the ball close
- seeing the ball, seeing others

You could ask ...

How well are you controlling the ball? What can you do to improve or to challenge yourself?

Variations

Change pattern: Dribble in a circle or a square, reverse and go the other way or follow the leader.

Change speed: Dribble while walking, jogging, running.

Vary equipment and skills: Hand dribble, or hockey dribble with a stick and small ball.

Twister

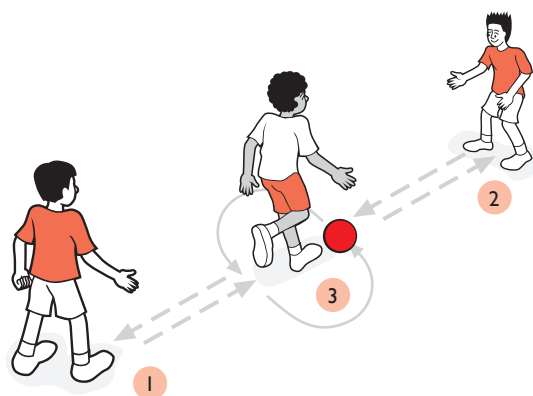
Movement skills/concepts

Receiving a pass and kicking along the ground under control while moving.

Set-up

A variety of large balls.

Each group of three spreads out in a line on a level grass or hard area; the end player (Player 1) has a ball.



Activity

Player 1 passes to Player 3 (in centre) who controls the ball and returns it. Player 1 passes to Player 2, while Player 3 turns to receive the ball from Player 2 and return it. After a given number of passes, change the centre player.

Can you see ...?

- controlling before passing
- contacting with the inside of the foot
- swinging from the hip
- following through in the direction of the ball

You could ask ...

How do you control the ball in the middle when you return it?

Which part of your foot do you strike the ball with?

How do you control the ball along the ground?

Variations

Provide one ball per player: Players 1 and 3 exchange balls, then Player 3 turns and exchanges with Player 2.

Landing in the Zone

Movement skills/concepts

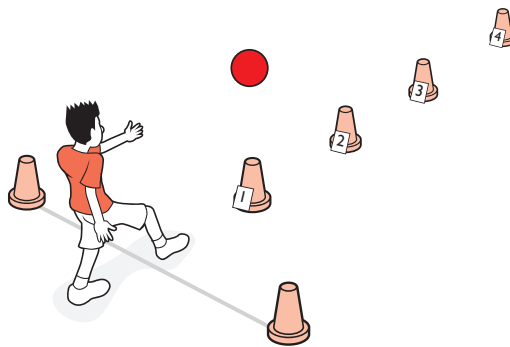
Kicking a stationary ball for distance, ball control, balance and relationships (with others and equipment).

Set-up

Cones/markers, large round or oval balls, rope for kicking line.

Starting from the kicking line, cones/markers are spaced at 3 metre intervals across a playground or field area, and are numbered in sequence so that children can see their distance and score higher for further distances.

Children work individually and in pairs, with one ball each.



Activity

Working by yourself, can you ...?

- place your ball at the kicking line, step back about two giant steps, run in and kick the ball as far as you can – note which zone your ball landed in
- practise again and try to increase your distance

Working with a partner, let's see ...

- how far each of you can kick in five kicks; add up your scores – who can kick the furthest?
- if you can kick the ball to land on the full in each of three zones that your partner chooses for you – how many attempts does this take?

Can you see ...?

- introducing step-hop on the non-kicking leg
- contacting under the centre of the ball

You could ask ...

Where do you contact the ball to lift it for maximum distance?

What adjustments do you need to make to your kicking action to land your ball in the three different zones selected by your partner?

Variations

Add targets: Include targets, (e.g. cones, bases, hoops) in each of the zones so children are aiming for accuracy and distance.

Passing on the Move

Movement skills/concepts

Receiving a pass, ball control, kicking to a stationary target and kicking to a moving target.

Set-up

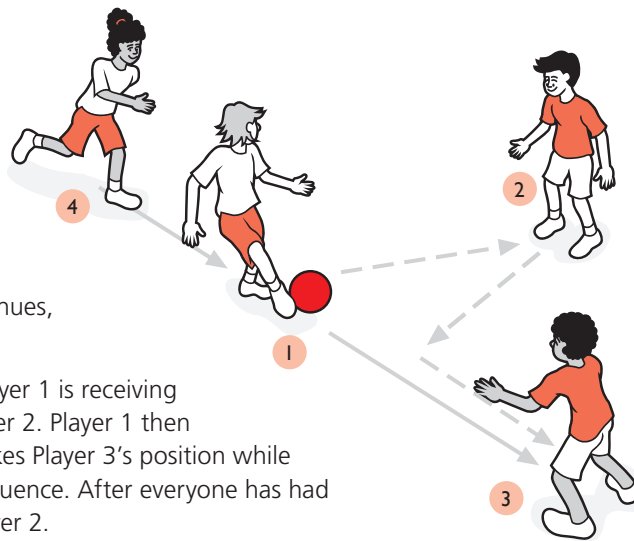
Large balls.

Each group of four has a ball and works in a level grass or hard area.

Activity

Player 1 passes to Player 2, runs, takes a return pass, then passes to Player 3. Player 3 passes to Player 2, runs, takes a return pass and passes to Player 4. Player 4 continues, following this sequence.

In the above diagram, Player 1 is receiving the return pass from Player 2. Player 1 then passes to Player 3 and takes Player 3's position while Player 3 performs the sequence. After everyone has had several turns, change Player 2.



Children
modify activity
to challenge
learning

Can you see....?

- looking at the receiver, looking at the ball
- bent knee, swinging from hip
- the non-kicking foot beside the ball
- well 'weighted' pass
- 'attacking' the ball

You could ask ...

How will you control the ball when you receive the pass from Player 2?

