



UNIT 7

AGES 5-7

KICKING

.....

Similar to striking, kicking a stationary, medium or large sized ball is easier than kicking a small or moving ball. Unlike striking, however, kicking requires the ability to balance, at least for a moment, on one foot. Beginner kickers will lean forward when they are kicking a ball. More advanced kickers will lean their body back just before contacting the ball. Most beginners will be successful in kicking if they run up to a stationary ball to kick it, because they will essentially run through the ball with one foot. Once your students master running and kicking, have them stand behind a stationary ball and practice kicking it. This challenges the students to stand on one foot and disassociate one leg from another. The kicking leg should bend at the knee for a back swing, then straighten at contact. The opposite arm swings forward with the kick to allow for stabilization and power. Advanced kickers will have more bend in their knee and will swing the opposite arm forward as the ball is kicked.

Kicking incorporates a variety of skills and is a fun way for students to feel success as they make contact with the ball. Vary the targets or size and weight of the balls so that students can learn the different dynamics of kicking.

Skills

MOTOR SKILLS:

- Balance
- Eye-foot coordination
- Strength

COGNITIVE SKILLS:

- Listening and following cues
- Body awareness
- Spatial planning

SOCIAL SKILLS:

- Taking turns with others

Equipment

- Balls
- Cones
- Floor markers
- 1 hula hoop per 4 students
- Soccer balls
- Rope or balance beam

Classroom materials

- Unifix cubes or other small math manipulatives
- Blocks or cones
- Green and red paper

Books

- *Exclamation Mark*
by Amy Krouse Rosenthal
- *The Legend of Rock, Paper, Scissors*
by Drew Daywalt



Kicking

BASIC:

- Arms are held at sides
- Prepares for kicking with kicking leg
- Pushes leg forward into the ball
- No trunk rotation

PROFICIENT:

- Some arm movement
- Steps forward with the non-kicking foot
- Minimal windup with kicking leg
- Minimal trunk rotation
- Knee bent on contact

ADVANCED:

- Opposite arm swing
- Steps forward with non-kicking foot
- Winds up kicking leg prior to kick
- Trunk rotation
- Knee extended on contact

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

1.2.11 Demonstrates kicking a ball in a non-dynamic environment.



STANDARDS FOR ELA

1st Grade:

Ask and answer questions about key details in a text. (RL.1.1)

Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)

Describe characters, settings, and major events in a story, using key details. (RL.1.3)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

Follow agreed-upon rules for discussions, such as listening to others with care, speaking one at a time about the topics and texts under discussion. (SL.1.1a)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)

Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

STANDARDS FOR MATH

1st Grade:

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (1.NBT.A.1)

10 can be thought of as a bundle of ten ones — called a “ten.” (1.NBT.2a)

STANDARDS FOR MATH

2nd Grade:

Determine whether a group of objects (up to 20) has an odd or even number of members. (2.OA.3)



Leadership Time

- The book *Exclamation Mark* by Amy Krouse Rosenthal and Tom Lichtenheld is a creative story about an exclamation mark who feels out of place around all the periods. He wants desperately to fit in. He meets a question mark and soon discovers how exciting it can be to be different.
- Self-awareness is your SEL focus this week.

Skills & Games

- Stationary Ball Kick
- Hajla
- Passing Practice
- Kicking for Distance
- Kicking Targets
- Coach Says
- Driver's Test

Equipment

- *Exclamation Mark* by Amy Krouse Rosenthal and Tom Lichtenheld
- Balls
- Cones
- Floor markers

Alternative Material Ideas

- Instead of a playground ball for each student, use basketballs or soccer balls



Things to Note

Lesson 3 has two games that involve each student having a ball. If you do not have enough balls, have the students pretend to kick a ball or pair up students and have them take turns. You can also collect different types of sports balls such as tennis balls, basketballs, or softballs, and challenge students to practice kicking these.

LEADERSHIP TIME (5 MIN.)



Exclamation Mark by Amy Krouse Rosenthal and Tom Lichtenheld
(page 48 of link)¹

- Lesson 1: Read the book
- Lesson 2: Review book and answer questions
- Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

[Fit 5 Strength Level 1 Cards](#) (pages 8-10 of link)³

- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



STATIONARY BALL KICK (5 MIN.)

Equipment

- Playground or soccer balls

Setup

Students should be put into pairs. Have them form two parallel lines facing each other with one ball for each pair.



- *“Today we will start learning a new skill, called kicking.”*
- *“Kicking involves balancing on one foot while swinging the other foot to come in contact with the ball.”*
- *“Watch as I demonstrate kicking.”*
- *“You and your partner will practice stationary ball kicks today.”*
- *“Stationary means that the ball is not moving when you kick it.”*
- *“You will kick the ball to your partner and your partner will stop the ball and then kick it back to you.”*
- *“Focus on being in control when you kick it so it goes to your partner.”*



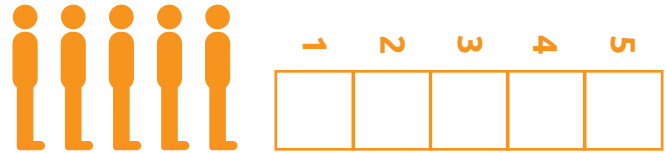
HAJLA (5 MIN.)

Equipment

- Stone or ball (something to kick)

Setup

Students stand in line at the start of the column (you do not need to write down numbers)



- *“Today we will be playing a game from the Middle East/North Africa region called Hajla!”*
- *“We will be practicing controlling the power of our kicking.”*
- *“The goal of this game is to kick the stone so it lands in the farthest box, but not over.”*
- *“The player’s score is based on where the stone or ball lands. The further the square, the higher the point value, but be careful not to kick the stone too far!”*
- *“If the stone rolls beyond the column, no points are received.”*
- *“We will take turns kicking.”*

This game is popular throughout countries like Palestine and Syria. In Palestine, this is the most popular game among girls, and a game called Jalul is most popular among boys.



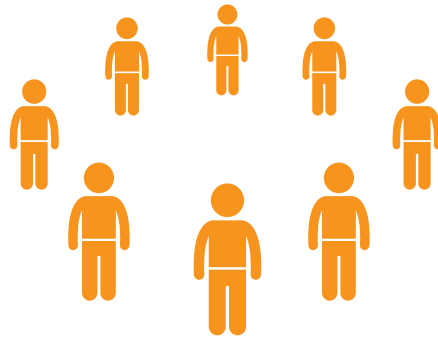
PASSING PRACTICE (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“Now we are going to practice kicking the ball as a group.”*
- *“We will stand in a circle and when you have the ball, you will say the name of someone in the circle and look at them to make eye contact so they know you are going to kick it to them.”*
- *“Once you have made eye contact and said their name, you will kick it to that person.”*
- *“Focus on kicking hard enough and in a straight line so that it makes it to the person you made eye contact with.”*
- *“The person who receives the ball will then name someone else in the circle.”*
- *“We will keep playing until everyone has a turn.”*
- You may also have the students call out a color someone is wearing or other identifying item.

