

KICK AND CHASE RACE

STUDENT TARGETS

- ✓ **Skill:** I will kick the ball forward with a strong kicking motion, making contact with the top of my foot (shoelaces).
- ✓ **Cognitive:** I will describe the effect that the Kick and Chase Race activity has on my heart rate and breathing.
- ✓ **Fitness:** I will list two activities that can make my heart muscle grow stronger.
- ✓ **Personal & Social Responsibility:** I will follow all directions for this activity in order to keep my classmates and myself safe and active.

TEACHING CUES

- ✓ Arms Extend and Step to Target
- ✓ Trunk Back
- ✓ Contact Below Center of the Ball with Shoelaces
- ✓ Follow Through Forward and Up to Target

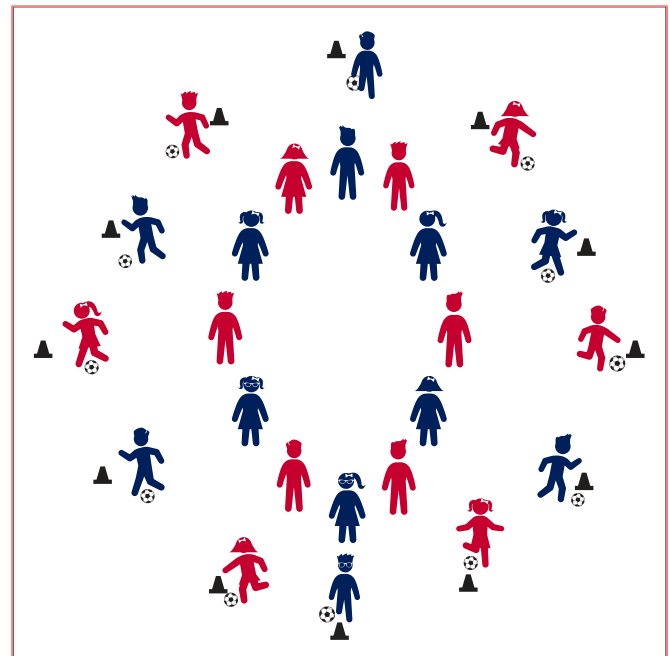
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per 2 students
- ✓ 1 low profile cone per student

Set-Up:

1. Create 2 concentric circles with low profile cones, the outer circle for kickers and the inner circle for chasers.
2. Place soccer balls on the outer cones.
3. Pair students, each pair to an inner cone



Activity Procedure:

1. The Kick and Chase Race is a race against the clock. The goal is for you and your partner to make as many clearing kicks as you can in 2 minutes.
2. Partner 1 will use a clearing kick, sending the ball as far out into the open space as possible. After the ball is kicked, Partner 2 will count 2 “Mississippis” and then run fast to collect the ball and bring it back. (K students carry the ball back; grades 1-2 will dribble back.)
3. Partner 2 will set the ball back at the start spot and continue the race by taking a turn to make a clearing kick. Partner 1 will then run to collect the ball. Keep repeating until you hear the stop signal.
4. On the stop signal, stop and check your heart rate (wrist, neck, or chest). Who can tell the class what is happening to your heart muscle as we exercise?

Grade Level Progression:

K: Stand and kick the soccer ball.

1st: Take a 1-step approach to the soccer ball.

2nd: Take a running approach to the soccer ball.

KICK AND CHASE RACE

CHALLENGE
PROGRESSIONS

- ✓ Add a target (e.g., a large cone, a goal created with 2 large goals) toward which the students can kick.
- ✓ Kicker taps ball slightly forward before kicking the ball as it moves.

MODIFICATIONS

Slow the activity down by removing the racing element. All students kick at the same time, all chasers collect soccer balls at the same time, and so on.

ACADEMIC
LANGUAGE

Target, Center of the Ball, Soft, Hard, Top of Foot, Follow Through, Heart Rate, Safety

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E21.K-2]** Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern (K); Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern (1); Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern (2).
- ✓ **Standard 2 [E3.1b]** Differentiates between strong and light force.
- ✓ **Standard 3 [E3K-2]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise/play and physical activity (1); Identifies physical activities that contribute to fitness (2).
- ✓ **Standard 4 [E1.K-2]** Follows directions in group settings with safe behaviors and by taking turns (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).
- ✓ **Standard 5 [E3.K-2]** Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities – the “why” (1b); Identifies physical activities that provide self-expression (2).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** Why is it important to kick the ball with the top of your foot?
- ✓ **DOK 2:** Can you predict what would happen if you used other parts of your foot?
- ✓ **DOK 3:** How would you test your predictions?

TEACHING
STRATEGY
FOCUS

Helping students practice skills, strategies, and processes: Monitor student skill practice and development in order to provide individual feedback and challenge. This activity format is perfect for differentiation, while still maintaining the large group organization. One pair may be kicking to a target using a running approach, while another pair is kicking into open space using a one-step approach. This shift toward rigorous standards for all students will require both students and teacher to be observant, adaptable, and ready to respond to both instruction and formative assessment feedback.