When receiving the pass from Player 2, where are you looking?

Variations

Add defence: Introduce a fifth player in the centre as a defender who challenges each player as they start. Start with passive defence, then change to more active defence (trying to steal the ball).

Kicking for Goal

Movement skills/concepts

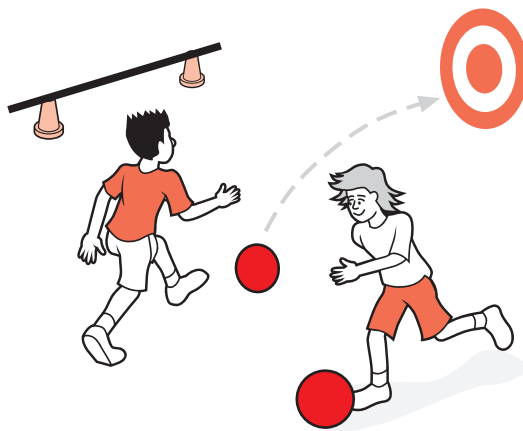
Controlling a ball in space, kicking for accuracy, body control, foot dribbling, space awareness (pathways and directions).

Set-up

Balls, targets/goals (cones, ropes, milk bottle containers, sticks, hoops).

Children, with one ball each, spread out in a defined grass or hard surface area where a variety of goals are laid out at different levels.

Children
modify activity
to create
a game



Activity

Each child dribbles with their ball at their own speed in the designated space, avoiding other people and obstacles. On the whistle, the children dribble to an open space and kick for a goal. They then retrieve the ball and begin dribbling again, listening for the signal to kick for a goal.

Can you see ...?

- head up to avoid collisions with other people
- gentle tapping of ball
- following through after kicking

You could ask ...

Were you successful with your kicking for goal? What do you think was the reason for this?

What do you need to do to be consistently accurate when kicking for goal?

Variations

Vary speed: Children move around the space faster or slower.

Introduce a new role: Add a goalie.

Introducing Goalie

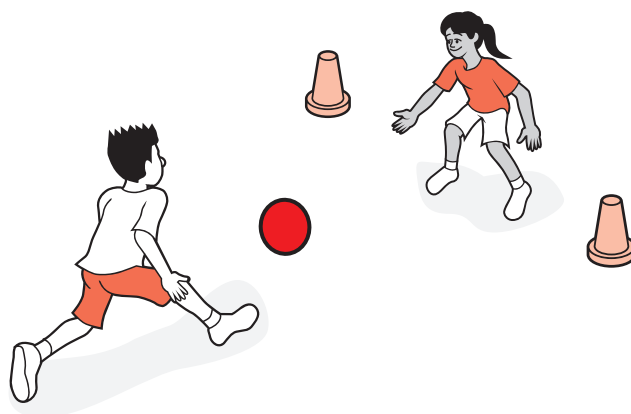
Movement skills/concepts

Kicking a stationary ball for accuracy, ball control and defending a goal.

Set-up

Goals (cones) and large soft balls.

In a grass or hard surface area, children work in pairs: one kicker and one goalie; one ball per pair.



*Children
modify to
increase
challenge*

Activity

To score a goal, the kicker must kick from a stationary position and kick the ball along the ground.

The goalie is allowed to use any part of their body to stop the kicker from scoring a goal.

The kicker has five tries at goal, then the partners swap roles.

Can you see ...?

- placing the non-kicking foot beside the ball
- following through after the kick

You could ask ...

Goalies: How might you anticipate where the ball is going to be kicked?

Kickers: Why is it important to follow through when you kick the ball?

Soccer Golf

Movement skills/concepts

Dribbling in pathways, kicking for accuracy, kicking over a low height and relationships (with others).

Set-up

A variety of obstacles and targets, (e.g. rubbish bins, storage boxes, marker cones, discs/bases, hoops, benches, chairs).

A hard surface or grass area is set out like a golf course, with bins and boxes to dribble around, cones to zigzag through, hoops to kick into and poles to kick over.

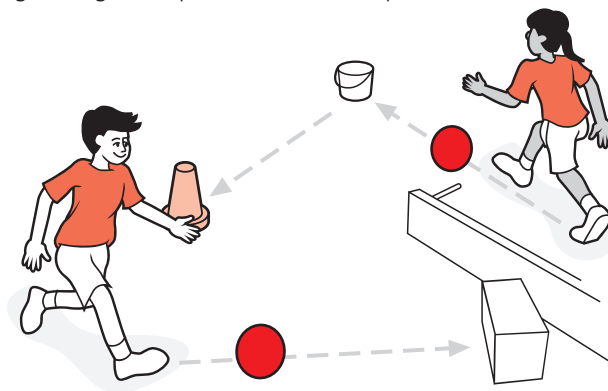
Is everyone involved?

Activity

The object of the game is to complete the course with the fewest number of kicks possible.

Children count the number of kicks it takes to complete the course.

When they have finished the course, they go again trying to lower their score.



Can you see ...?

- gentle tapping of ball for dribbling
- contacting ball directly behind it for kicking along ground
- contacting ball below its centre for kicking over a low height

You could ask ...

Which kind of kick did you select for the large obstacles like the bin?

To lower your score, what do you need to do?

Variations

Introduce a partner: Alternate kicks with a partner and have a challenge with another partner.

One-on-one Soccer

Movement skills/concepts

Dribbling with the feet and stealing the ball with the feet.

Set-up

Large balls, markers and cones.

In a defined hard surface or grass area, children work in pairs, with one ball per pair.

Activity

Children select a partner who has similar skills. Each pair decides its own boundaries; a smaller area requires more practice.

Partner 1 begins to travel and dribble the ball within the defined area; Partner 2 attempts to steal the ball by using their feet to trap the ball or tap it away. If Partner 2 gains possession of the ball, they become the attacker and Partner 1 becomes the defender.