Social Connection

Along with saying their name, encourage students to say “Hello _____” or “I hope you’re having a great day, _____” to reinforce positive social interactions.

Classroom Connection

Use this game as a greeting in the morning or a way to end your day. When you use this in a classroom, use a smaller ball and reinforce the importance of controlling your kick.



KICKING FOR DISTANCE (5 MIN.)

Equipment

- Balls
- Cones
- A way to play music

Setup

Place cones on one side of the room in a line and the balls on the other side of the room. Divide students into two groups.



- *“Today we are going to wrap up by practicing kicking for distance.”*
- *“Half of the group is going to be the retrievers, and half of the group will be the kickers, and then we will switch.”*
- *“The kickers are going to be on one side of the space and kick the ball to try to hit a cone.”*
- *“When you have kicked a ball, you will find another ball to kick until time is up.”*
- *“The retrievers are going to be collecting the balls and running them back to the kickers.”*
- *“The retrievers can also set up a cone if one has fallen over.”*
- *“After a couple minutes (or when the music stops), we will switch jobs and continue.”*

Social Connection

Encourage students to say “thank you” if they are the kicker and receive a ball.

COOL DOWN/FLEXIBILITY (5 MIN.)

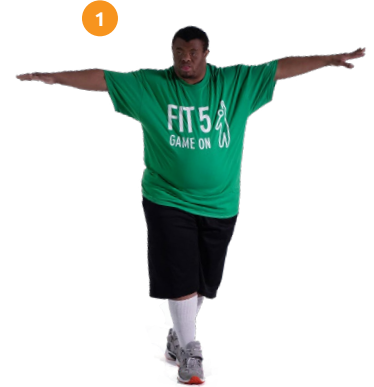
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



LEADERSHIP TIME (5 MIN.)



[Exclamation Mark by Amy Krouse Rosenthal and Tom Lichtenheld](#)
(page 48 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

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- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



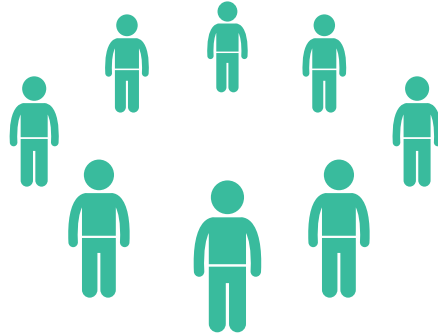
PASSING PRACTICE (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“Now we are going to practice kicking the ball as a group.”*
 - *“We will stand in a circle and when you have the ball, you will say the name of someone in the circle and look at them to make eye contact so they know you are going to kick it to them.”*
 - *“Once you have made eye contact and said their name, you will kick it to that person.”*
 - *“Focus on kicking hard enough and in a straight line so that it makes it to the person you made eye contact with.”*
 - *“The person who receives the ball will then name someone else in the circle.”*
 - *“We will keep playing until everyone has a turn.”*
- You may also have the students call out a color someone is wearing or other identifying item.

Math Connection

Instead of saying names, have students practice counting or skip counting. The first person can say 5 and then kick it. Whoever receives the ball can say 10 and so on (15, 20, 25...)

Literacy Connection

Instead of saying names, have students go through the alphabet. The first student says “A” and passes it to the next student who says “B” and so on.

Practice rhyming words, the first student says a word and the next student needs to come up with a word that rhymes.



KICKING TARGETS (10 MIN.)

Equipment

- Balls
- Cones

Setup

Divide students into 4-5 groups. Place 3 cones on the opposite side of the room as a line with a ball.



- *“We are going to practice kicking to a target together.”*
- *“You and your team are going to try to knock all the cones down.”*
- *“The first student in line will kick the ball at the cones.”*
- *“If they knock the cone down, leave the cone knocked down, get the ball and give it to the next person in line.”*
- *“They will then go to the back of the line.”*
- *“If they miss, they get the ball and hand it to the next person in line and go to the back of the line.”*
- *“The goal is to be the first team to knock over all of their cones.”*
- *“Your team will sit down when they get all their cones down.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

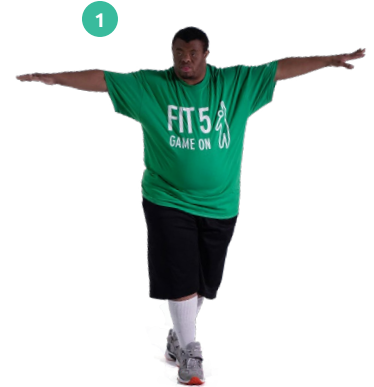
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



LEADERSHIP TIME (5 MIN.)



Exclamation Mark by Amy Krouse Rosenthal and Tom Lichtenheld
(page 48 of link)¹

Lesson 1: Read the book

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Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

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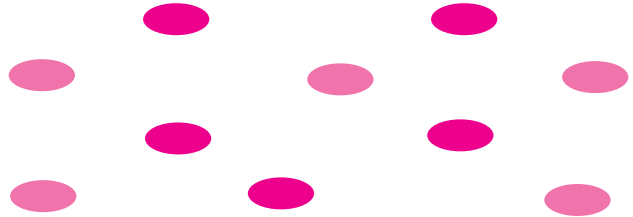
COACH SAYS (5 MIN.)

Equipment

- Balls
- Floor markers

Setup

Spread floor markers out throughout the space and give each student a ball



- *“Today we are playing ‘Coach Says’ to practice some spatial and body awareness with the ball.”*
- *“I am going to say ‘Coach Says’ and then a skill and you will perform that skill.”*
- *“Just like Simon Says, if I don’t say ‘Coach Says’ before the skill and you do it, you need to do 3 jumping jacks before getting back into the game.”*
- *“Coach Says:*
 - » *Put your right/left foot on the ball*
 - » *Alternate toe touches on top of the ball*
 - » *Move around the ball clockwise/counter-clockwise*
 - » *Stand in front/behind/to the side of the ball*
 - » *Step over the ball*
 - » *Side-to-side toe taps”*

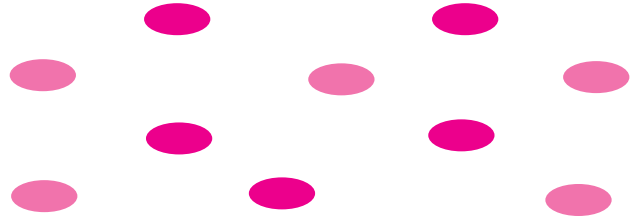
DRIVER'S TEST (10 MIN.)

