Department of Education

Book 1

Fundamental Movement Skills

Learning, Teaching and Assessment

Preparing Children For An Active And Healthy Lifestyle

Fundamental Movement Skills

FIRST021 | Fundamental movement skills: Book 1 - Learning, teaching and assessment

Fundamental movement skills: Book 1 - Learning, teaching and assessment

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This resource builds on the material in the 1996 Fundamental Movement Skills Teacher Resource Support Package, produced by the Education Department of Western Australia.

FOREWORD

The significance of developing fundamental movement skills in order to maximise the health and well being of young children has been highlighted in Australia and internationally in recent years. Proficiency in these foundations of movement contributes to the health and well being of individuals enabling lifelong involvement in physical activity.

Being proficient in fundamental movement skills enables children to participate confidently in play, dance, games, sport, outdoor education and recreational activities at home, at school and in the community. This Resource emphasises the importance of integration and valuing the social, emotional, cultural, linguistic, creative, spiritual and cognitive needs of children as well as their movement skills.

This Resource supports early childhood teachers, assistants, workers and community helpers in designing learning and teaching programs that incorporate the development of children's fundamental movement skills.

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ABOUT THE FUNDAMENTAL MOVEMENT SKILLS TEACHER RESOURCE

This Resource supports all teachers in planning, delivering and assessing early childhood programs that enable all children to develop Fundamental Movement Skills (FMS).

Teachers are invited to choose appropriate FMS, monitoring and assessment strategies, and learning experiences that will best cater for the needs of the children in their group, centre, class or school. This Resource can be thought of as a 'choose your own adventure'. The linking icon will help make links between different sections of the books and between each part of the Resource. The larger circle indicates the book (1 or 2) and the smaller circle indicates the page number of the link.

For example, what is a fundamental movement skill? 

The Resource comprises:

- Book 1: *Learning, Teaching and Assessment;*
- Book 2: *The Tools for Learning, Teaching and Assessment*

Book 1: Learning, Teaching and Assessment

In this first book, information is provided to assist teachers in developing children's FMS by choosing a focus skill based on the children's interests, strengths and needs, assessing children's level of achievement in the skill, incorporating learning experiences throughout the daily learning program and sharing information about children's learning. In particular, ways are provided to help teachers to individualise learning experiences and maximise the participation of all children, thereby supporting their learning.

Six case stories describe the implementation pathways chosen by a range of teachers working in different school environments. Throughout the book, vignettes of these teachers' experiences in using the *FMS Teacher Resource* are included.

Paul

I noticed a marked improvement in the skills being displayed during the games compared to when I first introduced the skills. All of the children improved in their self-confidence, understanding of the game and social interaction. Their self-management skills also improved and they were better able to participate in the activities.

I have been asked to take the year one children for physical education next year. The resource has given me more of an idea of what to teach, so it isn't as scary now. I have the confidence to say 'Yes, I can teach these children.'

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Book 2: The Tools for Learning, Teaching and Assessment

Five detailed sets of ideas and strategies are included in this second book.

Tools 1: FMS Descriptions
Twenty-two fundamental movement skills are described. Each description provides information about a child's achievement and an indication of what further opportunities the child may need. They include:

- in-depth background information about the skill;
- skill criteria and their importance;
- an Observation Record;
- some appropriate teaching strategies; and
- movements that children do that require teacher and adult intervention.

Tools 2: Assessment Strategies
A range of assessment strategies is described in order to support teachers in making fair, valid, comprehensive, explicit and educative assessments of children's levels of achievement of FMS.

Tools 3: Learning Experiences
A variety of child and teacher structured learning experiences is described in order to provide teachers with ideas about how to appropriately plan for children's learning.

Tools 4: Sharing Information
Examples of strategies are provided that enable teachers to share information about children's progress with other teachers, the school, the families and the wider community.

Tools 5: Stay in Step Screening Test
This four-item screening test is designed to support teacher's identification of children with movement difficulties.

> Sally
> We found the information in the FMS Teacher Resource was very helpful. There's just the right amount of information to support observations, without it being too overwhelming. The Skill Descriptions were really valuable and the learning experiences in Tools 3 helped us extend the skills into the daily classroom activities. The movement language was helpful because we knew what to say to the children and their families about what we were doing and why. I've had information before but it was too hard to use for teaching. It had too much to observe, too little to observe, it was too hard to see the movement or I thought 'Now what do I do about this?' I feel I have more confidence to design a program to improve the children's skills.

Using the FMS Teacher Resource

This Resource supports you in your adventures with learning, teaching and assessing FMS. The case story outlines on pages 10-13 show the adventures other teachers have experienced with this Resource. Their full stories can be found in the *Putting it all Together* section.

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In order to make the Resource easier to use, information about learning, teaching and assessing FMS found in Book 1 is linked to the Tools for this process in Book 2. Throughout both books, ideas, examples and vignettes are included to help you decide what will work most effectively with the children you are teaching. Write your own links, include your own examples and add new ideas so that the resource meets your own needs and supports your learning and teaching.

The process of learning, teaching and assessing FMS is interwoven and it is hard to separate each part. *Figure 1: A cycle for planning outcomes focused programs for FMS*, shown below reflects the interactive nature of each step of planning.

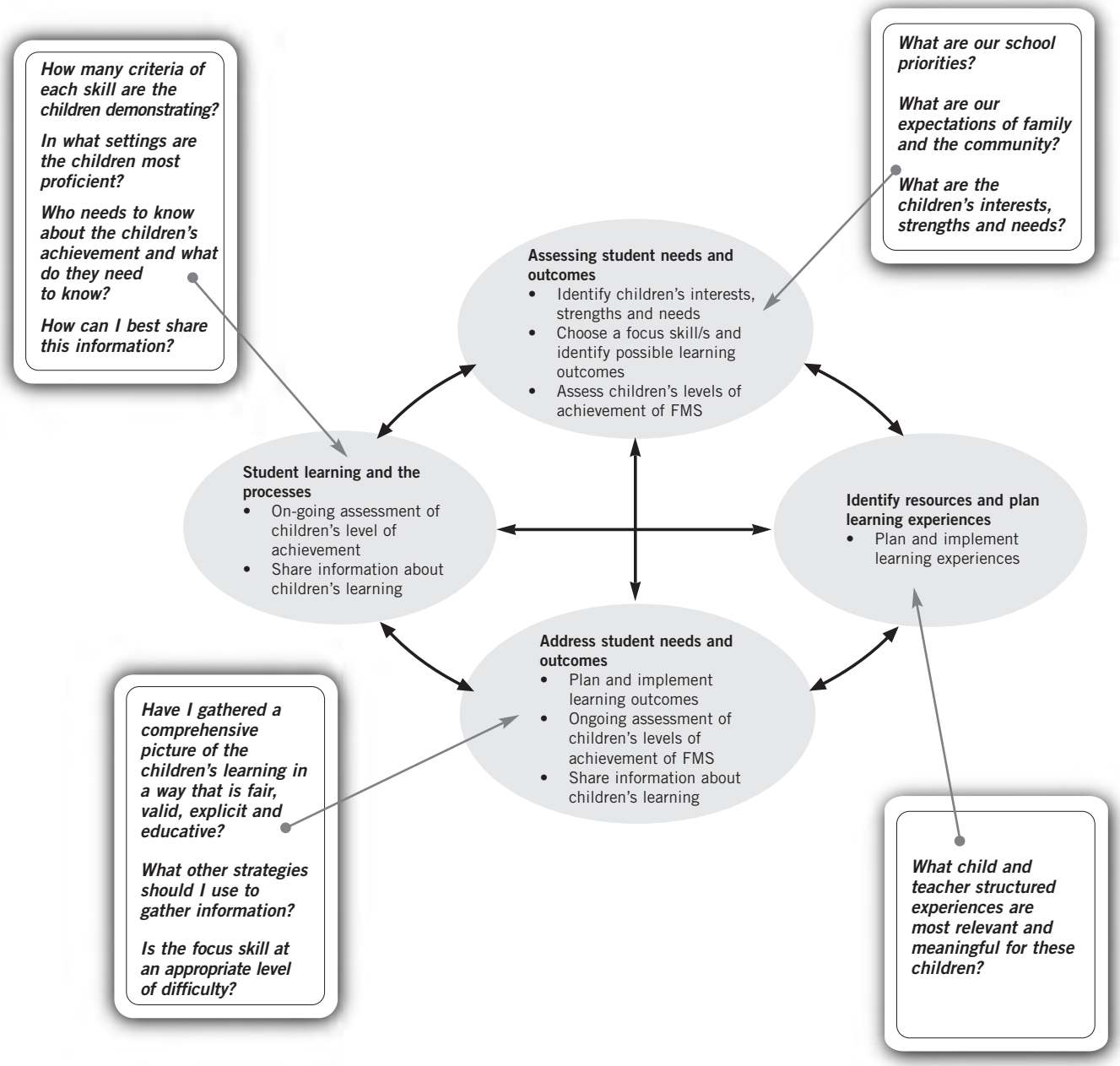


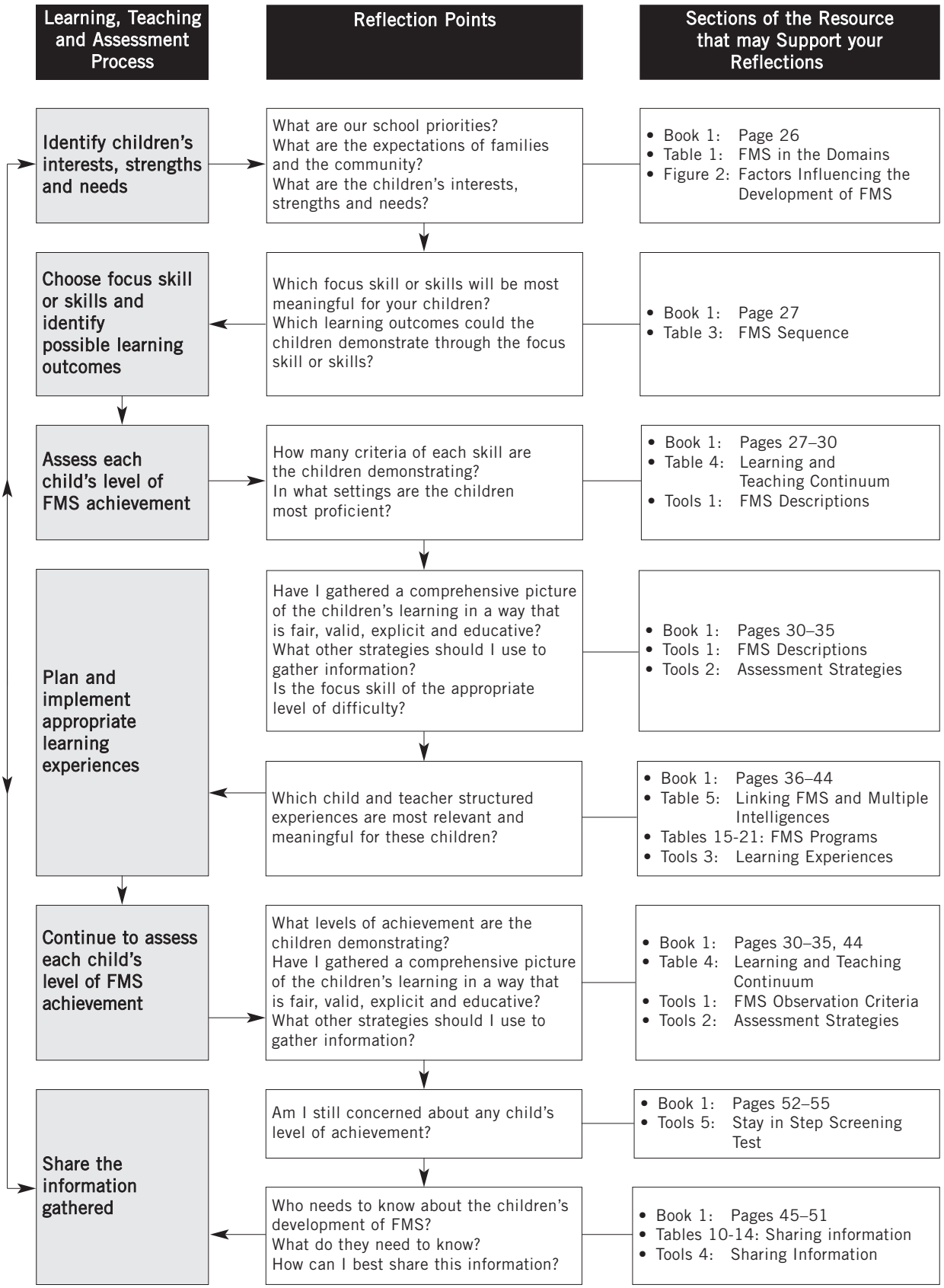
Figure 1: A cycle for planning outcomes focused programs for FMS (adapted from the Getting Started series, Curriculum Council, 1999)