Rules include: no body contact; gain possession of ball; don't kick it away.

Repeat activity, and include a goal. The object of the game is for the attacking player to score a goal, while the defender tries to keep the attacker from scoring using the rules above. If the defender gains possession of the ball before the attacker scores a goal, the defender dribbles the ball to a designated spot on the boundary and then becomes the attacker. If a goal is scored, the attacker and defender switch roles.



Children are
matched in
ability

Can you see ...?

- gentle tapping of the ball when dribbling
- head up looking around
- ball control with inside/outside of foot
- offence – looking for open spaces to move into
- defence – trapping or tapping to gain possession

You could ask ...

When you are the attacker, what can you do to keep the ball away from your partner?

When you are defending, what can you do to gain possession of the ball?

Variations

Create own game: Work with your partner to design a game using the skills of soccer. Consider the rules, how you will score, what the boundaries will be and a name for your game.

Play two-on-two: Partners play the game they have designed against another pair.

Moving Wall

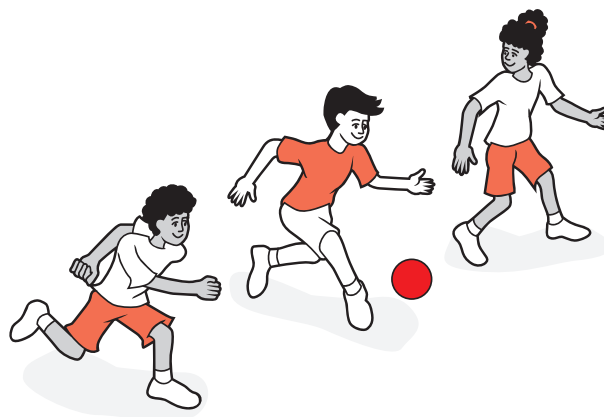
Movement skills/concepts

Kicking a moving ball, kicking to a moving player, relationships (with others) and moving into space.

Set-up

Large balls.

Each group of three works in a level grass or hard surface area; the centre person (Player 1) has the ball.



Activity

Player 1 passes to Player 2, who returns the pass.

Player 1 then passes to Player 3, who returns it.

Start from a stationary position, then increase the speed as skill improves – to walking, to jogging, to running.

Rotate positions.

Can you see ...?

- looking at the receiver, looking at the ball
- pushing with the inside of the foot
- following through with the kicking foot
- passing ahead of the receiver

You could ask ...

Where do you aim to pass the ball when you are walking? What about when you are running?

Why is the follow-through important in kicking the ball?

Variations

Vary area: Increase the distance between the players.

Consolidating Striking with the Feet

Dribble Tag

Movement skills/concepts

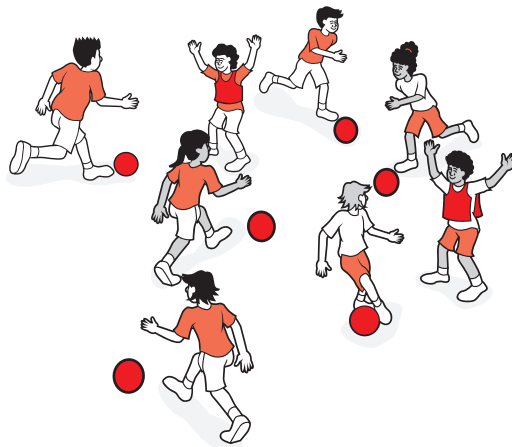
Dribbling and controlling a ball with feet, changing direction, dodging and evading.

Set-up

Large balls, and bibs or bands.

Grass or hard area, about one third the size of a netball court.

Groups of approximately six–eight: one or more taggers with a bib or band each; one ball per player.



Are children thinking and playing?

Activity

All players dribble freely. Taggers attempt to tag others with their hand as they dribble and still keep control of their ball. When a tag is made, the players change roles.

Can you see ...?

- keeping the ball close
- use of space
- seeing the ball, seeing others

You could ask ...

Where in the area could you move to avoid being tagged?

How can you work with the other taggers to try to tag a player?

Variations

Vary number of taggers: Anyone can tag and see how many tags they can make.

Vary equipment and skills: Hand dribble with a large ball, or hockey dribble with a small ball.

Spiders

Movement skills/concepts

Dribbling and controlling a ball with feet, trapping and kicking a ball, varying speed and direction.

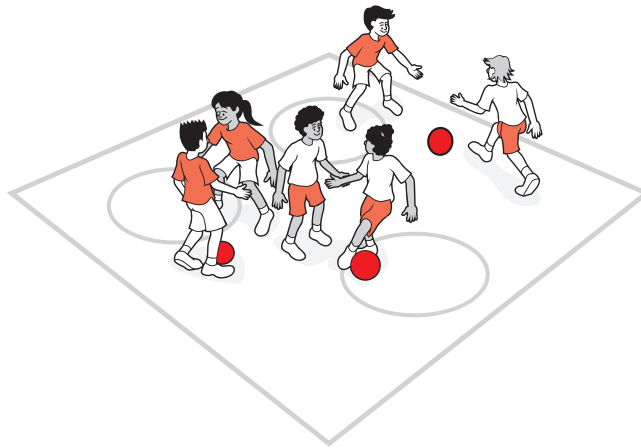
Set-up

Balls, hoops.

Grass or hard surface area with a boundary.

Groups of 6: three spiders, each standing in a hoop (web); three dribblers, each with a ball.

Adults have
a go with the
children



Activity

On 'Go', the three dribblers dribble around the area. The spiders try to steal the ball from the dribblers. They are allowed to kick the ball away as long as one foot remains in the web.

On 'Stop', the dribblers stop the ball dead. On 'Go', they move in a different direction.

On 'Change', all players change roles.

Can you see ...?