Equipment

- Balls
- Floor Markers
- Whistle

Setup

Spread floor markers out throughout the space and give each student a ball



- *"Alright everyone, we are going to be taking a driver's test today."*
- *"You are going to take your ball on a driver's test."*
- *"When I say go, you are going to use the inside of your foot to tap the ball forward while walking around the space."*
- *"You will need to watch out for other students as you do this."*
- *"When I blow my whistle, you need to freeze and listen for directions."*
- *"When I say 'drive home', you are going to tap your ball back to your home base spot as fast as you can."*
- Additional Challenges:
 - » Move in different pathways: zig zag, loop, straight
 - » Change speed
 - » Change directions on the signal: left, right, backwards
 - » Circle as many cones as you can in 1 minute
 - » Create your own challenge

COOL DOWN/FLEXIBILITY (5 MIN.)

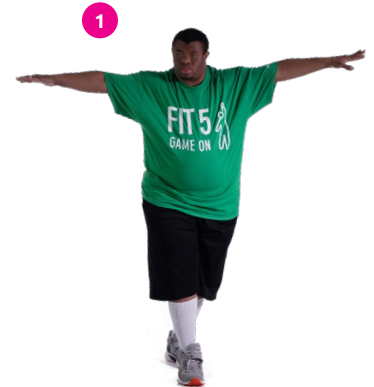
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

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- Calf Stretch
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Leadership Time

- **Together We Are Stronger** is a lesson about teamwork and teaching students to work together. Complete the lesson to highlight the importance of teamwork.
- **Relationship skills** is your SEL focus this week.

Skills & Games

- **Follow the Leader**
- **Treasure Hunt**
- **Soccer Bowling**
- **Penalty Kick**
- **Give and Go**
- **Pinball**

Equipment

- Balls
- Unifix cubes or other small math manipulatives
- 1 hula hoop per 4 students
- Soccer balls
- Cones
- Rope or balance beam
- Blocks or cones

Alternative Material Ideas

- Instead of unifix cubes, use whatever types of balls you have: playground, basketball, or soccer.



Things to Note

Treasure hunt is a great game to incorporate a lot of math skills. This game provides movement as well as hands on learning for counting, adding, visualizing, and making ten. A great game for math practice.

LEADERSHIP TIME (5 MIN.)

Lesson for the Week: Together We Are Stronger

- Use the [Together We Are Stronger lesson plan printables](#) to complete Leadership Time. More lessons like this can be found in the elementary playbook resource.
-

STRENGTH & ENDURANCE (5 MIN.)

Young Athletes in Motion¹

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



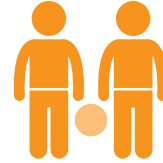
FOLLOW THE LEADER (5 MIN.)

Equipment

- 1 ball per pair
- Whistle

Setup

Pair up students and give each one a ball.



- *“We will be playing ‘Follow the Leader’ today to continue to practice kicking.”*
- *“Whoever is the youngest in each group will go first and be the leader.”*
- *“The leader will dribble their ball around the space and the second student will follow them.”*
- *“Everyone needs to keep control of their ball.”*
- *“When I blow the whistle, you will stop in place.”*
- *“Now we will switch who the leader and who the follower is.”*

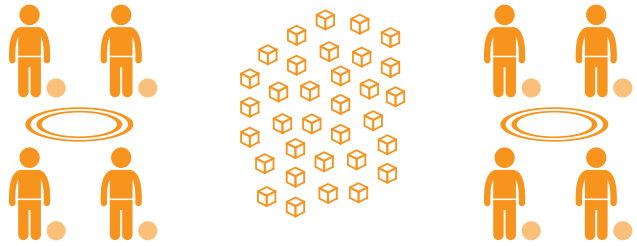
TREASURE HUNT (10 MIN.)

Equipment

- 1 ball per student
- Unifix cubes or other math manipulatives
- 1 hoop per 4 students

Setup

Divide students into groups of 4 and give them a hoop. Spread out manipulatives in the middle of the room.



- *“Today we will be playing ‘Treasure Hunt.’”*
- *“You are in a group of 4 with a hoop. This is where you will be putting your treasure.”*
- *“When I say ‘go,’ you will dribble your ball with your foot to the middle of the space and pick up one manipulative and bring it back to your hoop.”*
- *“You will continue to dribble back and forth, picking up manipulatives until time is up.”*
- *“When the time is up, you and your group will put the objects into groups of 2/5/10 and practice counting to see how many you collected.”*

Math Connection

Talk about odd and even numbers. Have students put their objects into groups of two. If every object has a partner, the number is even. If there is an object that is not paired up, the number is odd.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 1 Flexibility](#)¹

OR

[Warrior One Pose](#) (page 6 of link)²

Warrior One pose for 15 seconds. Repeat with the other leg forward.



LEADERSHIP TIME (5 MIN.)

Lesson for the Week: Together We Are Stronger

- Use the [Together We Are Stronger lesson plan printables](#) to complete Leadership Time. More lessons like this can be found in the elementary playbook resource.
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STRENGTH & ENDURANCE (5 MIN.)

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SOCCKER BOWLING (10 MIN.)

Equipment

- 1 soccer/playground ball per student
- 1 cone per 2 students

Setup

Each pair of students will have their own bowling lane. At one end of the lane, place the cone and a bowling ball on top of it with a student behind the cone. At the other end of the lane have the other student and a ball.



- *“Today we are going to play ‘Soccer Bowling.’”*
- *“In this game, you are going to see how many times out of 5 you can kick your ball to knock the other ball off the cone.”*
- *“When I say ‘go,’ kick your ball at the cone.”*
- *“Your partner will return your ball to you and replace the other ball if it falls off.”*
- *“After 5 tries, you and your partner will switch roles.”*

PENALTY KICK (5 MIN.)

Equipment

- Ball
- 2 cones

Setup

Place two cones several feet apart from each other to make a goal. Place students in a single file line. If you have a large group, make 2 lines.



- *“Soccer is a skill that uses a lot of kicking.”*
- *“One important skill is called a penalty kick.”*
- *“In soccer, a penalty kick is where one athlete gets to kick the ball at the goal all by themselves without the other players around.”*
- *“Today we are going to end our lesson with practicing a penalty kick.”*
- *“You will kick the ball and try to make a goal between the two cones.”*
- *“Once you kick, you will run to get the ball and hand it to the next student in line.”*
- *“Let’s practice good sportsmanship and cheer each other on during this activity.”*



COOL DOWN/FLEXIBILITY (5 MIN.)

