

## Activity Guide #7 – Kicking a Ball

Book: *My Feet* by Alik

### Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important to all areas of development and learning.

However, today there are a number of challenges to supporting a child's physical development, including their gross motor skills. Children have easy access to screens (e.g., television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of gross motor manipulative skills such as kicking, and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their gross motor manipulative skills, including kicking a ball.

In this **B.A.M.M.M.!** guide, children are introduced to kicking when they hear the story, *My Feet*, followed by activities that involve them in teacher-guided kicking activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

**Teacher Note:** *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

### Arkansas Child Development and Early Learning Standards: Birth through 60 Months

**Domain: Physical Development and Health**

**Domain Component: Gross Motor**

**Learning Goals (with Strands and Skill or Indicators)**

**PH1.3 Demonstrates gross-motor manipulative skills** (*kicking*)

- Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it
- Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the leg

## Materials to Collect and Make

- ✓ Book: *My Feet* by Aliko
- ✓ Balls: 10 inch diameter rubber playground ball, beach ball, or foam or soft covered soccer ball
- ✓ Cones

### Teacher Notes:

- *It is recommended that regulation soccer balls with hard covering not be used because that may hurt a child's foot when kicking.*
- *Consider a large grassy area for this activity.*
- *Make sure children are wearing close-toed shoes with non-slip soles.*

## Introduce the Activity

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

### Directions:

- Children sitting on carpet squares or personal space markers.
- Put a ball that children will later use for kicking in a sack and take it to the story reading area, keeping it out of sight.
- Show children the cover of the book, *My Feet*. And say, "I think this little boy is looking at his feet and thinking about all of the things his feet can do."
- Invite children to describe all of the things their feet can do and record their answers on a chart sheet or marker board.
- Bring out the bag with the ball in it and say, "In this bag is something that is round and about this big. Can you guess what it is?" (Make a circle about the size of the ball with your hands )
- Show children the ball and say "In the story we are about to read, you will learn what the boy does with a ball and his feet. Can you guess what he does?"
- Accept their answers and say, "Let's read and find out."

## Present the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*print knowledge, print knowledge*)

### Directions:

- Prepare to read the story, *My Feet by Alik*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures. Alik is both the author and illustrator)
- Read the story so children can see all of the pictures in the book.
- Follow up the reading by showing the pages and inviting children to discuss and describe what is on each page.
- Show the ball and ask children what the boy is doing with the ball.
- Review with children the list of things they said their feet could do and put a check mark by each one that was included in the book.

### Teacher Notes:

- *If you feel comfortable doing this, have children remove their shoes and socks and place them in front of them.*
- *Have them examine the different parts of the feet as they are described and shown in the story.*
- *Involve children in putting on their socks and shoes, allowing them to do as much of this as possible.*

## Extend the Story

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Directions:

- Go to pages in the book that show how children keep their feet busy: walk, run, skip, march, kick, hop, tiptoe, skate and dance.
- Invite children to stand as you read these pages with them and to do the activities in place as you read each one.
- Explain to children that when they go outdoors, they will have an opportunity to practice kicking the ball with their feet.

**Teacher Note:** *Children may not be able to skip and pretend to skate unless there is space for them to safely do this.*

## Conclude the Session

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's language)** (*expressive vocabulary*)

### Directions:

- Invite children to discuss their experiences with games such as soccer where kicking a ball is a major part of the game. Some may have watched others play soccer, may have had experience playing the game, or watched soccer on TV.
- Explain to children that when they go outdoors, they will have an opportunity to practice kicking the ball with their feet.

**Teacher Note:** *Listen carefully to what children say about their experiences with kicking a ball. This may give you some insight as to their skill level in this activity.*

## Try these additional activities

**Teacher Notes:** *Before involving children in kicking activities, review this information adapted from a posting by PE Central on 5/12/2001: (information posted for Suggested Grade Level: Pre-K)*

- *Kicking requires that children contact a ball with their foot while maintaining the balance necessary to propel the ball as straight and as far as they desire.*
- *At this developmental age each child should focus on kicking the ball hard so it travels far away from the child.*
- *Kicking the ball "as hard as you can" will assist children in developing kicking skills as the motion of kicking hard forces the child to go through the full range of motion with the kicking leg.*
- *Initial kicking experiences should emphasize kicking hard or kicking for distance as opposed to kicking for accuracy.*
- *A 10 inch diameter rubber playground ball or foam or soft covered soccer ball is needed. Do not use regulation soccer balls with hard coverings that may hurt a child's foot when kicking.*
- *Practicing kicking skills is an outdoor activity and should not be done inside.*
- *A large grassy area is ideal for this activity.*

**Learning Goals:**

**PH1.3 Demonstrates gross-motor manipulative skills** (*kicking*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**Kicking Hard or for Distance**

- Place cones or markers out in the field so that children have a direction in which to kick. Initially place cones about 10 to 12 yards away.
- **Step 1:** Begin by placing the ball on the ground and ask children to take one step back and kick the ball hard and as far away as possible.
- Say to children: "Show me how far you can kick the ball. See if you can kick the ball past the cones.
- Allow children to practice this skill before moving to Step 2.
- **Step 2:** After children get the idea of kicking far, ask them to take several steps back away from the ball and run toward the ball and kick it.
- Allow children to continue practicing running up to the ball and kicking it.
- **Step 3:** As children get the basic concept of running up to the ball and kicking it, ask that they travel through the playing area continually kicking the ball. Say to them, "Kick your ball far and then run up and kick it again."

**Teacher Note:**

- *This information adapted from the PE Central posting on 5/12/2001.*
- *Guide children to use preferred foot for kicking.*

**Kicking for Accuracy**

- **Step 1:** Begin by placing the ball on the ground and have children run up to the ball and kick it toward you.
- Allow them to practice this skill before moving to Step 2.
- **Step 2:** Place two cones about three feet apart.
- Place a ball on the ground about two feet in front of the cones.
- Encourage children to run up to the ball and kick it through the two cones.
- **Step 3:** Construct a bowling alley with two pieces of rope.
- Set up 3 empty plastic bottles or three cones at the end of the alley
- Have children take turns kicking the ball to move or knock down the bottles or cones.

**Teacher Notes:**

- *The Kicking for Accuracy information is adapted from the Special Olympic Young Athletes and the accompanying Activity Guide.*
- *When children have mastered both sets of skills, they have learned to kick the ball hard and far and to kick the ball for accuracy.*

**Resources**

- ✓ Special Olympics Young Athletes
- ✓ *Special Olympics Young Athletes Activity Guide*
- ✓ PE Central Post on 5/12/2001

**Teacher Notes:**

- *Children need to hear the same story read to them several times.*
- *Children also need daily opportunities to repeat and practice gross motor manipulative skills.*
- *Plan to reread the book, *My Feet* by Aiki, and include a variety of the suggested kicking activities.*
- *It is important that stories and activities be repeated with children at different times throughout the year.*