- using both the outside and inside of the foot to touch the ball on both sides
- seeing the ball, seeing others
- keeping the ball close

You could ask ...

How can the dribblers protect the ball from the spiders?

What can the spiders do to steal the ball from the dribblers?

Variations

Vary equipment and skills: Hand dribble with a large ball, or hockey dribble with small ball.

Vary Set-up: Place the hoops in a circuit, which the dribblers attempt to complete without the spiders kicking/hitting away their ball.

Keep it Away

Movement skills/concepts

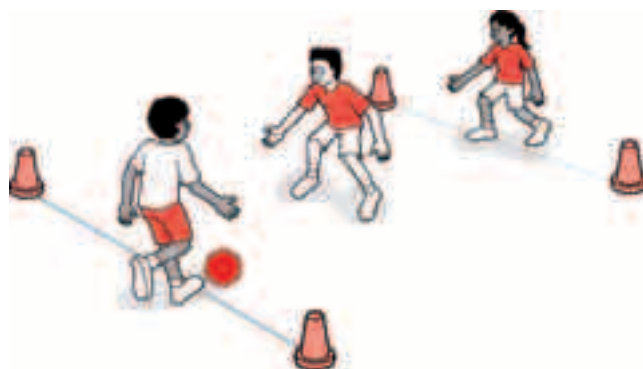
Kicking to avoid a defence, intercepting a kicking pass, kicking to a moving target and faking opponent.

Set-up

Large balls, markers/cones.

A defined grass or hard surface area is marked out by markers/cones.

Groups of three: two kickers and one defender, with one ball per group, are spread out in the area.



Activity

The aim of the game is for the kickers to keep the ball away from the defender in the middle. If the defender in the middle gets the ball, they switch positions with the person who last kicked the ball.

Can you see ...?

- use of inside and outside of the foot
- use of fakes

You could ask ...

When we looked at dodging, what were some of the ways we could evade an opponent?

How could we use those skills in this activity?

Variations

Change Set-up: Increase the size of the area the group is working in.

Set a time limit: See how many times the defender can touch the ball in 30 seconds. Swap positions after that time.

Guarding the Cone

Movement skills/concepts

Kicking to a stationary target, and kicking and moving into space.

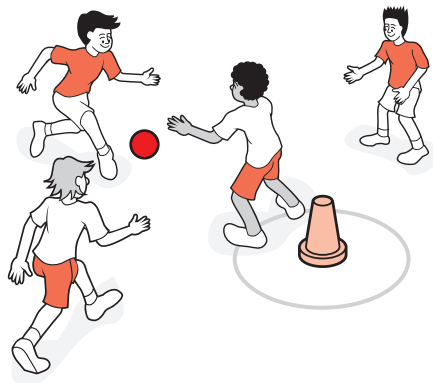
Set-up

Markers/cones, soccer balls, rope/chalk.

Groups of four: one defender and three offence; one marker/cone and one ball per group.

Children spread out in a large outdoor space: the group's marker/cone is surrounded by a 1 metre circle (marked out with rope or chalk).

Are children
working
together?



Activity

The defender defends the cone while the other three players attempt to pass and kick the soccer ball in order to hit the cone. One point is scored when the offence hits the cone with the ball. No one is allowed in the 1 metre buffer zone. The defender may use any body part to stop the ball from hitting the cone.

The defender is changed after a designated time.

Can you see ...?

- passing and moving to an open space
- passing to an open space

You could ask ...

How can the attacking team work together to score?

Variations

Increase the number of players: Have more players and add another defender.

Possession

Movement skills/concepts

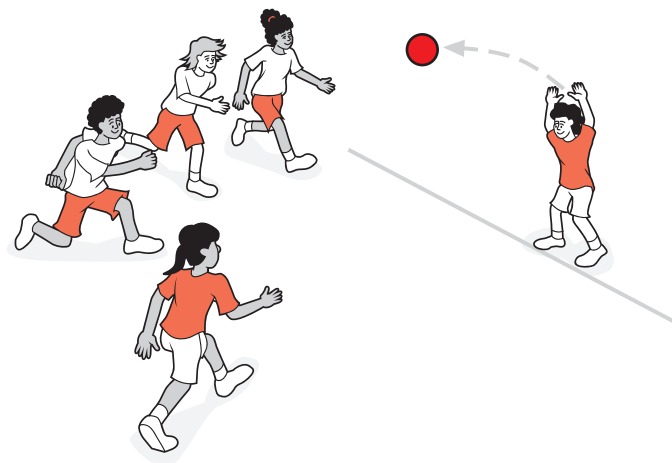
Passing into space, ball control, two-handed overhead pass, trying to gain possession of ball, and relationships (with others).

Set-up

Cones/markers, large balls.

Large open space marked out with cones.

Two teams of three–six each: one attacking team, one defending team.



Activity

The aim of the game is to keep the ball away from your opponents, using your passing and dribbling skills, for 3 minutes.

One person throws the ball (two-handed overhead pass) from the sideline to the attacking team. Players of the attacking team dribble and pass the ball to one another, as the defending team attempts to gain possession by trapping, intercepting or gaining control of the dribble. If the defending team gains possession, it gets one point. It then returns the ball to the attacking team and play continues.

After 3 minutes the teams switch roles.

Can you see ...?

- offence – passing to an open space, protecting the ball with the body
- defence – closing open spaces

You could ask ...

How can the attackers work as a team to keep possession of the ball?

What can the defence do as a team to intercept or gain possession of the ball?

Variations

Increase/decrease area: A larger area will make it easier for the offence; a smaller area will make it easier for the defence.

Let's Play Football

Movement skills/concepts

Moving into space, defence and attacking strategies, kicking, dribbling and passing skills and relationships (with others).