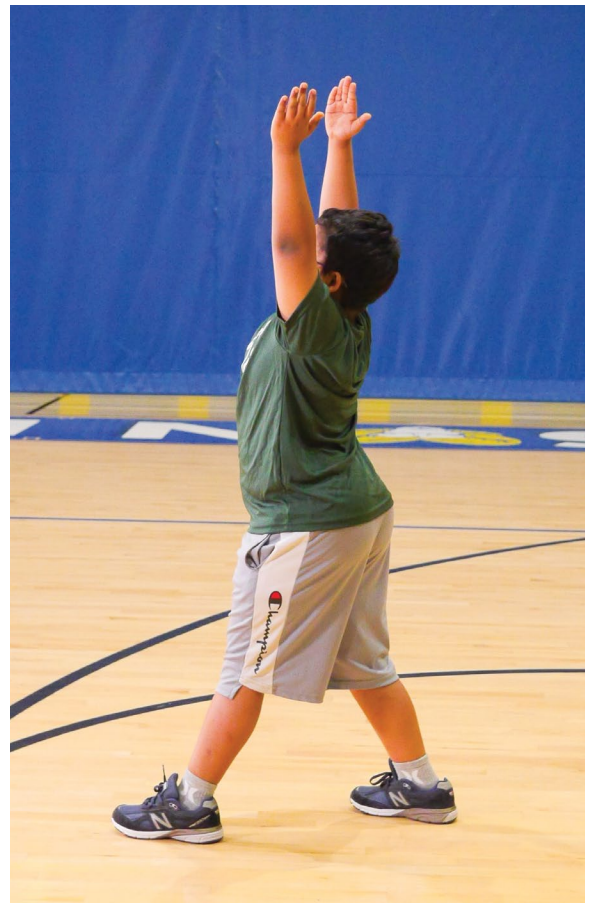
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[Warrior One Pose](#) (page 6 of link)²

Warrior One pose for 15 seconds. Repeat with the other leg forward.



LEADERSHIP TIME (5 MIN.)

Lesson for the Week: Together We Are Stronger

- Use the [Together We Are Stronger lesson plan printables](#) to complete Leadership Time. More lessons like this can be found in the elementary playbook resource.
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STRENGTH & ENDURANCE (5 MIN.)

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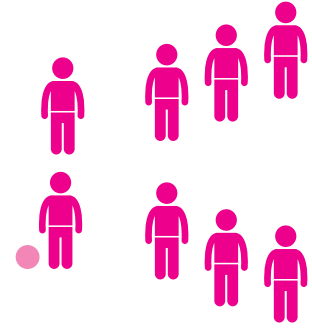
GIVE AND GO (5 MIN.)

Equipment

- Ball
- 2 cones

Setup

Place two cones several feet apart from each other to make a goal. Have students form two lines.



- *“Last time we were together we practiced some soccer skills.”*
- *“Today we are going to learn another soccer skill called passing.”*
- *“In this game called ‘Give and Go,’ you and your partner are going to work together to score a goal.”*
- *“One student is going to kick the ball to their partner and the partner is going to kick the ball into the goal.”*
- *“When you are finished, go back to the end of the line and we will switch who is the passer and who is the kicker.”*



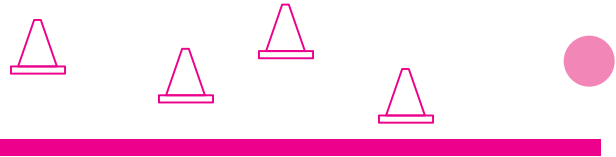
PINBALL (5 MIN.)

Equipment

- Ropes or balance beam
- Blocks or cones
- Balls

Setup

Create a frame using ropes or balance beams. Place blocks or cones inside the frame to make obstacles. Place a ball at the end of each frame.



- *“Today we are going to play a giant pinball game.”*
- *“Pinball is a game where you have a ball and it has to go through different obstacles to get to the end.”*
- *“We are going to line up on either side of the frame and work together to kick the ball through the pinball machine.”*
- Let students change up the obstacles and how it is set up.

Math Connection

Before you let students help design and build the layout for pinball, talk about maps. Explain how maps are a birds eye view of something and how they are used to help someone understand something better. Give students paper and let them draw out a map of what they want the obstacles to look like.

COOL DOWN/FLEXIBILITY (5 MIN.)

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[GoNoodle: Level 1 Flexibility](#)¹

OR

[Warrior One Pose](#) (page 6 of link)²

Warrior One pose for 15 seconds. Repeat with the other leg forward.



Leadership Time

- In the book, *The Legend of Rock, Paper, Scissors* by Drew Daywalt, students will be able to make connections between random objects.
- **Self-awareness** is your SEL focus this week.

Skills & Games

- Stationary Ball Kick
- Kicking Targets
- Red Light Green Light
- Coach Says
- Dribbling
- Treasure Hunt

Equipment

- *The Legend of Rock, Paper, Scissors* by Drew Daywalt
- Balls
- Cones
- Green & red pieces of paper
- Poly spots/floor markers
- Unifix cubes other math manipulatives
- 1 hula hoop per 4 students

Alternative Material Ideas

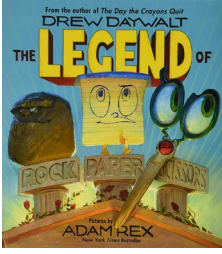
- Instead of a playground ball for each student, use whatever types of balls you have



Things to Note

Treasure hunt is a game that is repeated throughout the curriculum. Use this week to build on skills of skip counting, grouping, and visualizing numbers.

LEADERSHIP TIME (5 MIN.)



[The Legend of Rock, Paper, Scissors by Drew Daywalt](#) (page 50 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

OR

[Gallop](#) (page 21 of link)³

1. *"Your right foot is the leader and your left foot follows behind."*
2. *"Take a big step forward with your right foot and then quickly bring your left foot next to it and repeat."*
3. *"Continue galloping and then switch to leading with your left foot."*



STATIONARY BALL KICK (5 MIN.)

Equipment

- Playground or soccer balls

Setup

Students should be put into pairs. Have them form two parallel lines facing each other with one ball for each pair.



- *“Today we will learn and practice kicking.”*
- *“Kicking involves balancing on one foot while swinging the other foot to come in contact with the ball.”*
- *“Watch as I demonstrate kicking.”*
- *“You and your partner will practice stationary ball kicks today.”*
- *“Stationary means that the ball is not moving when you kick it.”*
- *“You will kick the ball to your partner and your partner will stop the ball and then kick it back to you.”*
- *“Focus on being in control when you kick it so it goes to your partner.”*



KICKING TARGETS (10 MIN.)

Equipment

- Balls
- Cones

Setup

Divide students into 4-5 groups. Place 3 cones on the opposite side of the room as a line with a ball.



- *“We are going to practice kicking to a target together.”*
- *“You and your team are going to try to knock all the cones down.”*
- *“The first student in line will kick the ball at the cones.”*
- *“If they knock the cone down, leave the cone knocked down, get the ball and give it to the next person in line.”*
- *“They will then go to the back of the line.”*
- *“If they miss, they get the ball and hand it to the next person in line and go to the back of the line.”*
- *“The goal is to be the first team to knock over all of their cones.”*
- *“Your team will sit down when they get all their cones down.”*

RED LIGHT GREEN LIGHT (5 MIN.)