In this Resource the various steps of the planning cycle have been sequenced and are shown in *Figure 2: Using the FMS Teacher Resource*. This sequence is one way for you to begin your adventure with this Resource.

Reflection points have been suggested to help you think how aspects of the sequence apply to your own setting. Sections of the Resource that can help you choose which strategies to use are also listed.

As you learn more about the observation criteria for each FMS, broaden your repertoire of ways to teach, assess and share information about children's achievement in FMS, and recognise children with movement difficulties you will probably find that your planning cycle will become more interwoven. The 'steps' will happen simultaneously and many of the tools you create to use will become second nature.

Figure 2: Using the FMS Teacher Resource



Case Story Outlines

	Background	Identifying Children's Interests Strengths and Needs	Choosing the Focus Skill/s and Identifying Learning Outcomes
Beth *Focusing on, how do they do the skill? – Working with children with special needs*	Beth was a teacher of physical education in an Education Support School. She taught children aged 3 to 17 years for 45 minutes per week. The focus children for this story were 3 to 5 years of age.	The children had a range of disabilities. Beth felt the emphasis needed to be on body-management skills and language development. The classroom teacher agreed to support Beth in developing the children's skills in the classroom.	Balancing on one foot and walking on a line or beam were chosen as static and dynamic balance are important for the performance of most FMS and for the children's body management. The Health and Physical Education learning outcome 'Skills for Physical Activity', supported by the Foundation Outcome Statement in that strand, identified the need to gather information about the control children had of their bodies.
Sally *Seizing the moment – Ensuring FMS are relevant and meaningful to the children*	A teacher of 4 and 5 year old children in an off-site centre, Sally had the support of a teacher assistant and a well equipped outdoor area. She spent 60 minutes per day outdoors.	The children enjoyed playing chasey and Sally felt that the children needed to be able to throw in order to play many games. The sport of the community was soccer. Sally focused on integrating learning through play.	Sprint running and overhand throwing were chosen to encourage children's interests. The Health and Physical Education learning outcomes 'Knowledge and Understandings', 'Attitudes and Values' and 'Skills for Physical Activity' were identified as focuses before the program began. Other learning outcomes were demonstrated during the program.
Fiona and Jo *It's easier when you work together – FMS throughout the day and throughout the week*	Fiona was a teacher of physical education and Jo taught 5 and 6 year olds. They worked collaboratively on the class physical activity program.	The children were to participate in the school athletics carnival. The families tended to be more concerned about academic progress than physical activity. The teachers were concerned about the children's general fitness and activity levels.	Jumping for distance, overhand throw, underhand throw and running were chosen to increase fitness and prepare children for the athletics carnival. The focus Health and Physical Education learning outcomes were 'Knowledge and Understandings', 'Attitudes and Values' and 'Skills for Physical Activity'.

Assessing Children's Levels of Achievement of FMS	Planning and Implementing Learning Experiences	Ongoing Assessment	Sharing the Information
Beth observed children performing a range of balances, e.g. balancing on different body parts, balancing on an object. She timed the balances and used the FMS Observation Records to analyse 'How do they balance?'	Beth used some of the teaching strategies in the 'beginning' section of the FMS Skill Descriptions for 'Balance on one foot' and 'Walking on a line or beam'. She developed a task analysis of balance activities, used lots of demonstration, physical guidance, music and games and supported her spoken language with sign language.	Beth individualised assessment strategies for specific children. She found that gathering information in different settings, especially in the playground, was difficult.	***With children*** Positive feedback including cheering and clapping. ***With other teachers*** Beth provided activities for teachers to help children practise the skills. ***With families*** Digital photographs supported written reports. The sports carnival enabled parents to see the children in action.
Sally used the FMS Observation Records for the 'Sprint run' and 'Overhand throw' to observe children while running over 15 metres and throwing a bean bag during a play station activity. She talked with families to find out more about the children's physical activities and interests at home.	Sally talked with the children about running fast and throwing well. The children observed their reflections in a window, sang, moved to music, played chasey games and tried to solve the problem of 'How do we run fast?' Sally planned and implemented play stations, learning centres, simple games and child-initiated activities.	Incidental discussions with children provided information about their concepts of the skills. Sally continued to use the FMS Observation Records and tried to make observations in play situations. The children wrote letters to their fathers, some of which mentioned physical activities.	***With the children*** Verbal and visual individual feedback. Class discussions and evaluation of learning experiences. ***With other teachers*** Shared methods of completing the FMS Observation Records. ***With families*** Sports carnival, at the door chats and letters to fathers that spontaneously included examples of FMS and physical activity.
Jo and Fiona watched the sprint run segment in the video, *Making the Right Moves*. They used the FMS Observation Records for each skill and found it easier to make judgements from a video of the children performing the skill than on the spot. Based on these observations, they grouped the children into beginning, developing and consolidating levels.	Fiona used a whole class approach to explicitly teach each skill then did some small group and partner work. Jo used a range of learning experiences in the classroom and during the daily 15 minute activity session. She incorporated FMS concepts in writing lists and oral discussions.	Writing samples, daily reflections, viewing of the video tapes, focused observations, anecdotal records and measurement of speed and distance provided many different kinds and sources of information.	***With other teachers*** Jo and Fiona found it very useful to work together. ***With families*** The athletics carnival was a way of sharing the children's learning with the parents. Photos and stories about activity sessions were included in the newsletter.

	Background	Identifying Children's Interests Strengths and Needs	Choosing the Focus Skill/s and Identifying Learning Outcomes
Janet *I made myself come to school because I just love PE! – Working with children with movement difficulties*	Janet is in charge of the physical education program for Years K-7. This story focuses on her program for fourteen 7 and 8 year olds who were identified as having movement difficulties.	The school emphasised academic achievement and competition. Many of these children did extra curricula activities (such as music lessons) that were often scheduled in PE time.	Running, skipping, jumping and overhand throwing were chosen to develop skill proficiency in the hope that improved skills would encourage participation in all physical activity sessions. Janet intended to gather as much information as possible about the children's achievement of the HPE learning outcomes 'Knowledge and Understandings', 'Attitudes and Values', 'Skills for Physical Activity', 'Self-management Skills and 'Interpersonal Skills'.
Paul *Yes, I can teach these children! – Beginning to teach FMS*	A year six class teacher, Paul taught PE to children in years 2-7 for one 30 to 45 minute session per week. This story focuses on children aged 6 to 8 years.	The school had a focus on fitness. The community were concerned about obesity. The children's main sporting interest was tee ball. Paul was already using a play stations model for physical education.	Overhand throw, underhand throw, catch and two-handed strike were chosen as support skills for playing tee-ball. The focus Health and Physical Education learning outcome was 'Skills for Physical Activity'.
Gordon *Ha, Ha you can't jump over me! – Using children's strengths*	A teacher in an Aboriginal community school, Gordon taught daily fitness to a multi-age group of children aged 5 to 9 years and PE to his own class of 7 to 9 year olds.	The school had a focus on literacy and self-esteem. The community were interested in their children liking and attending school. The children were interested in sports celebrities – especially Aboriginal people. Physical activity was an area of strength for the children.	Underhand throw and jumping for distance were chosen because Gordon felt comfortable teaching these skills. The focus Health and Physical Education learning outcomes were 'Knowledge and Understandings', 'Skills for Physical Activity' and the English learning outcome 'Writing'.

Assesing Children's Levels of Achievement of FMS	Planning and Implementing Learning Experiences	Ongoing Assessment	Sharing the Information
Janet set up play stations to focus on specific skill criteria. Partner work maximised participation and enabled the children to help and learn from each other. Janet used the FMS Observation Records for each skill to identify specific criteria to work on with each child.	Janet grouped the children based on the skill criteria they were proficiently performing. She worked with individual children while others did group work or individual activities. She made sure she individualised experiences to maximise success and participation. Whole class activities, circle activities, peer observation, self-reflection and play stations were implemented to provide many different ways of practising each skill.	Janet made anecdotal records about a few children in each session, took photographs of the children performing the skills and structured the school athletics carnival to enable the girls to achieve gold, silver and bronze medals based on improvement in their skill levels.	***With children*** Feedback and discussions with the children about incidental events. ***With families*** End of year report using outcomes.
Paul used the FMS Observation Records for each skill, first observing all children using the global check and then focusing on children who did not receive a ✓. He set up activity stations and took digital photographs of the children performing the skills.	Paul found he needed to set up more stations so the children were not waiting around as much. He explained the skill criteria in a whole class session and had the children move quickly into stations for each skill. He individualised activities for children with special needs. After 6 weeks Paul introduced a modified game of tee-ball.	Paul continued to use the FMS Observation Records in physical education lessons but found it difficult to observe skills used during playground play or in short activity sessions.	***With children*** Feedback on difficulties and support in fine tuning skills. ***With families*** Used initial photographs for children's portfolios. Added four sentences for children to complete.
Gordon used the FMS Observation Records for 'Underhand throw' and 'Jump for distance' to observe children during fitness and activity sessions.	Gordon designed activity stations to enable the children to practise the skills. He found the children were already very competent in these skills and capitalised on their proficiency to develop self-esteem and self-confidence. He developed activities to be more challenging for the children.	Gordon continued to use the FMS Observation Records focusing on children in one or two stations in each session.	***With children*** Feedback delivered in different voices for fun and effect. ***With families*** Photographs, observations and reflections combined in an electronic portfolio.