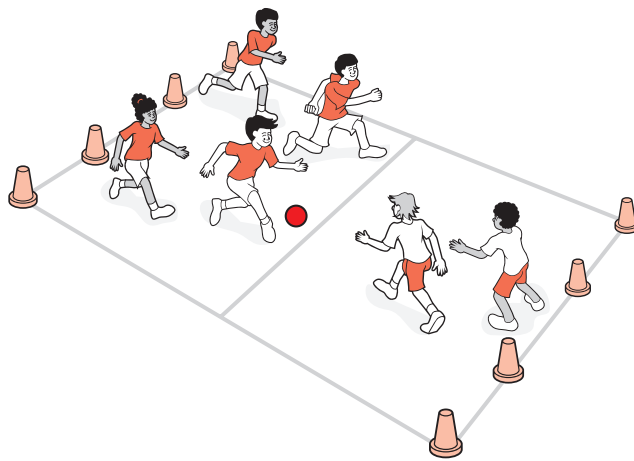
Set-up

Cones/markers and large balls.

A marked grass or hard surface area of about 10 square metres, with a goal at each end. Adjust the size of the area to suit the level of skill and the number of players.

Two teams of three–five each.

Friendly
competition



Activity

Teams attempt to score in the opponents' goal. Apply no contact and safe tackling rules.

Can you see ...?

- control of the ball before passing
- use of space
- teamwork

You could ask ...

On attack, what can you do to get into a good position to receive a pass?

On defence, how can you work as a team to defend your goal?

Variations

Vary Set-up: Introduce a second ball.

Alley Soccer

Movement skills/concepts

Kicking at an angle to an open space, kicking and moving to an open space, defending an open space, kicking for accuracy, and dribbling.

Set-up

Markers/cones (goals) and chalk (to mark alleys).

Large hard area/large round ball.

Two teams of six each: one player for each alley plus a goalie.



Are children
working
together?

Activity

The aim of the game is to work as a team, using your soccer skills to score a goal.

Soccer rules apply: alley players can only use their feet; goalies can use any body part; no body contact allowed. Alley players may travel the length of their alley but can't move into another alley.

After a designated time, players rotate alleys and the role of goalie is rotated.

Can you see ...?

- offence – kicking on an angle, to an open space, protecting ball with body
- defence – closing open spaces
- head up, looking around

You could ask ...

How can you work as a team to best get into position to kick for goal?

Variations

Vary Set-up: Include another ball.

Cone Soccer

Movement skills/concepts

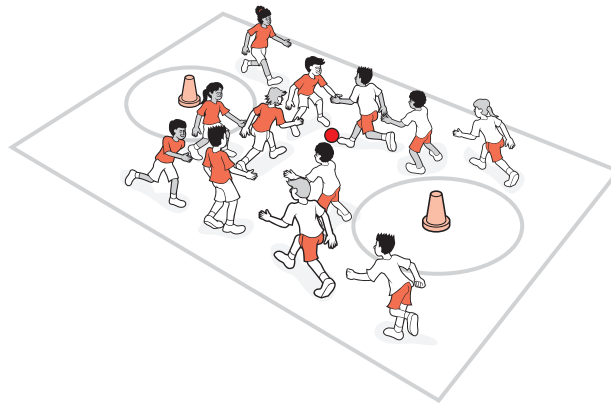
Kicking for accuracy, kicking and moving to open space, kicking to open space, closing down space, and dribbling.

Set-up

Soccer balls, boundary cones, a large cone and chalk/spray-paint.

The boundary of the playing area is marked with cones; drawn at the end is a circle 3 metres in diameter, which has a large cone inside.

Two even teams of approximately six–eight players each.



Activity

The aim of the game is to kick or dribble the ball to knock over the other team's cone while protecting your own cone. No one is allowed inside the circle to kick or defend.

No body contact is allowed. A free kick is awarded for a body contact infringement. Everyone must be 1 metre away from the free kick.

Can you see ...?

- kicking on an angle to open space
- tapping gently when dribbling
- closing open space

You could ask ...

What will be your team strategy for this game?

What positions might you have? Why?

Variations

Change team size: Increase the number of players per side.

Add another ball: Have two balls in play.

Punting Relays

Movement skills/concepts

Punting for accuracy, punting over a line and space awareness.

Set-up

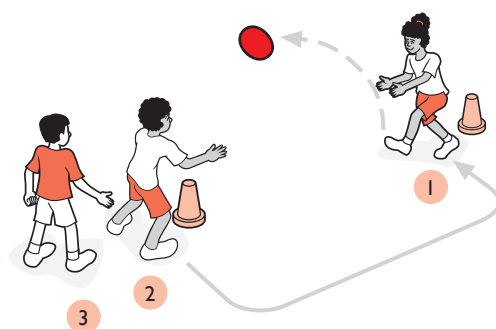
Rugby/oval balls, markers.

Grass or hard surface area.

Relay teams of three–four, with two balls per team.

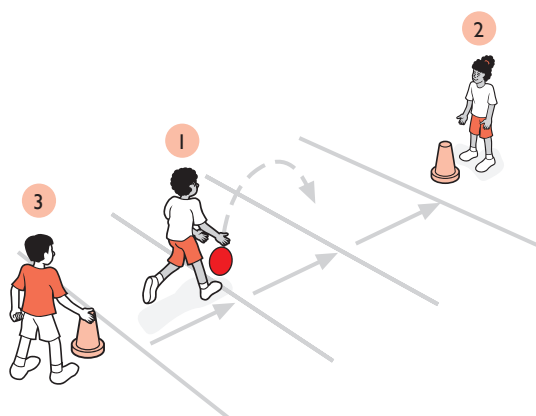
Activity

Relay 1



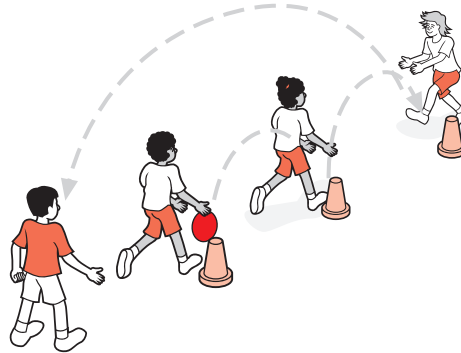
Player 1 runs out with a ball to a marker and kicks to Player 2, who then runs and kicks, etc.