Equipment

- 1 ball per student
- Green paper
- Red paper

Setup

Teacher should be on one side of the space with a red and green paper. Students on the other side. Each student should have a ball.



- *“An important skill while dribbling the ball is to be able to look up so you know where you are going.”*
- *“We are going to play ‘Red Light Green Light’ today while we are kicking.”*
- *“You are going to kick the ball, and I will be holding up a green or red piece of paper.”*
- *“When I am holding up green, that means ‘go’ and you can kick the ball around the room.”*
- *“When I switch to red, you need to ‘freeze’ and put your foot on the ball.”*
- *“I won’t be using words to tell you what color it is, so you will need to be looking at me to know when to stop.”*
- *“Make sure you keep looking up so you can see the colors and also not run into the other people in the room.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

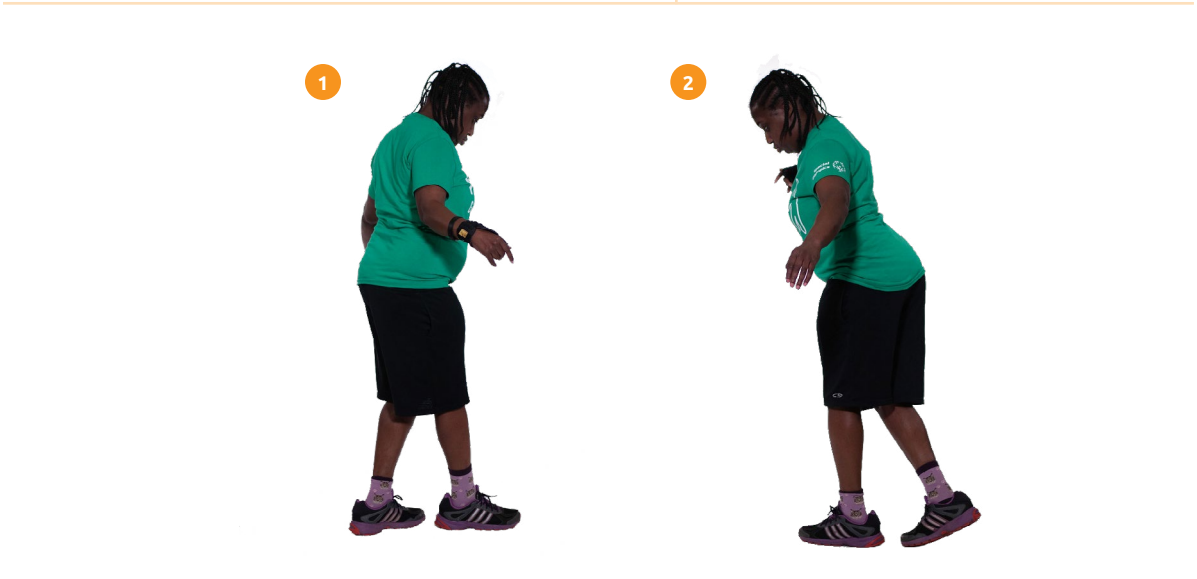
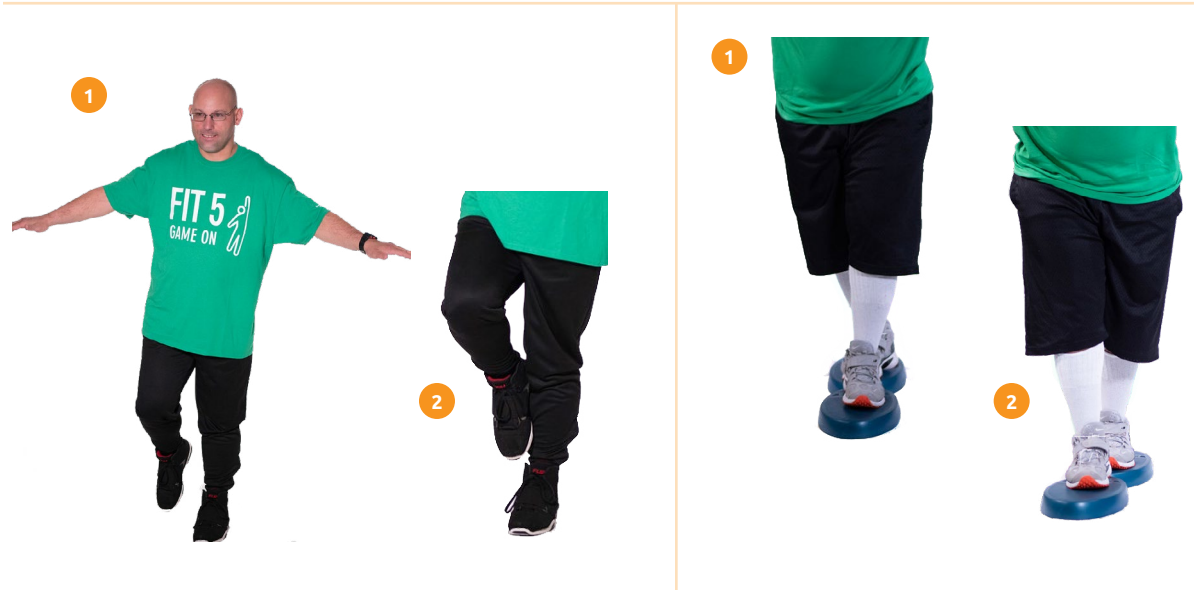
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 2 Video](#)¹

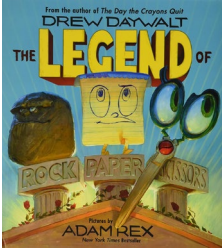
OR

[Fit 5 Balance Level 2 Cards](#) (pages 29-31 of link)²

- Single Leg Stance
- Tandem stance on an unstable surface
- Walking on a line



LEADERSHIP TIME (5 MIN.)



[The Legend of Rock, Paper, Scissors by Drew Daywalt](#) (page 50 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

OR

[Gallop](#) (page 21 of link)³

1. *"Your right foot is the leader and your left foot follows behind."*
2. *"Take a big step forward with your right foot and then quickly bring your left foot next to it and repeat."*
3. *"Continue galloping and then switch to leading with your left foot."*



COACH SAYS (5 MIN.)

Equipment

- Balls
- Floor markers

Setup

Spread floor markers out throughout the space and give each student a ball



- *"Today we are playing 'Coach Says' to practice some spatial and body awareness with the ball."*
- *"I am going to say 'Coach Says' and then a comment and you will perform that skill."*
- *"Just like Simon Says, if I don't say 'Coach Says' before the command and you do it, you need to do 3 jumping jacks before getting back into the game."*
- *"Coach Says:*
 - » *Put your right/left foot on the ball*
 - » *Alternate toe touches on top of the ball*
 - » *Move around the ball clockwise/counter-clockwise*
 - » *Stand in front/behind/to the side of the ball*
 - » *Step over the ball*
 - » *Side-to-side toe taps"*

RED LIGHT GREEN LIGHT (5 MIN.)