FUNDAMENTAL MOVEMENT SKILLS

An Overview

What are Fundamental Movement Skills?
Fundamental Movement Skills (FMS) are movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. They are the foundation movements or precursor patterns to the more specialised, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities.

Fundamental movement skills are best categorised into groups because it makes planning, teaching and assessment easier. The three categories adopted in this resource are **body management, locomotor** and **object control**. Many skills can be included in these groups.

- **Body management skills** involve balancing the body in stillness and in motion. Examples are: static and dynamic balancing, rolling, stopping, landing, bending, stretching, twisting, turning, swinging, and climbing.

  The skills included in this Resource are *Balance on one foot, Walk on a line or beam, Forward roll, and Climb*.

- **Locomotor skills** involve transporting the body in any direction from one point to another. Examples are: crawling, walking, running, hopping, leaping, jumping, galloping, skipping, dodging, and swimming.

  The skills included in this Resource are *Sprint run, Hop, Continuous leap, Jump for distance, Jump for height, Gallop, Side gallop, Skip, and Dodge.*

- **Object control skills** require controlling implements (for example, bats, racquets or hoops) or objects (such as balls) either by hand or foot. Examples are: throwing, catching, kicking, striking, bouncing, and dribbling.

  The skills included in this Resource are *Underhand throw, Overhand throw, Chest pass, Catch, Kick, Punt, Two-handed strike, Hand dribble and Foot dribble*.

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Proficient

A proficient movement is smooth, rhythmical and well-coordinated.

Why are Fundamental Movement Skills Important?

People who are confident with most FMS are able to participate in a wide variety of recreational activities throughout their life. Proficient movers often have higher self-esteem and self-confidence (Henderson, May, & Umney, 1989). They are more willing to take risks, are popular playmates in the school grounds, and are also more likely to maintain an active and healthy lifestyle.

Some children are able to demonstrate their knowledge, understandings, skills, attitudes and values of other areas of learning more effectively through movement than through writing, drawing or talking.

Many children who have not become proficient in a variety of FMS, however, find it harder to join in playground games, have reduced self-esteem and self-confidence and frequently avoid physical activities (Bouffard et al., 1996; Larkin & Hoare, 1991; Smyth & Anderson, 2000). Consequently, their muscle and bone development may be compromised, their fitness may be reduced and opportunities for developing social competence may be fewer.

Early identification of problems means that children are more likely to have the opportunity to reach their movement skill potential. For some children who may not have had the opportunity to develop the skills owing to different family or cultural expectations, simply providing the opportunity and support to learn the skills may be sufficient.

The majority of children can learn FMS using the teaching, learning and assessment strategies described in this Resource. However some children will still require additional support. The information in the section *Children with Movement Difficulties* will help you to include these children in the mainstream learning experiences and plan experiences which are best undertaken in a small group.

What Factors Influence the Development of FMS?

A well-planned teaching program considers and accommodates factors related to the child and their environment (See Figure 3).

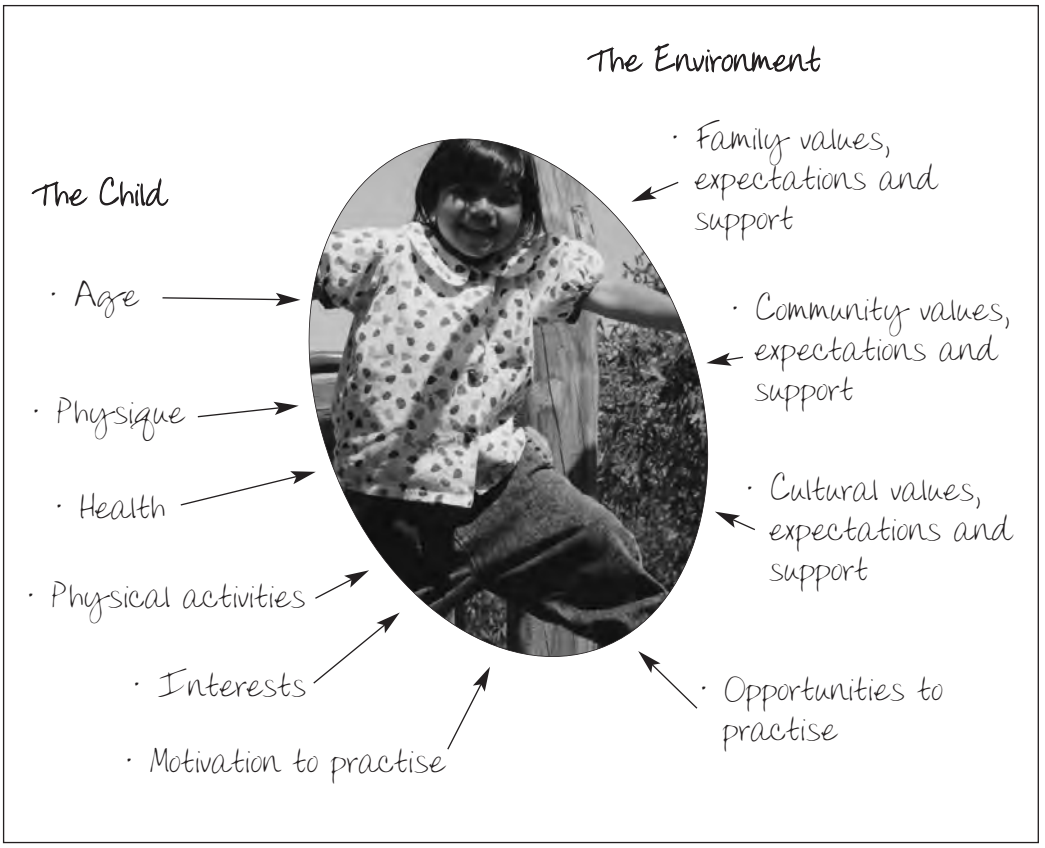

Figure 3: Factors influencing the development of FMS

Myths about Fundamental Movement Skills

There are many misunderstandings and misconceptions about FMS. Before reading on, reflect on your understandings about the following statements.

True or false?

1. Children who write with their right hand should also throw a ball and hold a bat with their right hand. True/False

2. Most poorly coordinated children show a mixed dominance. They may use their right foot to kick a ball, but use a bat left handed. True/False

3. Academic performance will be enhanced by improving movement proficiency. True/False

4. Most boys are able to throw a ball further and harder than most girls. True/False

5. Girls can't run as fast as boys. True/False

6. Children need to learn to hop before they can skip. True/False

7. Children aged 12 years and older are unable to change their movement patterns. True/False

8. You need to be able to run well to teach others how to run. True/False

All of the statements above are false, except for Number 4!

What do we know about FMS?

Do we need to perform all FMS with the same hand or foot? (statements 1 and 2)

Even though a child writes with the right hand, they do not need to perform all other movement skills with the same hand or same-sided foot. Many people may write with the left hand, yet kick a ball with the right foot and grip a bat right handed. For some skills such as handwriting and throwing, it is important that children develop a preferred side. However, for many skills it is advantageous to develop proficiency with both sides, for example, hopping and kicking. Left-handedness or mixed dominance (using a mixture of sides) does not necessarily relate to learning difficulties or poor motor coordination.

Does movement competence improve academic performance? (statement 3)

There is no evidence that improvement in movement skill directly improves academic performance. However, increased movement competence can improve self-esteem, self-confidence, self-management and self-control that in turn can affect academic performance and willingness to tackle new challenges, provided that the tasks required are meaningful, relevant, purposeful and appropriate for the child.

Are there gender differences? (statements 4 and 5)

There are slight differences in body size, body proportions and muscle mass between boys and girls prior to puberty. For most skills, except overhand throwing, however, there are no significant biological reasons for gender differences in performance. A greater hip - shoulder ratio and more muscle mass is thought to enable many boys to throw further and harder than girls. Observed differences in skill levels are more likely to be a result of societal expectation (for example, 'boys shouldn't skip' or 'girls shouldn't get hot and sweaty'), environmental factors or a different emphasis placed on particular skills by family or cultural groups.

Is there a universal sequence of development? (statement 6)

Children do not master FMS in any predetermined order or sequence. The family and wider community play an important part in a child's development. The order of fundamental movement skills development and the time taken to master a particular skill is influenced by the interplay between the child, the learning environment and the learning and teaching program (see *Figure 3: Factors Influencing the Development of FMS*).

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1

Can FMS be learned later in life? (statement 7)

FMS can be developed later in life. Early childhood is, however, the optimal time to develop FMS for a number of reasons.

- It is more difficult to 'unlearn' bad habits than to learn correct movements in the first place.
- Self-consciousness and embarrassment may prevent learning when older.
- Play, games and sport experiences are likely to be more difficult for children with poor FMS, therefore interest in physical activity is reduced.
- Fear of being injured or ridiculed can prevent older children from learning FMS.

Can only sporty people teach FMS? (statement 8)

It is not necessary to be a teacher of physical education or a 'sporty' person to teach FMS and physical education. Most people have a good idea of what well coordinated movement looks like. All you need to know is what the proficient form of a FMS looks like and have some ideas about how to develop the skill. Your teaching skills may then be used to lead and support the children's learning so that they can successfully perform a FMS.

Key Understandings of the FMS Teacher Resource

The FMS Teacher Resource focuses on the 'whole' child in the context of their family and community. It emphasises learning proficient forms of FMS through play, throughout the day.

FMS are important in the development of the 'whole child'

Early childhood teachers have long held a belief in the development of all aspects of a child's capabilities or intelligences. FMS need to be nurtured, not only because they are important for the child's long term health and well-being, but because they support the child's physical development. FMS can also support the child's development in other areas of learning (see *Table 1: FMS in the Domains*).

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FMS, like all learning, is best supported when the school, family and community work together

Families and the community can provide important knowledge and understandings about children's physical activities, as well as providing opportunities for them to be active and to practise FMS. Encouraging the sharing of dances, music, language and games from diverse communities enriches children's understanding of the purpose of FMS in their lives. Speaking with families or members of the community about agreed and appropriate practices will develop shared meanings between home and school and help you in planning learning experiences.

FMS can be embedded in everyday classroom activities

Physical activity should be an intrinsic and integral part of the school program. Three 10-minute activity sessions each day can be as effective as one 30-minute session for practising FMS and promoting healthy habits. A variety of child-structured and adult-structured learning experiences helps create interest, involvement and excitement in the learning process (see *Tools 3: Learning Experiences*).

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FMS can be learned through play

Young children learn most effectively through play because it is a motivating environment in which they can be in control and select their own level of risk. When children devise play by themselves they can

> *create the rules, choose the teams, and take responsibility for maintaining the game action...Children who are constantly placed in settings where adults are responsible for organising the activities are deprived of opportunities to make decisions and take responsibility for their own actions (Evans, 2000, p. 4).*

Play situations can be ideal opportunities for children to practise, experiment, consolidate and become proficient in FMS. FMS focused play can also develop self-management skills such as decision-making, problem solving, and managing emotions and provide an opportunity to practise social skills, language and non-verbal communication.

There are many definitions of play and we often make assumptions that we all mean the same thing. Play can be structured by adults or structured by children. Play can look like, and be, 'work', requiring effort, rules and structure. Play can be serious as well as fun, testing as well as relaxing, thoughtful as well as active.