Relay 2



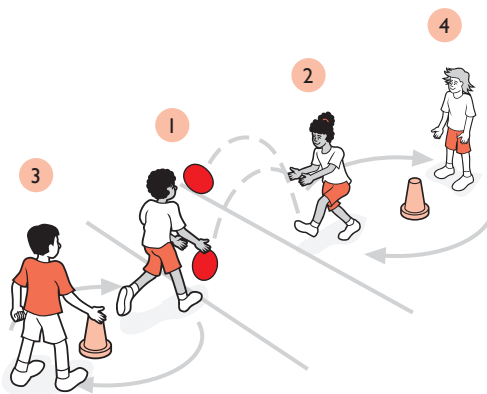
Player 1 runs out with a ball, kicks over a marked gap, retrieves the ball and gives it to Player 2, who then runs and kicks, etc. Player 1 takes Player 2's place.

Relay 3



Players 1 and 2 run with a ball each to the line, kicking their balls to each other, then return and give the new balls to Players 3 and 4 respectively.

Relay 4



Player 1 kicks to Player 2 and runs to Player 2's place; Player 2 kicks to Player 3 and runs to Player 3's place; Player 3 kicks to Player 4 and runs to Player 4's place.

Can you see ...?

- holding the ball in two hands
- eyes on the ball
- guiding ball onto the top of the foot
- following through

You could ask ...

What is different about punting an oval/rugby ball compared to punting a round ball?

Variations

Vary the distance: Players run and/or kick over a shorter or longer distance.

Change rules: Designate the kick or foot to be used in each relay.

Goal Kicking

Movement skills/concepts

Kicking a stationary ball for accuracy.

Set-up

Large round and/or oval balls, goal posts/markers, low tees.

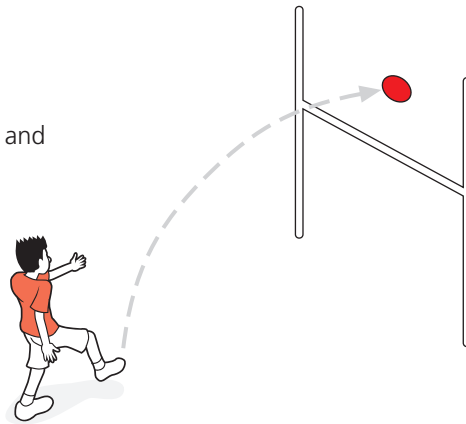
Grass or hard court area.

Pairs, with one ball per pair.

Activity

Can you ...?

- put the ball on the ground/a low tee and kick to your partner, striking with your shoelaces (top of shoe)
- kick it high to your partner
- kick while getting further and further away from your partner
- kick between goal posts/markers
- kick over the posts
- kick from different angles and distances
- try kicking with the other foot



Children
lead activity

Can you see ...?

- eye on the target, eye on the ball
- a short, angled approach
- non-kicking foot beside ball
- swinging from hip
- contacting with top of foot
- following through

You could ask ...

Which ways of kicking for goal were the easiest? Why was this?

Kicking goals is one way of scoring points in rugby union/league. What do you need to do to be consistently accurate?

Variations

Use large round balls: Is it different when kicking for goal with a round ball?

Play Goal Kicking Game – 'Rugger': Partner 1 in the pair places the ball on a low tee or the ground anywhere they like and kicks for goal. If successful, Partner 2 has to kick for goal from where that goal was kicked. If Partner 2 is unsuccessful, they receive an 'R' (i.e. the first letter of 'Rugger'). If Partner 1 is unsuccessful, Partner 2 gets to choose where to kick from.

The partner who spells 'Rugger' last is the winner.

Square Punting

Movement skills/concepts

Punting/kicking to a target, relationships (with others), and judging distance and speed.

Set-up

Markers/cones, large oval and/or round balls.

Groups of four are spread out in grass or hard surface area; each group has a ball and one child stands at each corner of a square marked out by cones.

Activity

Players practise punting around the square in different patterns:



- Player 1 with the ball punts to Player 2, who punts to Player 3, who punts to Player 4, who punts to Player 1, etc.
- Players 1 and 3, with a ball, punt around the square.
- Punt from Player 1 to Player 2 to Player 4 to Player 3 to Player 1, etc.
- Punt to anyone.
- Introduce a fifth player at 1. Players punt and follow to the receiver's position. Use any of the above patterns.
- A fifth player in the centre of the square attempts to intercept as the ball is kicked to anyone. If intercepted, change places with the player who last touched the ball.



Can you see ...?

- holding the ball in two hands
- eyes on the ball
- guiding the ball onto shoelaces (top of shoe)
- swinging the leg from the hip
- following through

You could ask ...

What can we do to make sure the punt follows the intended flight path?

Variations

Vary equipment and skills: Vary the type of ball, kick and foot.

Vary the area of the square: e.g. Mark out a smaller square and punt 'up and under'.

Skydivers

Movement skills/concepts

Punting/kicking for accuracy, judging direction and force of movement.

Set-up

Hoops and large balls.