Equipment

- 1 ball per student
- Green paper
- Red paper

Setup

Teacher should be on one side of the space with a red and green paper. Students on the other side. Each student should have a ball.



- *“An important skill while dribbling the ball is to be able to look up so you know where you are going.”*
- *“We are going to play ‘Red Light Green Light’ today while we are kicking.”*
- *“You are going to kick the ball, and I will be holding up a green or red piece of paper.”*
- *“When I am holding up green, that means ‘go’ and you can kick the ball around the room.”*
- *“When I switch to red, you need to ‘freeze’ and put your foot on the ball.”*
- *“I won’t be using words to tell you what color it is, so you will need to be looking at me to know when to stop.”*
- *“Make sure you keep looking up so you can see the colors and also not run into the other people in the room.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

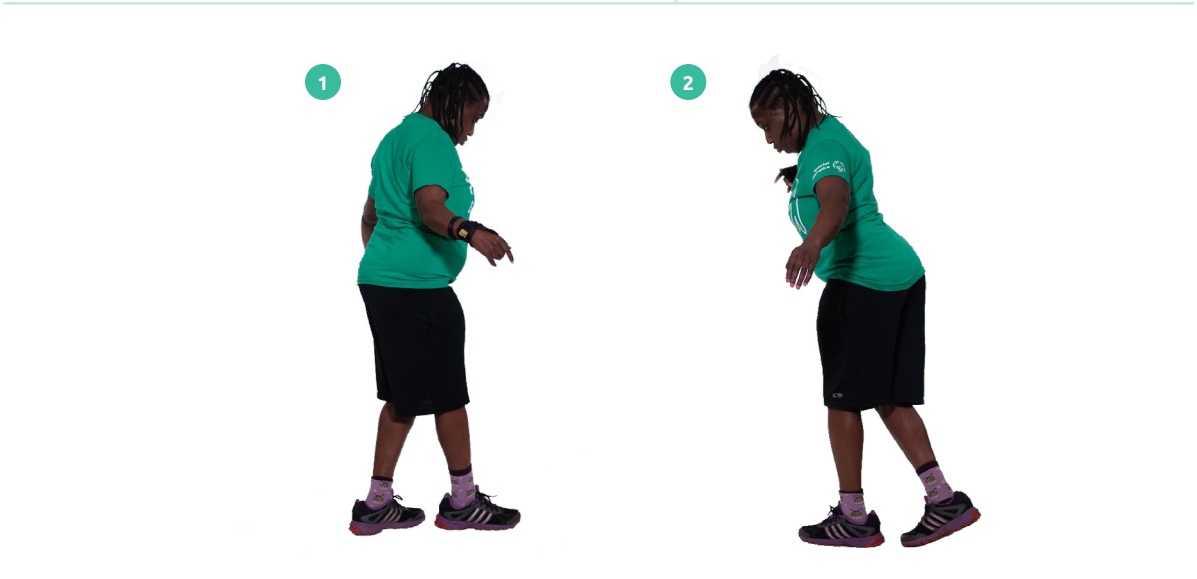
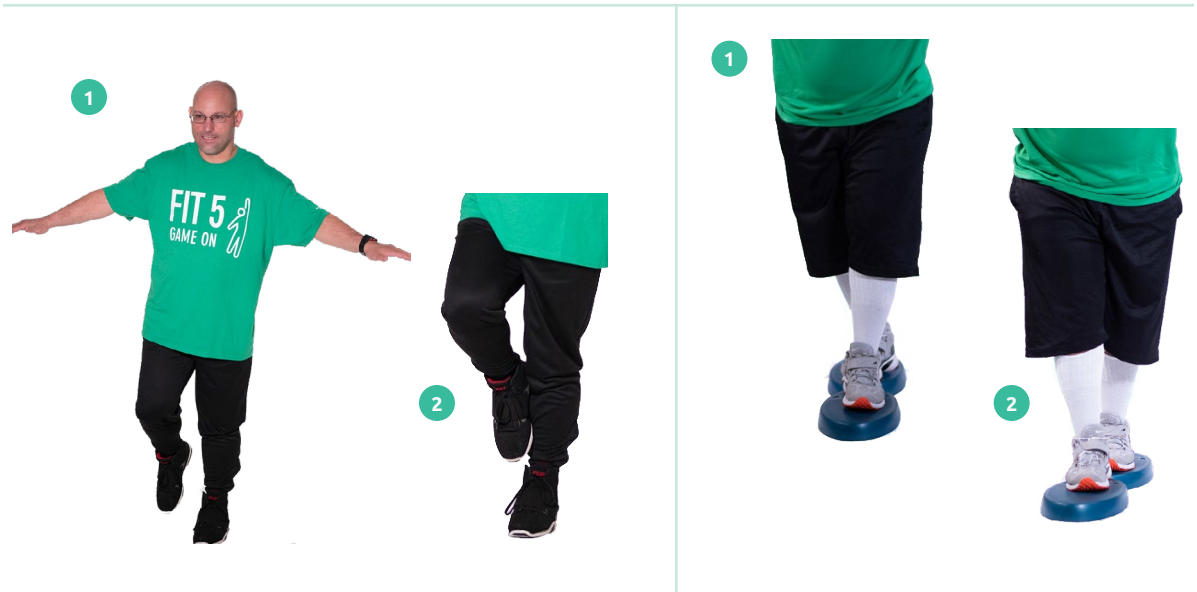
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 2 Video](#)¹

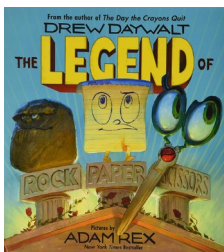
OR

[Fit 5 Balance Level 2 Cards](#) (pages 29-31 of link)²

- Single Leg Stance
- Tandem stance on an unstable surface
- Walking on a line



LEADERSHIP TIME (5 MIN.)



[The Legend of Rock, Paper, Scissors by Drew Daywalt](#) (page 50 of link)¹

Lesson 1: Read the book

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STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

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1. *"Your right foot is the leader and your left foot follows behind."*
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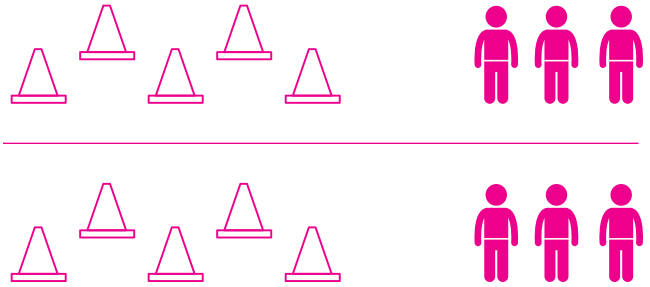
DRIBBLING PRACTICE (5 MIN.)