Play takes many forms and may look different in various settings, communities and cultures. It can be closed or open-ended, spontaneous or planned, solitary or in groups (Dockett & Fleer, 1999).

In this Resource play is defined as experiences that are **relevant** and **purposeful** in which children have choice and social support. Play stops being play when children feel they are being made to perform a task. *Tools 3: Learning Experiences*, provides examples of ways in which play can be structured to enable children to learn, develop and master FMS.

p112 2

You can find ways for children to practise FMS:

- indoors and outdoors;
- in all kinds of weather;
- when you start the school day;
- if you finish an activity early;
- if the children are looking lethargic or sleepy;
- in transitions between spaces and experiences;
- as ways of demonstrating learning across the curriculum; and
- if the sun starts to shine and it is a beautiful day!

Movement skill development is age related not age dependent

Children develop and learn at varying rates and in many ways. Movement skills do not develop in a pre-determined, universal order. This means that children of the same age will not necessarily demonstrate the same level of proficiency in a particular skill. While some children acquire skills quickly and at an early age, others require help, support, and time to become proficient.

Whatever the age of the child, the teaching points for skill development need to focus on efficient ways of moving to prevent the reinforcement of bad habits and to encourage the development of well-coordinated movement.

p34 1

The extent to which a child demonstrates a skill can be determined by making fine grade judgements supported by the Key Indicators of the Learning and Teaching Continuum for FMS (Table 3) and the Observation Records in Tools 1. However, the focus of this Resource is on supporting children as they develop proficient skills and in supporting you in making judgements about the level of a child's achievement.

p97 1

Gordon

Developing the children's self esteem and self-confidence were two of the major aims of our program. We wanted them to feel good about themselves, good about learning and good about school.

Early childhood is the optimal time to teach and learn FMS

Children 'move to learn' and 'learn to move'.

- Young children are motivated and keen to master ways of moving, controlling their bodies and coordinating their movements.
- Young children are actively involved in enhancing their cognitive abilities, developing a sense of autonomy and initiative, and in testing their limits.

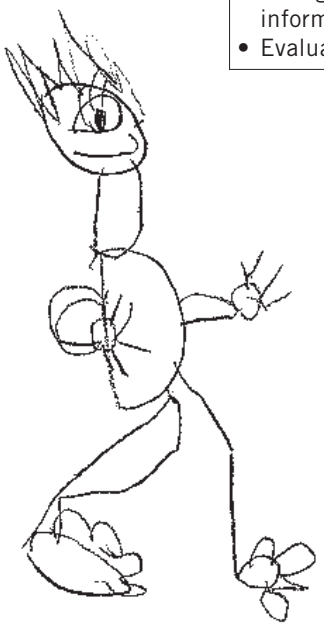
It is important that children develop positive attitudes towards physical activity when young. Positive attitudes to physical activity can:

- improve self-image, self-concept and self-confidence;
- support the child in working with and being with others;
- improve health and well being; and
- increase involvement in lifelong physical activity.

Table 1: The Domains of Learning and FMS

Sensory	Social	Emotional	Language
Kinaesthetic • Balance • Rocking • Swaying • Rolling • Walking • Running • Climbing • Matching movements with sounds	**Respecting and being concerned for others and their rights** • Being compassionate and caring • Accepting others' differences • Respecting individual abilities, talents and differences • Being courteous • Cooperating • Sharing • Resolving conflicts resolution	**Accepting self** • Knowing own worth and competence	**Speaking** • Providing directions and instructions • Describing own experiences and listening to those of others • Explaining movements, skills or ideas to others
Olfactory • Detecting smells – leather, body smells, perfumes, sunscreen, rain, dust, etc • Distinguishing between smells	**Accepting responsibility** • Being aware of, and willing to abide by, rules • Being willing to participate • Showing fair play	**Managing emotions**	**Listening** • Listening to teacher and other children
Visual • Observing • Discriminating between objects, shapes, contours, colours, brightness, contrast, shadows • Foreground and background • Busy-ness • Identifying movement		**Controlling behaviour** **Able to manage self** • Willing to stay on task and work hard • Willing to try new skills • Being confident to start • Being able to choose and decide	**Viewing** • Explaining proficient skills as demonstrated by others or on video
Auditory • Detecting sound • Discriminating between sounds		**Being able to relax** • Describing stress reactions • Demonstrating ways of relaxing	**Reading** • Interpreting pictures of movements or equipment plans
Tactile • Discriminating between textures, sizes, • Feeling of rain, surfaces • Feeling of breeze • Safe touch in relating to others			**Writing** • Writing stories about experiences

Physical	Cognitive	Creative/Aesthetic	Spiritual
Locomotor • Running • Sliding • Skipping • Hopping • Jumping • Galloping • Leaping • Dodging	**Understanding how the body should and can move**	**Thinking of new ideas** • Designing • Creating	**Pursuing personal excellence** • Showing integrity • Working to potential • Showing commitment
Body Management • Rolling • Walking on a beam • Static balance • Dancing • Role Play • Drama	**Understanding the physical world** • Understanding how the body functions • Understanding cause and effect	**Thinking of many ideas**	**Understanding the human experience** • Wondering in our bodies • Enjoying movement • Thankfulness for physical ability
Object control • Striking • Catching • Throwing • Kicking • Dribbling a ball • Games	**Mathematics** • Understanding direction, level, space • Predicting time using universal or arbitrary units of measurement • Measuring quantity, distance, height or time using arbitrary or universal units of measurement	**Thinking of different ways of using or doing things** • Improvising • Experimenting	**Empowering self and others** • Developing faith in humanity • Freedom
	Applying thinking skills • Comprehending information • Problem solving • Analysing – identifying key elements and relationships • Synthesising – arranging information • Evaluating	**Making ideas or skills more complex** • Developing ideas	**Developing personal values** • Forgiving • Showing justice • Trusting • Respecting • Tolerating • Being patient • Being humble
		Taking risks • Investigating • Trialing	**Thinking about the world** • Showing peaceful ways of being • Showing developing morals
		Intregrating ideas in new ways • Using technologies • Developing games • Using relationships	**Connecting with nature**
		Creating a sense of community or group awareness	



LEARNING, TEACHING AND ASSESSING FUNDAMENTAL MOVEMENT SKILLS

All aspects of the learning, teaching and assessment process need to be considered when planning. This section provides information to help you to effectively plan for FMS by:

- identifying children's interests, strengths and needs in the context of their school, family and community;
- choosing the focus skill and identifying possible learning outcomes;
- assessing each child's achievement of FMS;
- planning and implementing learning experiences; and
- sharing information about children's achievement of FMS with the children, other teachers, the school, the families and the community.

The learning, teaching and assessment process is more likely to be fair, valid and educative if children can demonstrate their skills in relevant and meaningful ways, appropriate to their world view and considerate of their linguistic and cultural backgrounds, health and family situation. The process is more likely to be comprehensive and explicit if you involve others in planning learning experiences and gathering information about the children's learning.

You will be providing children with:

- opportunities to learn FMS – incorporating FMS every day, throughout the day, in many and varied ways;
- activities that connect and challenge – demonstrating, modelling and explicitly teaching skills as required, providing stimulating, meaningful experiences and integrating learning experiences;
- opportunities to act and reflect – providing time to develop and apply FMS and to reflect on their skill performance;
- experiences which recognise children's individuality – modifying activities, equipment, speed/pace, targets and distance to cater for individual differences; and
- opportunities for children to work independently and collaboratively.

Identifying Children's Interests, Strengths and Needs

Children's interests, strengths and needs occur in the context of their family, community and the school. Focuses for learning programs need to develop those interests, build on their strengths and address their needs. You might ascertain possible focuses for your program using one or more of the following strategies:

- talking to the children about the skills they think they can do and need to be able to do;
- talking to families and the community about the skills they think are important and are using (and therefore, modeling) in their lives;
- talking to other teachers about the skills the children need in other areas of their learning;
- thinking about the skills that might best support focus topics or projects in the overall learning program; and/or
- considering emphases in the whole school plan that might affect the choice of skill (for example, an approaching school carnival or a preferred school game).

Reflection Point

What are your school priorities? What are the expectations of families and the community? What are the children's interests, strengths and needs?

Janet

The emphases in our school were on academic achievement and physical competition. The school provided a wide range of extra-curricula activities. Some of these, such as music lessons, were scheduled in class time. Coincidentally, many of the fourteen identified students undertook music lessons during physical education time. We also offered a wide range of before and after school physical activity options but the children with poor movement skills were not accessing any of these.

The school athletics carnival was a difficult event for many of these children. The highly competitive environment meant that they received little positive recognition for their effort and often showed others how poor their physical skills were. Since physical education was largely about preparing for the athletics carnival, the children avoided the activities even more than usual! We had decided to restructure the carnival for the younger children so that the focus was more on participation than competition.

My main area of interest was to develop the children's understanding of the importance of acquiring FMS and to help them practise good health habits, increase their physical activity, and improve their self-esteem and interpersonal skills.

Choosing the Focus Skill and Identifying Possible Learning Outcomes

Reflection Point

Which skill or skills will be most meaningful and relevant for your group of children? Which learning outcomes could the children demonstrate through the focus skill or skills?

Developing proficiency in any FMS can take a long time – up to 10 hours of quality teaching (Kelly, 1989). This means that children need opportunities for explicit instruction, practice and mastery each day. You should plan, therefore, to observe and teach only 4 or 5 skills each year but to provide opportunities for children to experience a variety of other skills. Some skills may remain focuses for a long time, others may be included as different needs and interests emerge.

The FMS Sequence in Table 2 provides a suggested order for teaching the skills. Please remember that FMS skills are not necessarily mastered in this sequence. Generally, however, skills such as the forward roll, punt and dribble are more difficult than skills such as balancing or running.

By the end of the early childhood phase of development (typically Year 3), children should have been provided with opportunities to develop all of these skills.

Once you have gathered information about the children's strengths, needs and interests and chosen the skill or skills, you can identify learning outcomes that will help to focus your planning. Outcomes are not achieved simply by teaching skills. Ensuring children achieve all aspects of an outcome means also providing opportunities for children to demonstrate their knowledge, skills, attitudes and values as well as their proficiency in the skill.

Table 2: FMS Sequence

	K → 3+				
Body Management Skills	Static balance Climb Line walk	Side roll	Forward roll		
Locomotor Skills	Run Distance jump Gallop Skip	Hop Swim	Vertical jump	Side gallop Leap	Dodge
Object Control Skills	Overhand throw Underhand roll	Underhand throw Bounce and catch Catch large ball	Two handed strike	Catch small ball Lofted soccer kick Punt	One handed strike Hand dribble Foot dribble

Assessing each Child's Achievement of FMS

Information needs to be gathered about children's FMS performance in a range of settings, undertaking different kinds of experiences and over time. Some ways you can gather information to assess a child's achievement are provided in Book 2. *Tools 1: FMS Skill Descriptions* provides you with specific information about observing and teaching a number of FMS, and *Tools 2: Assessment Strategies* provides you with a range of strategies you may use to assess a child's level of achievement when performing a skill as well as their achievement of other learning outcomes.