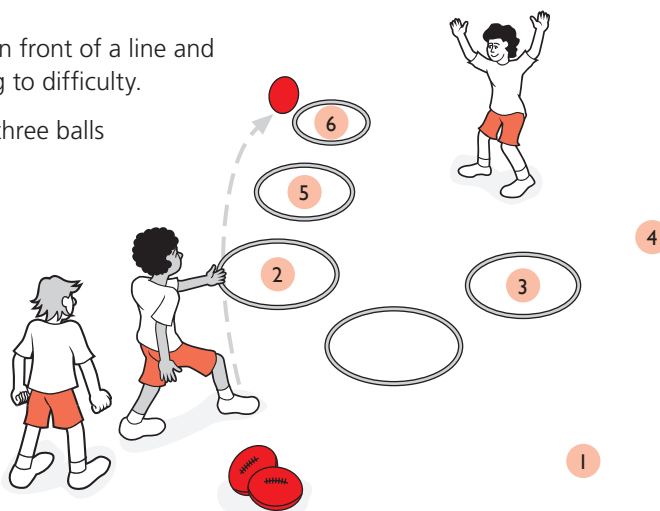
Hoops are spread out in front of a line and given a value according to difficulty.

Groups of three, with three balls per group.

Activity

Each player in turn punts the three balls, scoring the allocated points for any target they hit on the full.

Repeat and see if you can improve on your score.



Can you see ...?

- eyes on the ball
- swinging the leg from the hip
- kicking with the top of the foot
- following through

You could ask ...

Which hoops will you aim for? Why is this?

Were some hoops easier or harder to hit? Why was this?

How can you improve on your score?

Variations

Vary rules: Punt around the targets in order.

Change equipment and skills: Replace the hoops with two markers as goals. Grubber kick through the goals.

Adjust the distances: Punt a longer or shorter distance to suit children's level of skill.

Punt Tennis

Movement skills/concepts

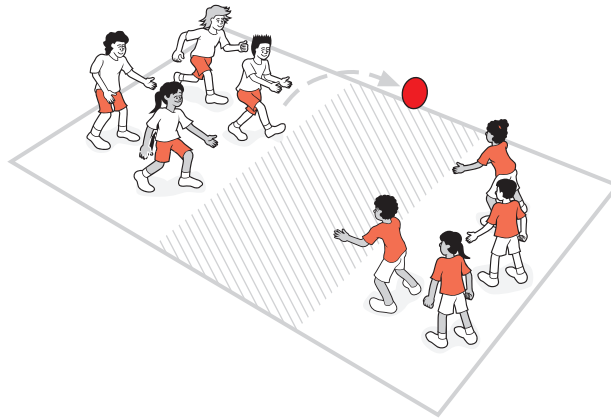
Punting/kicking for accuracy, catching, judging flight path and relationships (with others).

Set-up

Large balls.

A marked grass or hard surface area with a neutral zone in the centre (or a high net or rope).

Two teams of four–six players each, one team in each end of the court.



Activity

The aim is to punt the ball to land it in the opponents' court on the full. Your team concedes a point if the ball hits the ground in your court, if one of your players punts a ball out of bounds or if the ball fails to clear the neutral zone (net).

After a team scores a point, the non-scoring team puts the ball back into play by punting it from the end line.

Can you see ...?

- the team spread out over the whole court
- calling for the ball
- eyes on the ball

You could ask ...

How can your team get in the best position to receive the ball?

Where will you aim to punt the ball on your opponents' side of the court?

Variations

Vary equipment: Use different types of ball.

Vary area: Increase or decrease the size of the area to suit the skill level.

Punting Rounders

Movement skills/concepts

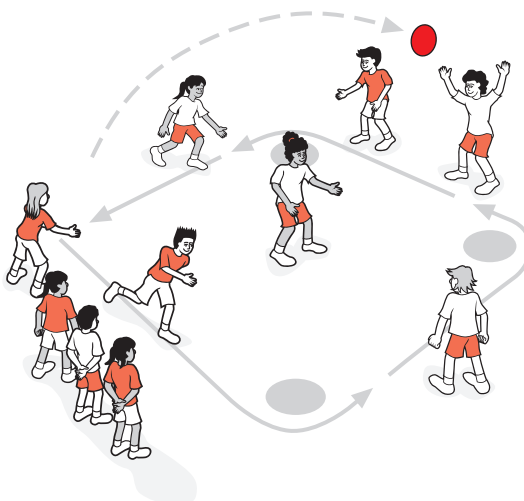
Punting, catching, throwing at a target and running.

Set-up

A large round or oval ball, three markers, a hoop and a storage bin/bucket.

In a grass or hard surface area, a diamond is set out using the storage bin and three bases, with the hoop in the centre.

Two teams of five–six players each: one fielding team with a player in the hoop and the others spread out; one kicking team lined up behind the bin.



Activity

The first kicker punts the ball in front of the line, then runs round the bases. The fielders field the ball and pass it to the player in the hoop, who throws it at the bin. One foot must remain in the hoop. If the kicker gets round the bases and touches the bin before the bin is hit with the ball, the kicking team scores a point. If the bin is hit first, the fielders score a point.

Teams swap over once everyone has had a turn.

Can you see ...?

- fielders spread out, covering all angles and spaces
- punting with the top of the foot

You could ask ...

When you are in the kicking team, where will you aim to punt the ball?

When you are in the fielding team, what is the best position to be in to cover the field?

Variations

Vary skills: Make all throws/passes kicks.

Vary equipment: Use a variety of balls, (e.g. rugby balls, tennis balls).

Rush the Circle

Movement skills/concepts

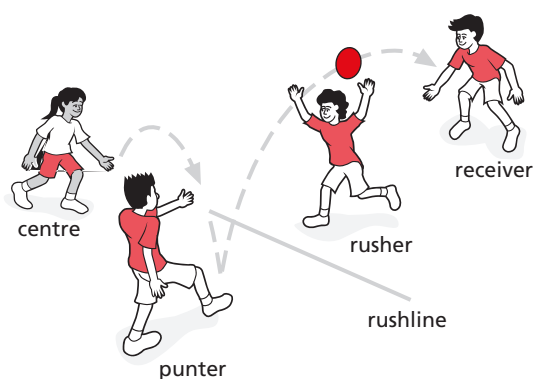
Punting/kicking under pressure with a defender, throwing and catching.