Equipment

- Ball
- Cones

Setup

Set up the cones in a zigzag pattern and have students form a line behind each line of cones



- *“We are going to practice dribbling the ball with our foot today.”*
- *“When it is your turn, you will tap the ball with your foot while you run around each of the cones.”*
- *“You will have to change directions when you get to each of the cones. Make sure to stay in control of the ball.”*
- *“When you get to the last cone, dribble your ball in a straight line back to the next student in line and go to the end of the line.”*

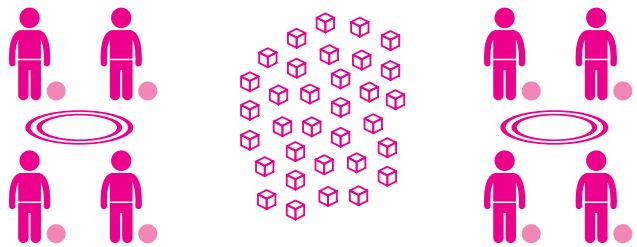
TREASURE HUNT (10 MIN.)

Equipment

- 1 ball per student
- Unifix cubes or other math manipulatives
- 1 hoop per 4 students

Setup

Divide students into groups of 4 and give them a hoop. Spread out manipulatives in the middle of the room.



- *“Today we will be playing ‘Treasure Hunt.’”*
- *“You are in a group of 4 with a hoop. This is where you will be putting your treasure.”*
- *“When I say ‘go,’ you will dribble your ball with your foot to the middle of the space and pick up one manipulative and bring it back to your hoop.”*
- *“You will continue to dribble back and forth, picking up manipulatives until time is up.”*
- *“When the time is up, you and your group will put the objects into groups of 2/5/10 and practice counting to see how many you collected.”*

Math Connection

Talk about odd and even numbers. Have students put their objects into groups of two. If every object has a partner, the number is even. If there is an object that is not paired up, the number is odd.

COOL DOWN/FLEXIBILITY (5 MIN.)

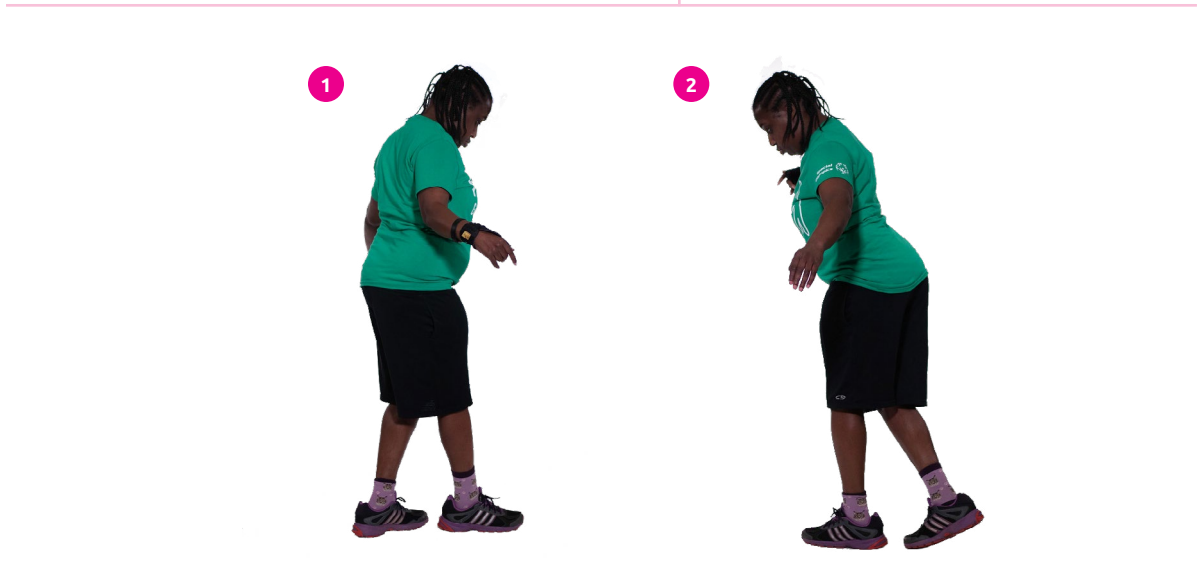
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 2 Video](#)¹

OR

[Fit 5 Balance Level 2 Cards](#) (pages 29-31 of link)²

- Single Leg Stance
- Tandem stance on an unstable surface
- Walking on a line



KICKING REVIEW

- *“We have learned a lot of new games and skills throughout this month.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our Kicking unit.”*
- *“We practiced kicking the ball to each other as well as into the goal.”*
- *“Remember, it’s important to look at the goal when you are kicking.”*
- *“Let’s complete the booklet to help remind us of some of our new skills.”*

[Kicking Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter printable](#) and include this list of games and resources for parents.

Activities from skill cards that were covered in this unit:

- Stationary Ball Kick
- Penalty Kick
- Passing Practice
- Give and Go
- Pinball
- Three-Pin Bowling
- Cone Dribble

[Additional Kicking Skills Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!



TEACHING TIPS FOR SUCCESS

- Encourage the students to keep their eyes on the ball and then on the target.
- Use a ball that is the student's favorite color or a ball with a bell inside.
- Weight shifting to the non-kicking leg is necessary for control and balance.
- Use verbal and visual cues to identify and differentiate the right foot and the left foot, one as the kicking foot and one as the stabilizing foot.
- If the student loses their balance while kicking, use a lightweight ball or volleyball floater. You can also have the student hold your hand while kicking.



UNIT 7 PRINTABLES



Kicking Skills

Dear Family,

A ball is one of the most popular children's toys, and it's no wonder. You can roll it, catch it, strike it, kick it and more. That amounts to hours and hours of entertaining physical activity and playtime. As we focus on **kicking skills**, your child will gain abilities sure to enhance his or her participation in playtime activities at home, at school and in the community.

Motor skills are only part of what is needed for success in sport and play activities, though. Following rules and directions is another essential element. We reinforce **responsible decision-making** whenever we practice Young Athletes activities. Like other **social-emotional skills**, learning about the importance of making good decisions is a lesson that has lifelong relevance. You can support this learning by talking with your child about rules or safety tips before practicing Young Athletes activities at home. For example, before kicking a ball back and forth with your child, discuss the importance of playing in an open area where the ball can't hit breakable objects. It's a simple way to help set the stage for a lifetime of thoughtful choices.

Sincerely,

Teacher

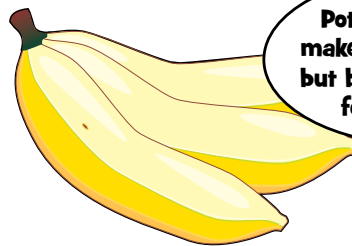


Kicking a ball requires balance and eye-foot coordination.