CAUTION!

When gathering information be careful that you avoid:

- recording a performance because you think you remember what the child was doing;
- assuming that a child can't perform a skill when they don't perform it;
- assuming that because a child tries hard that they can perform a skill;
- assuming that because a child's behaviour is difficult they cannot perform a skill;
- attributing a higher (or lower) skill level to particular children because of their cultural background, gender or physical attributes;
- making judgements about skill levels that are affected by the child's proficiency in English which may be learned as a second or third language or dialect;
- assuming that because a child is good at one skill that they are good at others; and
- being reluctant to say that a child is performing very well or very poorly.

Initially, you may plan a variety of learning experiences involving a skill or a combination of skills that will provide an opportunity to monitor the children's skill levels. A child may demonstrate a different level of skill proficiency for the same skill if observed in various settings. For example, a child may throw a ball more proficiently when they are concentrating on the skill during a practice activity compared to a game situation where the focus may be on strategy, stamina, speed or perseverance. Similarly, they may be able to explain how they are performing the skill more easily when they have the ball in their hand.

Information needs to be gathered continuously. Initially, you may choose to use the *FMS Observation Records* in Tools 1 to observe the children in different settings. Each subsequent learning experience will provide opportunities for you to update your information and support your judgements about children's levels of achievement. You may support, and add to these observations with information gathered using other methods described in Tools 2.

p93 2

p3 2

Using the FMS Observation Records

The *FMS Observation Records* in Tools 1: *FMS Descriptions* will help you gather information about each child's performance. As you become more familiar with the skill criteria of a proficient FMS you will develop a method that works best for you. You may find that over time you use the skill criteria as teaching points and record only very basic information about each child.

The *FMS Observation Records* are designed in different ways to reflect the different types of movement. The easiest skills to observe and analyse are those in which the pattern is performed repeatedly. These **continuous** skills, such as running, hopping, skipping or galloping are best analysed by observing the body parts in a systematic way such as legs, head and trunk, then arms. The more difficult skills to observe are the **explosive** skills such as jumping, throwing and striking, and the **receptive** skill of catching. These are best analysed by observing each phase of execution of the skill, for example preparation, propulsion and follow through. Within each phase of movement the body parts should be observed systematically.

Look at the observation records in Figure 4 to note how they are structured.

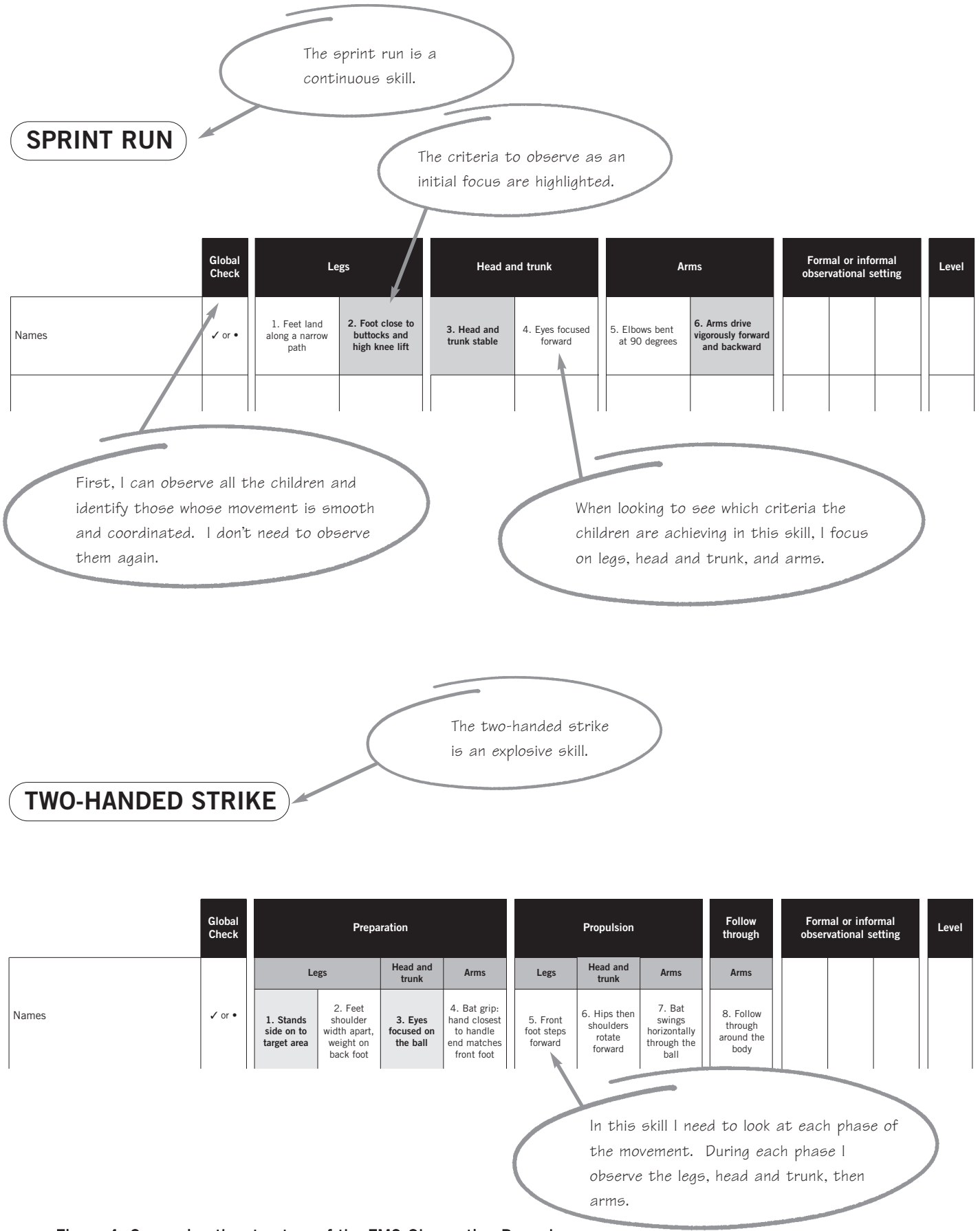


Figure 4: Comparing the structure of the FMS Observation Records

Jo
I found it more manageable to focus on a small number of children each day instead of all of them at once when using the Observation Record.

The global check

You may first decide to observe each child's overall movement pattern. A column in the left side of the observation record is designed to enable you to record these global observations.

Generally, a child's movement will either look right or wrong. For the global check simply look to see if:

- the movement is smooth, rhythmical and well coordinated;
- the movement achieves its purpose (the ball is thrown, balance is achieved, the object is caught); and
- the child appears confident.

From these general observations you will be able to make decisions about:

- children who may act as good models, teachers and guides;
- children who may require more specific feedback about proficient movement in order to extend their competence;
- children who require more specific observation to identify the skill criteria which they are able to demonstrate;
- children needing more extensive intervention;
- skills or skill criteria requiring specific direct instruction; and
- skill practices that can be used to complement, supplement and challenge children's existing skills.

If you are not satisfied or convinced about a particular child's overall proficiency then you might next observe the skill criteria for initial focus.

Reflection Point

How many components of each skill are the children demonstrating?

In what settings are the children most proficient?

Skill criteria for initial focus

For each skill some criteria have been identified for initial focus. These are highlighted on the observation records and are the easiest criteria to observe and to teach. Sometimes by working on these skill criteria others will fall into place.

Skill criteria for fine-tuning the skills

Later, to consolidate the proficiency of a movement, you might observe and teach the remaining skill criteria.

Recording your Information

When using the FMS Observation Records to observe the children in various formal and informal settings you, and any other adults who are working with you, might record each observation with the date, a different colour or symbol. Some teachers have suggested using a coding such as:

- ✔ has achieved
- • is yet to achieve.

An example of a completed observation record for the Sprint Run is provided in Figure 5.

Information about other learning outcomes can be added to the Observation Record, or recorded using appropriate strategies such as those in *Tools 2: Assessment Strategies*.

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Ensuring the Information is Comprehensive

A comprehensive assessment requires different types and sources of information. Valid information is gathered during a learning experience, using a child's strengths and skills (so that it is fair) and is shared with the child (so that it is educative).

Reflection Point

Have you gathered a comprehensive picture of the children's learning in a way that is fair, valid, explicit and educative?

What other strategies could you use to gather information?

Self and peer reflections, learning logs or journals, and explanations of skills can supplement observational records. Examples of these are found in *Tools 2: Assessment Strategies*.

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Classroom teachers, teachers of physical education, teachers on playground duty, families, the children themselves and other children can all provide different perspectives on a child's skill proficiency.

The section *Planning and Implementing Learning Experiences* describes experiences which will enable you to gather valid, fair, explicit and educative information.

I began with a global check in a structured physical activity session. Some of the children were performing proficiently. I gave these children a ✓ and the others a • .

I made observations of the children in three settings

	Global Check	Legs		Head and trunk		Arms		Formal or informal observational setting			Level
Names	✓ or •	1. Feet land along a narrow path	**2. Foot close to buttocks and high knee lift**	**3. Head and trunk stable**	4. Eyes focused forward	5. Elbows bent at 90 degrees	**6. Arms drive vigorously forward and backward**	PE	PLAY	MUSIC	B D C G
Sam	•	✓ • •	✓ • •	✓ • •	• • ✓	• • •	✓ • •	7/8	12/8	15/8	B
Kim	•	• ✓ •	✓ ✓ ✓	✓ ✓ ✓	• • •	• • ✓	✓ ✓ ✓	7/8	12/8	15/8	D
Holly	•	✓ ✓ •	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	• • •	✓ ✓ ✓	7/8	12/8	15/8	D
James	•	• • ✓	• ✓ •	✓ ✓ •	• • ✓	• • •	• • •	7/8	12/8	15/8	B
Jarrah	✓							7/8	12/8	15/8	C
Rebecca	✓							7/8	12/8	15/8	C
Jacob	•	✓ • •	✓ ✓ ✓	✓ ✓ ✓	• • ✓	✓ • •	✓ ✓ ✓	7/8	12/8	15/8	D
Evan	✓							7/8	12/8	15/8	C

Observation position To either side for legs. Front or back for placement of feet.
Instruction Run as fast as you can

I noticed that the FMS Observation Record suggested where to stand to make my observations.

I focused my attention in the second physical activity session on Sam, Kim, Holly, James and Jacob. I observed each of the skill criteria for these children.

On the basis of the observations, I made a judgement about each child's level of achievement in sprint running. B = beginning, D = developing, C = consolidating. I don't think any of the children are at the generalising level yet.

Figure 5: Using the FMS Observation Record: Sprint Run

Reflection Point

Is the focus skill of the appropriate difficulty for the child?

Interpreting the Information Gathered

'On balance judgements' about children's skill proficiency can be made after you have gathered comprehensive information.

As a rule of thumb:

- a child at the **beginning** level of achievement for a skill would not demonstrate any of the skill criteria in the observation record, or maybe just one of the initial focus skill criteria;
- a child at the **developing** level of achievement for a skill would consistently demonstrate all of the initial focus skill criteria;
- a child at the **consolidating** level of achievement would consistently demonstrate all (or almost all) skill criteria; and,
- a child at the **generalising** level of achievement would consistently demonstrate all skill criteria in a wide variety of contexts.