Set-up

Oval balls.

Grass or hard surface area.

Groups of four: one punter, one centre (person who tosses ball underhand to the punter), one to rush the punter, and one receiver; one ball per group.



Activity

The punter receives the ball from the centre and then punts it down to the receiver. The rusher counts, 'One thousand, two thousand' once the ball is released from the centre's hands and rushes the punter with arms up in the air. Take three punts before rotating roles. The rusher cannot rush past the rush line.

Can you see ...?

- swinging from hip
- keeping head down
- step, step, punt

You could ask ...

What can the punter do to create time and space to punt the ball?

Variations

Vary distance.

Punt End Zone

Movement skills/concepts

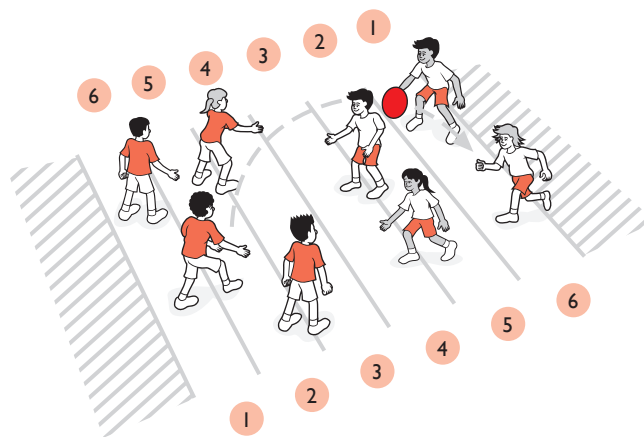
Punting for distance and accuracy.

Set-up

Spray-paint or marker dust (for target end zones), children's choice of ball.

Grass area, marked out approximately 3 metres in length.

Two teams of four–six each.



Are all the children succeeding?

Activity

The object of the game is to punt the ball over your opponents so that it lands in the end zone.

Play begins in the team's first zone (in front of the end zone they are guarding); one player punts the ball as far down towards their opponents' end zone as possible.

If the opponents catch the ball, they advance one zone before they punt the ball.

If the opponents retrieve the ball short of the end zone, they punt from that spot.

The game continues with teams alternating punts. The number of points awarded for landing in the end zone corresponds to the zone from which the ball was punted.

Can you see ...?

- running approach
- step, hop on non-kicking leg

You could ask ...

What are the important things to remember when punting for distance?

How will your team cover the available space to catch the ball?

Variations

Vary rules: Include running to score at the end zone if the ball is caught on the full.

Add the strategy that the opposite team can rush the punter after the punter has received the pass.

Wicket Grubbers

Movement skills/concepts

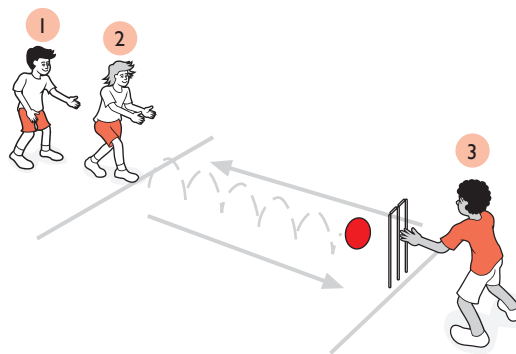
Grubber kicks (bouncing along the ground), ball control and accuracy.

Set-up

Sets of wickets, large balls.

On a grass or hard surface area, there is a set of wickets with a kicking mark about 10 metres away.

Groups of three: one wicketkeeper and two kickers.



Activity

Player 2 grubber kicks the ball at the wickets, then goes to the wicketkeeper. Player 1 retrieves the ball, gives it to Player 3 to kick and waits for the next turn.

Players score a point each time they hit the wickets.

Can you see ...?

- pointing the toe downwards
- contacting the ball with the shoelaces (top of shoe)
- keeping the head down
- kicking the ball onto the ground
- short stab of the foot

You could ask ...

What is different about kicking a grubber kick compared with a punt for distance?

Variations

Extend skills: Increase the distance of the kicking mark as skill develops.

Chips

Movement skills/concepts

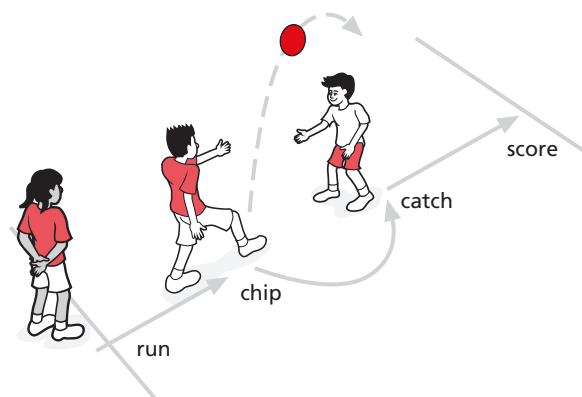
Chip kicking, space and body awareness.

Set-up

Markers, large balls.

Grass area with markers showing start and score lines.

Groups of three: one player halfway between the start and score lines, two behind the start line; one ball per group.



Children
modify activity
to increase
challenge

Activity

Player 2 runs with the ball, chips it over Player 1, catches it or toes it on over the score line and scores a try.

Player 1 remains stationary.

After scoring, Player 2 returns the ball to Player 3, then takes Player 1's place. Player 1 goes behind Player 3, who then runs and chips over Player 2, etc.

Can you see ...?

- watching the centre player, watching the ball
- kicking with the shoelaces (top of shoe)

You could ask ...

When would you use the chip kick in a game?

Variations

Vary equipment: Use a variety of balls.