Healthy Habits

It's never too early to teach your child about good nutrition. Point out how nutritious foods help our bodies grow and stay fit, while junk foods don't. Guide your child to select healthy snacks, and praise his or her good choices.



Potato chips don't make strong muscles, but bananas are good for your body.



Long-Lasting Impact

The benefits from Young Athletes continue even after participation ends. At 5- and 10-month follow-ups, children who participated in Young Athletes maintained a 4-month advantage in development.



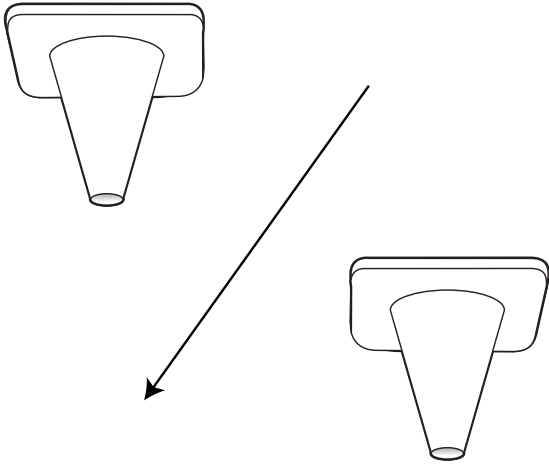
Class News

1 I put my ball on the floor.



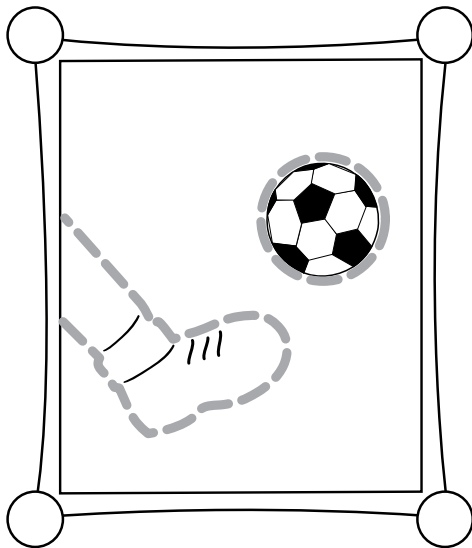
Color.

2 I look at the goal.



Circle a cone.

Trace.



I kick the ball.

3

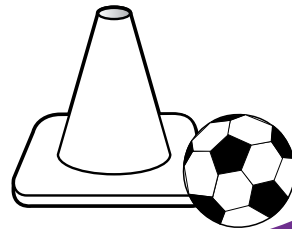
Let's Practice & Play

Name _____

's

Activities

Kicking



Special Olympics
Young Athletes



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



Together We Are Stronger

Social and Emotional Learning Competency (SEL):

Relationship skills

Lesson overview:

During this lesson, students do the following:

- Play a game that demonstrates the value of working together.
- Reflect on the experience during a group discussion.
- Identify other situations and ways in which teamwork can be demonstrated.

Academic skills:

- Participating in a collaborative discussion
- Identifying real-life connections between words and their use

Social-emotional learning skills:

- Using teamwork to achieve a goal
- Cooperating with others
- Communicating effectively

Estimated lesson time: 35–40 minutes

As an alternative, the lesson can be divided into two sessions, approximately 15 or 20 minutes each.

Middle school and high school liaisons felt strongly that the Unified Champion Schools program increased opportunities for students with and without intellectual disabilities to **work together** (95%), **raised awareness** about students with intellectual disabilities (94%), increased the **participation** of students with intellectual disabilities in school activities (92%), and **reduced bullying, teasing, and offensive language** (88%).



“The nice thing about teamwork is that you always have others on your side.”—Margaret Carty



Together We Are Stronger

Social and Emotional Learning Competency (SEL):

Relationship skills

Materials needed:

- class supply of beanbags
- source of music
- chart paper
- markers (one colorful, one black)

Vocabulary:

teamwork, cooperative



Activity:

1. Tell students that they will play a game that involves everyone working together toward the same goal. Explain that each student will balance a beanbag on his or her head. If the beanbag falls, the student is frozen. To be freed, another student needs to replace the beanbag on the frozen student's head without dropping his or her own beanbag. If the helper's beanbag falls, the helper also becomes frozen until someone rescues both players. Tell students that the goal of the game is for no more than two students to be frozen at any one time. (Adjust the number as appropriate for your group.)
2. Hand each student a beanbag. Start the activity by having each student balance the beanbag on his or her head. Then play music and have students try not to let the beanbags fall as they walk or dance around a designated area.
3. Continue for a desired amount of time or until a chosen number of songs play.



4. Gather students for a group discussion. Ask students questions such as:
 - How did you feel when you were frozen and needed someone to free you?
 - What helped the group be successful?
 - How does the word *teamwork* relate to this game?
5. Point out how students benefited when everyone worked together, rather than just certain friends helping each other. Remind students that if they didn't include everyone in the game, they might not have gotten help from someone when they most needed it. Working cooperatively with many different people is more effective than working with just a few.
6. Use a colorful marker to write "TEAM" vertically on a sheet of chart paper. Use a black marker to write each of the following words beside the corresponding beginning letter: *Together, Everyone, Achieves, More*. Read the words with students.
7. Have students name various situations in which they can demonstrate teamwork by helping or supporting another person. Possibilities include cheering for a classmate's soccer team, practicing with a bocce ball team, working on a class project, or doing a group service project. Guide students to brainstorm specific ways they can use words and actions to encourage, support, or help others in these and similar situations; then write their thoughts on chart paper.



To learn more about social and emotional learning, visit casel.org.



Together We Are Stronger

Social and Emotional Learning Competency (SEL):

Relationship skills

Adaptations:

- **Time modification:** Complete the lesson over two days, playing and discussing the game on the first day and brainstorming ways teamwork can be demonstrated on another day.
- **Easier version:** Provide more structure by dividing students into groups and having each group walk with their beanbags on their heads on a different designated path.
- **More advanced version:** After introducing the saying “Together Everyone Achieves More” to students, have them work in small groups to create posters promoting teamwork.

Extensions:

- **Grs. K–1:** Read aloud *Strictly No Elephants* by Lisa Mantchev. Have each student draw a picture that shows one thing that friends do and then write about it. **Writing**
- **Grs. 2–5:** Read aloud “The Sneetches” from *The Sneetches and Other Stories* by Dr. Seuss. Write the words *include* and *exclude* on the board. Explain that the prefix *in-* means *in, toward, or into* and the prefix *ex-* means *out, outside, or away from*. Guide students to discuss how these words relate to the story.
Vocabulary
- **Grs. K–5:** Tell students that treating others the same way they would like to be treated is a great way to show respect. Ask students to describe what respect looks like and how it sounds. **Vocabulary**