You will probably find that collating individual results into class lists is helpful in making these judgements. Class lists can be compiled for each skill, for groups of skills (body management, locomotor, object control) and for demonstrated outcomes. Some examples of class profiles are shown in Figure 6.

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The FMS Learning and Teaching Continuum (see Table 3) will also assist you in determining the children's level of skill. The key indicators and/or the mastery of skill criteria in the observation record should help you to decide whether the movements are beginning, developing, consolidating or generalising. Children may be at different levels for each skill (for example, at the beginning stage for hopping, yet at the consolidating stage for running), as shown in the FMS Profile in Figure 7.

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It is important that you evaluate the appropriateness of the chosen focus skill.

- Are all or most of the children at the beginning level of achievement? That is, is the skill too hard?
- Are all or most the children at the consolidating level of achievement? That is, is the skill too easy?

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If the skill is too easy or too hard go back to the FMS Sequence in Table 2 and choose another skill. If the skill is appropriate go on to planning and implementing learning experiences.

There are other issues you may need to consider.

- Have children of one gender performed significantly lower than the other in a particular skill? Why might this have happened?
  - Is it due to the way the experiences have been structured?
  - Do you need to talk to families, the children or other adults in order to clarify why this might have happened?
- Have a significant number of students in the class an unexpectedly low level of FMS? Why might this be so?
  - Is it due to the lack of opportunities provided?
  - Do you need to talk to families, the children or other adults in order to clarify your understandings?
- Are the experiences being provided supporting the children's levels of development?
  - Are playground markings and targets suitable?
  - Are materials and equipment suitable?
  - Do the children need explicit teaching about some social skills?
  - Do the children understand the purpose of the experience and the activity?

It is these interpretations that will help you plan subsequent learning experiences.

I tried to decide how I would group the children: mixing abilities, levels, skill criteria or learning experiences. I know that smaller groups of children maximise participation and that means the children stay on-task longer.

CLASS PROFILE	FMS: Run					Date: March 2000	
Name	Level B,D, C	Group					Learning experiences
		1	2	3	4	5	6	
Maryanne Ames	B	✓						
Anthony Barnes	B	✓						
Beth Dockers	D		✓					
Greg Eagles	B			✓				
Joshua Fawcet	D					✓		
Kimberley Grace	C				✓			
Kelly Harrison	B	✓						
Fred Heard	B						✓	
Tom Jefferson	D		✓					
Holly March	D					✓		
Evan Norris	C				✓			
Rebecca Ovens	B			✓				
Jacob Prentice	D					✓		

I could group the children so that I can focus on the skill criteria they need to work on. This would mean that Maryanne, Greg, Kelly and Rebecca could work together.

CLASS PROFILE	FMS: *Overhand Throw*					Date: *March 2000*	
Name	Skill criteria	Group					Comments
		1	2	3	4	5	6	
Maryanne Ames	Side on	✓						
Anthony Barnes	Side on			✓				
Beth Dockers	Step forward		✓					
Greg Eagles	Side on	✓						
Joshua Fawcet	Step forward					✓		
Kimberley Grace	Throwing arm				✓			
Kelly Harrison	Side on	✓						
Fred Heard	Throwing arm						✓	
Tom Jefferson	Step Forward		✓					
Holly March	Step Forward					✓		
Evan Norris	Throwing arm				✓			
Rebecca Owens	Side on	✓						

I know all the skill criteria for the jump. I will just note the criteria each child needs to practise and observe the children in mixed groups as they undertake the activities.

CLASS PROFILE		
Name	Comments	Learning Experiences
Maryanne Ames	ankles, knees & hips in preparation	
Anthony Barnes	arms behind body	
Beth Dockers	landing	
Greg Eagles	landing (arms)	
Kimberley Grace	OK	
Kelly Harrison	arms behind body	
Fred Heard	ankles, knees & hips in preparation	
Tom Jefferson	angle of take-off, landing	
Holly March	ankles, knees & hips in preparation	
Evan Norris	preparation	

Figure 6: Collating information to support interpretation

Table 3: Learning and Teaching Continuum for FMS

FMS LEVELS OF ACHIEVEMENT				
	BEGINNING	**DEVELOPING**	**CONSOLIDATING**	**GENERALISING**
CHILD				
Skill performance	Erratic and inconsistent.	More consistent and controlled.	Consistent and mechanically correct in a stable environment. Shows control and rhythm.	Consistent and mechanically correct in a variety of contexts.
Understanding of skill criteria.	Lacks rhythm and smoothness. Repeats brief information about a skill given by the teacher or another child.	Lists some of the skill criteria for the skill.	Describes and explains skill criteria and their importance. Analyses own performance and identifies areas for improvement.	Analyses own and others' performance and explains ways of improving proficiency that cater for individual ways of working.
	Unable to combine FMS into movement sequences.		Combines FMS in movement sequences Moves smoothly from one FMS into another.	Combines a number of FMS to achieve a goal.
Achievement of skill criteria in FMS Observation Record	None or perhaps one initial focus skill criterion demonstrated.	All initial focus skill criteria demonstrated.	All or almost all skill criteria demonstrated in a skill practice.	All skill criteria evident in a game or performance.
LEARNING EXPERIENCES				
Activities	Structured and playground play Invented games Movement to music/aerobics Dramatic play Obstacle course Circuits Learning centres and play stations Long walk or run Reciprocal teaching Kinaesthetic activities Transitions Poems, songs, rhymes Skill practices Simple and cooperative games Performance tasks	All previous and.... Problem solving Task sheets Contracts Social dance	All previous and.... Modified games.	All previous and.... Modified sports.
Teaching Emphases	Initial focus skill and criteria Simple tasks Short sessions Develop movement vocabulary Individual or small groups Immediate, precise feeback		Fine tune skill More complex tasks Longer sessions Expand movement vocabulary Small groups or whole class Feedback only on fine-tuning skill criteria	Fine tune skill Create new challenges in broader applications Infrequent feedback

	BEGINNING	DEVELOPING	CONSOLIDATING	GENERALISING
CATERING FOR INDIVIDUAL DIFFERENCES				
Environment	Stable, predictable			Open, changing
Task	Easy			Difficult
Task Focus	Quality of movement			Outcome of movement
Speed/Pace	Slow			Fast
Target				
• Size	Large or Wide			Small or Narrow
• Height	Low			High
• Width	Wide			Narrow
• Distance	Close			Distant
Equipment				
• Ball size (except throw)	Large Ball		Medium sized ball	Small ball
• Ball path	Rolled along ground		Bounced	Airborne
• Ball colour	Contrasts with background			Blends with blackground
• Bat size	Large striking surface			Small striking surface
• Length of handle	None or short			Long
• Weight	Light			Heavier
• Movement	Stationary			Moving

Planning and Implementing Learning Experiences

There are many ways in which children can learn FMS. The learning experiences in Tools 3 have been grouped under the headings of:

- child structured experiences; and
- teacher structured experiences.

Some learning experiences could have been listed under more than one heading. Some learning experiences, after being introduced by the teacher may be structured by the children at another time. Others may be used differently with individual children, small groups of children or large groups.

Reflection Point

Which child and teacher structured experiences are most relevant and meaningful for the children?

Children may need explicit instruction about skills and their skill criteria. This does not mean that children learn only when a teacher instructs them. Nor does it mean that the teacher will always be working on the same skill with a whole class or a large group of children. Explicit instruction can occur one–on–one in learning centres, play stations, games or in transition activities. There are many ways in which programs can be designed to meet the needs of the children.

It is possible that some of the children will develop skills very quickly given:

- time to watch the skill being performed;
- explicit information about how to perform the skill;
- lots of opportunities to practise the skill;
- appropriate feedback; and
- meaningful and challenging (but not frustrating) experiences.

Each learning experience is another opportunity to gather information about the children and their learning. As you plan learning experiences ensure that they enable children to demonstrate the learning outcomes that you have identified.

Maxine said she learned best when she had 'the wind in her brains'.

Catering for Differences

In order to plan effective programs you need to **cater for differences** between children.

- Some children will learn a great deal by watching others perform a skill before giving it a try themselves.
- Some children have to 'jump in' and do the skill, learning by trial and error.
- Others will learn more when they see the whole skill in context and understand the importance of each skill criterion of the skill.
- Others need explicit, step-by-step instructions with demonstration and physical guidance.
- Some may perform a skill more efficiently outside.
- Some may be better able to learn from a peer than a teacher.
- Some may perform a skill more proficiently when there is music playing.

Experiences need to be **meaningful** and **relevant** and encourage children to observe, practise and master the skills, knowledge, understanding, attitudes and values that enable them to proficiently perform FMS, as well as reflect on their actions. There are many ways in which you can present skills and concepts to children. Each approach has its strengths. Each requires different skills of teachers and of children. You will need to choose the appropriate teaching methods and learning experiences for your group of children. Purposeful experiences help children to:

- understand what is expected of them, what they are trying to learn and why;
- generalise ideas and skills within and between lessons (for example, talking about concepts of speed as children are racing cars down an incline plane or as they sprint run);
- revisit skills they have already developed;
- build on existing skills; and
- learn from each other in fluid and flexible groupings, such as:
  - groups of children with a similar skill level;

– groups of children with different skill levels;
– group games; and
– reciprocal teaching pairs.

Some children may not easily master some FMS, and appear awkward. These children may have a motor learning difficulty and benefit from additional intervention (see the section *Helping Children with Movement Difficulties*).

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Individualising Learning Experiences

Ideally all children will be able to achieve success in a given activity. To do this, you can make the same activity easier or harder by changing some aspect of it. This will also give you an opportunity to observe the children's performance and add to the information you need in order to make assessments of their levels of achievement.

You can change the **task** by changing the:

- **demands** of the task - for example, balancing with hands on the hips or hands outstretched, balancing with eyes open or closed; requiring short or long movement sequences such as run, hop, skip compared to run, hop, skip, hop, jump;
- **rules** of the activity - for example, allowing the ball to bounce once in game of volleyball;
- **number of times** a child needs to repeat the task - for example, 5, 10, or 15 successful catches in a row;
- **teaching cues** – for example foot markings, task cards, physical guidance, verbal cues;
- **technique** the child uses to achieve the task - for example, if a child is to balance on one leg they could choose to imagine the movement and do it do the movement, feel it and do it again, describe the movement and do it, move to music;
- **direction** of movement - for example, moving forward, backward, sideward, diagonally;
- **level** of the movement - for example, run as a low, middle or high shape;
- **pathway** of the movement - for example, run in a straight, curved, or zig-zag line;
- **distance** - for example, the distance from a target or the distance to run;
- **area** in which a task can be performed - for example, a tag game is much harder in a smaller area;
- **length of time** to complete the task - for example, do 5 successful bounce-and-catches in 5 seconds, 10 seconds;
- **speed** of the movement - for example, skip quickly, slowly;
- **energy** of the movement - for example, move lightly like a mouse, or heavily like an elephant;
- **creativity** of the movement - for example, run like a soldier, clown, elephant, Olympic athlete; what other body part can you use to catch a beanbag?;
- **body parts** involved - for example, balance on two, three, or four body parts;
- **number of players** involved - for example, tag or chasey games are harder with fewer players; or
- **competitiveness** of the task – for example, which team can work out a way to balance all together on just 5 body parts?

You can modify the **equipment** by changing the:

- **size of the target** - for example, making the target bigger or smaller, wider or narrower, more or less targets;
- **size of the equipment** - for example, making the ball or bat larger or smaller, walking along a line or a wide plank;
- **number of pieces** of equipment - for example, four or ten pins to bowl toward;
- **height of the equipment** - for example, varying the height of an incline board; walking along a line on the ground or a beam, varying the height of a goal post, varying the height of a target; or
- **arrangement of the equipment** to enable choice - for example, providing a three rung ladder or a five rung ladder.

You can change the **grouping** by:

- having children work **alone**;
- having children work with a **partner**;
- having the child work as **a leader or follower**; or
- having the children work in **groups** - for example, skill level, rate of learning, learning style.

Reflection Point

List the ways you could individualise the following tasks.

1. ***Overhand throw to hit a wall target.***
2. ***A soccer kick between 2 markers.***
3. ***Jumping over 2 ropes.***

Multiple Intelligences

Gardner's (1983) work in multiple intelligences challenges us to structure learning experiences so that children have the opportunity to use and develop their different strengths. Gardner argues that each of us has greater or lesser intelligence in several areas and that by using our intelligences we can enhance our learning. The corollary of this is we cannot effectively learn or demonstrate our learning when we are required to use an intelligence that is not an area of strength. Requiring children to write about a skill as a demonstration of their cognitive understanding of the skill is useful for a child with strong logical intelligence but a child with visual intelligence would more effectively demonstrate their understanding by drawing the skill and a child with strong kinaesthetic intelligence would demonstrate their understanding by showing someone how to do the skill.

Reflection Point

How could children show their skills in catching by using different intelligences?

Through structuring learning experiences so that a range of intelligences may be employed, learning may be enhanced. For example, playing music that has the same rhythm as the skill to be performed uses musical intelligence to support physical or kinaesthetic learning. Structuring experiences for children to explain what they need to do to perform a skill proficiently uses linguistic intelligence. Enabling children to perform a skill in a group uses interpersonal intelligence.

Table 4 describes some of the ways in which you can plan experiences to enable children to use their intelligences.

Table 4: Linking FMS and Multiple Intelligences

Intelligence	Appropriate Learning Experiences
Kinaesthetic	Create a dance using the movements of skip, hop and jump Create a game to use the skill Act out a movement in slow motion showing each part of the skill
Linguistic	Create a poem to describe a movement using the first letters of the movement Find words that describe a skill Write a paragraph explaining a skill Discuss, explain the skill to another person
Logical	Develop a procedure to show other people what to do and in what order Measure the height (or distance) of the jump of ten people in your group Classify the pictures given. Label them to explain how you have grouped them
Visual	Draw a figure to show a proficient movement Draw a map of the learning environment Draw (or interpret) a diagram of a play station
Music	Sing a skipping song to help you as you skip Listen to the sounds of the movement. What sound can you hear when the movement is done proficiently? Move to music
Interpersonal	Work with a friend (or in a group) to ... Think of a question to ask in an interview Who is a sports person who uses this skill?
Intrapersonal	Imagine yourself performing the skill proficiently Write a journal about your skill development Read about a skill
Naturalist	What impact does the weather have on your ability to perform a skill? What is the running movement for other two legged creatures?

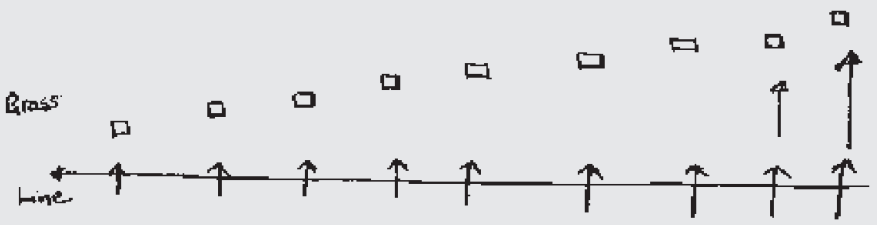
Maximising Participation

It is important that you develop strategies to maximise the participation of all children and, therefore, optimise their learning. Your support and encouragement can have a positive impact on the child's attitude to physical activity in both the playground and class activities.

- Keep the session flowing and uninterrupted. Minimise waiting times, use small groups and have few interruptions.
- Ensure sufficient quantities of equipment are available. For example, one ball per child, one bat per two children.
- Provide appropriately sized equipment. If children find the equipment too awkward or heavy, they will not continue to use it.
- Allow lots of time to practise. Activity sessions should allow at least half of the allocated time for practice.
- Include less talk and more action. Keep teacher talk brief and explicit. Children cannot sit still and listen for long periods of time, nor absorb and respond to lengthy instructions.
- Keep organisation and preparation time short.
- Ensure all children have positive experiences with at least an 80% success rate.
- Provide appropriate and timely feedback that describes the child's own skill development and does not draw comparisons between children.
- Avoid elimination games. 'Getting out games' often mean that less able children spend a lot of time sitting and watching others having fun. It reinforces their own incompetence. Even games that seem to be 'fun' can be inappropriate if they do not take into account the varying skill levels of the children.
- Avoid low activity games such as 'Duck, Duck, Goose' where a few children are moving and the rest are watching.
- Keep the number of rules to a minimum.
- Ensure children understand rules and routines.
- Teach children how to move safely.
- Take care when choosing children to demonstrate a skill. Some children may be embarrassed and discouraged when singled out to perform in front of other people, whether they are competent or incompetent.
- Avoid activities that involve winning more than learning.
- Say **no** to bullying.

Gordon

I needed to make the jump more challenging. We began by talking about how far the children could jump and asking if they thought they could jump each other's height. Then we took digital images of each child with a challenging expression on their face ('Ha, ha, you can't jump over me!'). We measured each child's height and attached a string to the laminated photograph to represent their height. We set the faces out in height order and the children tried to see how many faces they could clear.



Avoidance Strategies: The Children's

Some children, particularly the less able, do not enjoy physical activity sessions during class, during sport or informally in the playground. They develop strategies to avoid movement opportunities. Many are listed in Table 5.

Table 5: Children's Avoidance Strategies and their Possible Meanings

Any of these behaviours....	May mean one or more of the following....
Feigning illness or injury Slipping to the end of the line Giving other people turns (all the time) Forgetting appropriate clothes Going to the toilet Getting equipment out or packing it away Volunteering to run errands Being silly Picking an argument with another child or the teacher Debating their involvement Asking long winded questions Constantly engaging teacher or other adult in conversation Saying 'I'm bored' Complaining that 'This hurts'	I'm not sure what to do I don't like this activity I can't do this activity This hurts me This looks too hard (fast, far, competitive) for me I will look foolish Everyone will laugh at me I can't go that far or fast The team I am in always loses No one wants to play with me

Enjoyment and success encourage children to look forward to further experiences.

Janet

The avoidance strategies of the children tended to be things like giving others a turn, forgetting clothing, being silly, picking arguments with other children or engaging in long conversations to waste time. I chose to encourage the children by staying positive and being supportive. This seemed to help. Whilst I want to think the children were not consciously avoiding activities, I believe it indicated their doubt in their ability to perform the FMS.

Avoidance Strategies: The Teacher's

Some teachers do not feel confident in teaching FMS, do not enjoy being outdoors and feel a loss of control in having groups of children outdoors. There need to be good reasons for overcoming our avoidance behaviours. These are listed in Table 6.

Table 6: Teacher's Avoidance Strategies and ways to Overcome Them

Reasons for not doing physical activity	Arguments to counter these reasons
I can't do the skills myself – can I teach them?	Children do need to see proficient models but they also need to see people 'having a go'. Your attitude to physical activity is an important factor in shaping the children's attitudes. Asking children to demonstrate a allows these children who are competent to teach others. Involving older children in sessions supports their skill development while enabling the younger children to see a proficient movement. Using a video of a proficient skill is helpful in enabling you to 'freeze' the correct movement or replay it as often as needed.
It's too wet (hot, cold) outside today.	Children learn about their environment, and learn to respect it, by being in it. Keep children safe by getting them dry if they have gotten wet, doing outdoor activities in the coolest part of the day in hot weather, and by getting the children to warm up from the inside out in cold weather. Some physical activities can be done indoors.
The children get too silly outside.	Children who have been sitting or being quiet inside may need a time to work off some energy and make some noise. Structuring 'release' time by walking or running around the boundary of the activity space also shows children the limits of the area they can use today. Changing the pace of indoor activities so that there are movement activities incorporated as part of the indoor program makes use of the children's kinaesthetic intelligence and varies the pace of the day.
It takes too long to get things ready outside.	Having the children help with setting up and packing away increases their responsibility for their learning, teaches them about following instructions and shares the work load. Asking families to help set up outside when they drop their children off in the morning gives them more information about the program and the ways in which the children learn. Asking an older group of children to set up the activities following a plan you provide is good for their map reading and planning skills, as well as their sense of caring for others.
I don't know what activities to do with the children.	Reading this Resource and other references will give you some good ideas. Talking to other teachers who seem to be 'like you' in skill level or attitude about successful activities ensures that things you try will have worked for someone else. Involving the children in planning helps them to take responsibility for their learning, and helps you to know what the children already know and might need to learn.
They might hurt themselves.	Discussing potential hazards with the children gives you many people with eyes and 'tuned in' brains to help avoid dangers. Risk-taking is an important skill for children to develop and learning to take risks safely is even more important. Checking equipment and materials regularly, keeping to the recommended safety standards and ensuring that there is always an adult supervising physical activities will prevent most accidents.
There's not enough time in the day.	Using physical activities as an integrated component of the program means you are not doing another thing – but providing another way for children to show what they know, understand and are able to do.
I don't have enough space.	Activities requiring a lot of space are the locomotor activities. Walking, running, leaping, skipping, galloping and side galloping can be done as you walk from one place to another in the school, during walks around the neighbourhood, or as special 'oval activities'.
I don't have enough equipment.	There are lots of ways that equipment can be improvised, using the ideas in this Resource or challenging the children to devise their own solutions.

Increasing Appropriate Behaviour

It is easier to reinforce appropriate behaviour than stop inappropriate behaviour. There are many ways of effectively doing this.

- Provide positive feedback by explicitly commenting on appropriate behaviour. This may need to be given to a group rather than an individual child so no one feels singled out.
- Focus on learning by explicitly commenting on what you have observed.
- Ignore inappropriate behaviour while commenting positively about appropriate behaviour.
- Interact with children by standing near them, keeping eye contact with a child or using specific signals.
- Ensure that you make positive comments to all children and that negative remarks are spoken quietly to individual children, for their ears only.
- Prompt children about what is expected of them.
- Teach children some simple strategies for conflict resolution: for example, 'Rock, paper, scissors'.
- Teach children about rules, the reason for them and how to negotiate them.
- Quietly discuss the performance of a skill with specific children.

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Ensuring Children's Safety

Teachers have a duty of care to ensure that activities are supervised and that children are not exposed to unreasonable risk.

National safety standards support teachers and schools in making judgements about what is reasonable. It is important that you discriminate between risk management and activity avoidance. Children need opportunities to stretch their abilities and accept challenges.

Routines help keep children safe

Developing a routine enables children to know what they can expect to happen and helps them to accept responsibility for themselves and their learning, as well as to support the learning of others. Children can take an active part in the planning, setting up, management, teaching, learning and closure of an activity session.

Rules help keep children safe

Developing rules that are clear to all the children establishes the boundaries of behaviour, describes the desired behaviour and assists them in managing their own safety. For example:

- The area we are using today is _____;
- The signal we use when we need everyone to stop and listen is _____;
- A good noise level is when we can hear people talking to us in our own activity;
- We respect each other by encouraging each person to have a turn;
- We respect our equipment by setting it up carefully, using it safely and packing it away when we are finished with it;
- We are good sports when we can win and lose fairly and positively; and
- We support each other's learning by allowing each person space and time to learn.

Developing children's responsibility for their own and others' safety

Encouraging children to think and talk about their own safety empowers children in setting achievable goals. Some topics for discussion with children include:

- clothing and footwear;
- jewellery and hair;
- chewing gum and lollies (sweets/candy);
- use of equipment;
- personal safety equipment (for example, mouth guards);
- boundaries;
- surfaces;
- keeping in control;
- looking after ourselves and others; and
- emergency procedures;

You can discuss what 'reasonable' means, ask the children to decide what is reasonable behaviour and develop a 'what to do if this happens' action list.

Equipment and materials need to be made safe. Some things to look for include:

- nails – countersunk bolts and Tek screws are recommended;
- spacings – smaller than 100mm or greater than 230mm so that heads and necks can't get trapped;
- splinters or cracks;
- vertical railings rather than horizontal ones;
- slides facing south, with a big enough sit down area at the top;
- swings with plenty of space around them and soft surfaces underneath; and
- tyres painted inside (to reduce the incidence of spiders) and with drainage holes.

Fall Zones

In areas where children may fall (for example, from swings, slides, high equipment) appropriate materials need to be placed under, and extending 2 metres, beyond the equipment. Sand, gym mats, wood chips or fibre, white coarse beach sand, washed river sand, or continual poured rubber are alternative fall surfaces.

Providing Sufficient and Appropriate Equipment

The development of FMS can be enhanced greatly by providing children with regular access to large amounts of appropriate equipment.

The activities suggested in this Resource generally require only basic equipment. An example of a well-stocked shed would contain the following:

1 gym mat per 4 children
1 small ball per child (50mm)
1 medium play ball per child (150mm)
1 large ball per child (200mm)
1 hitting tee per 2 children
Different size and shape bats, 1 per child
30 marking cones or witches hats in different colours (6 each of blue, red, yellow, green and white)
1 hoop per 2 children
1 short rope per child
2 beanbags per child.

Since FMS are incorporated into the school day, and may be undertaken in a spontaneous way, there needs to be sufficient equipment to enable several groups of children to use it at the same time.

Reflection Point

Are you providing enough equipment so that all children can be engaged in an activity, and no one has to stand and wait?

Is there enough equipment so that several teachers can use it at the same time?

Improvising Equipment

Equipment can also be supplemented through the careful construction of equipment from recycled materials such as those listed in Table 7.

Table 7: Improvised Equipment

Equipment	Recycled Materials	Use
Balls	Stocking with the toe stuffed with sand and tied off – leaving a tail	Throwing Catching Striking Kicking
	Trash balls – newspaper held together with masking tape	
	Firmly stuff old socks or stockings with other old socks or stockings until the desired size ball is made. Tuck in the ends and sew the opening shut	
Scoops	2 litre plastic milk cartons with bottom cut off	Cones for catching balls
Frisbees	Use large round plastic ice cream container lids	Throwing, Catching
Flags	Scrap cloth	Dance, aerobics, running
Drums	Cans hit with wooden spoons	Dance, jumping
Streamers	Paper towel rolls with different coloured crepe paper threaded through	Body management. Dance.
Skittles/markers	Half fill plastic containers (for example, 2 litre cool drink bottles) with sand. Tape lid	Use for targets or markers.
Jump ropes	Loop rubber bands together in chain fashion until the desired length is reached.	Jumping Walking on a rope
Hoops	10–20mm PVC piping or garden hose. Cut the ends so that they will meet smoothly. Heat both ends of the pipe by dipping them in hot water. Insert a coupler, or insert a piece of dowel and secure with a staple gun	Tape together to make a tunnel or maze As stepping stones for jumping, hopping, balancing. Mark areas for ball bouncing. Targets
Bats	Newspaper rolled into cylinder and taped Cardboard tubes filled with newspaper Stretch pantyhose over a coat hanger frame to make a paddle bat. Tape the handle	Striking
Stepping stones	Carpet squares	Balancing. Use for bases Foot placement markers for throwing or striking
	Have children draw around their feet on cardboard. Paint	
Tees	Marking cone on top of a box	Striking activities

Reflection Point

Have you gathered a comprehensive picture of the children's learning in a way that is fair, valid, explicit and educative?

What other strategies could you use to gather information?

Ongoing Assessment of Children's Achievement of FMS

During learning experiences you will be continuing to gather information about the children's level of achievement of FMS and other learning outcomes. Review the section on *Assessing each Child's Achievement of FMS* to ensure that your assessment continues to be fair, comprehensive, valid, educative and explicit.

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You may also identify some children who you are concerned about and whose skill performance does not improve despite all your efforts to provide appropriate and individualised learning experiences. The section on *Children with Movement Difficulties* may support you in better meeting the needs of these children.

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Sharing the Information Gathered about Children's Learning

You will have gathered a lot of information about the children and their skills during the learning experiences. Sharing the information is not a separate step. Much of the information you will have shared along the way: with children, other teachers, other adults and, perhaps, the school. *Tools 4: Sharing Information* provides descriptions of how the information you have gathered about the children's learning can be shared.

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Table 8: Implications of the principles of assessment for sharing information

Audience	Valid	Educative	Explicit	Fair	Comprehensive
Children	Information is provided to the children as they are undertaking learning experiences.	Information helps children's learning.	Children are given specific information about the skill criteria they are achieving and their progress toward their own and your goals.	Information is provided to the children to support their participation and skill levels in the specific context in which they are working.	Information is provided in many settings and in many ways.
Ourselves	Information is recorded during learning experiences, or immediately afterward. Planning is reconsidered after information is gathered.	Information assists you in planning for the children's learning.	Observation records provide information about the performance of skill criteria.	While you ask children to perform a skill in different settings, you consider the settings in which the child is demonstrating the skill most proficiently. This setting is best suited to the child and would be the major learning mode for the child.	Information is gathered through observations, conversations with the child, self-reflection and peer-reflection and enables you to make judgements about children's levels of achievements.
Other teachers	Information about the achievement of a skill or outcome is reported from personal observations of the child, not hearsay or innuendo.	Information assists all of the children's teachers in planning for their learning.	Information supports specific queries other teachers have of children's skill levels and achievement of outcomes.	Information enables recognition of the level/s of achievement of a child who performs more competently in your setting or in the experiences you provide.	Information you provide contributes to the overall picture of the child.
	Judgements about children's level/s of achievement are determined from information gathered during learning experiences that were meaningful and purposeful to the children.	Information assists you in following the children's skill development over time, determining whole school focuses, and identifying children who have movement difficulties and may need additional learning experiences.	Information enables schools to track FMS individually, track whole school focus skills and to ensure that children have the opportunity to develop all FMS in their school experiences.	Collation of information enables children to demonstrate the skill or outcome in different ways.	Judgements are based on many observations and records gathered over time.
Other adults	Information shows or describes children actually demonstrating skills and understandings.	Information enables other adults to support the child's development.	Information demonstrates children's areas of strength as well as areas of concern.	Information is collated from a variety of experiences using different ways to demonstrate the skill or outcome.	Different ways of providing information are used so other adults get a picture of the child's skills, knowledge, understandings, values and attitudes.

Sharing Information with Children

One of the most important audiences for the information you gather is the children (see Table 9). Providing information to them about criteria for skills or other learning outcomes ensures that the assessments you make are explicit and educative.

There are several different ways to share information with children and they will respond differently to each. Information may be:

- verbal - many of the examples below are verbal forms of feedback;
- visual - when you demonstrate how to perform a skill you are providing visual information. Some children learn better by watching than listening; and
- kinaesthetic - for some children it is most effective to physically (and appropriately) guide their arms, body or legs through the correct movement.

Information needs to be shared with children sensitively. Words of recognition delivered quietly to an individual child, may be received differently from public acclamation. For some children being singled out is a negative experience even when they are being given positive feedback! For some children, your positive recognition of another child is a rebuke to their own behaviour or performance. You will only be able to determine this as you get to know the children and their families well. Most children receive intrinsic feedback from their own performance. They feel the movement, see and hear the results of their efforts.

Intrinsic feedback can be positive or negative. Sometimes the information you provide gives the child a different perspective to their own interpretation.

Extrinsic feedback comes from other people outside of the child. There are many reasons for providing feedback.

- By describing what the child should do you can guide the child in performing the skill proficiently. For example: 'Remember to watch the ball!' or 'This is how your arm needs to move. Can you feel how your elbows are bent?'
- You can encourage the correct movement. For example: 'Well done! You kept your head up while you were running. Keep it up!'
- You can discourage inefficient or dangerous behaviour. For example: 'When you are practising striking the ball, make sure nobody is standing close to you.'
- You can encourage skill practice. For example: 'Excellent! You are stepping forward with the correct foot. Now I want you to try to take a bigger step.'
- You can recognise the effort a child puts in. For example: 'An excellent catch, Marcia. I could see you were really concentrating.'

Table 9: Sharing Information with the Children

Why	To provide feedback on performances, to improve children's understanding and demonstration of the skill
How	Visual – teacher demonstrates what the child needs to do Verbal – teacher explains what the child is doing, or needs to do Kinaesthetic – teacher guides the child's body through the action of the skill Teacher/child conferences using reflection formats (see Tools 2)
What	Specific information about observed skills
When	As close as possible to the demonstration of the skill
Where	In the classroom or outdoor area

Feedback on performance is more likely to change the way a child demonstrates a skill if it is:

- specific – focusing on one skill criterion, explaining how it has been performed and how it needs to be changed;
- immediate – helping the child to make connections between the performance and the result of the movement;
- positive – focusing on strengths before identifying areas to be worked on and concluding with affirmation of the child's ability to improve the skill known as the 'sandwich technique';
- frequent – until the child can gather sufficient feedback for themselves;
- short – using words that create pictures of the proficient movement so that a few well chosen words provide the feedback a child requires; and
- comprehensive – finding many ways of providing information to the child including comments, explanations, cue words, demonstrations, videotape, exaggeration of the movement, physical or mechanical guidance, changing the setting, equipment or time of the experience.

Sharing Information with other Teachers

Working with other teachers is supportive whether you are a teacher of physical education or a classroom teacher. Making judgements about children's learning in several settings is much easier when there are more people observing them. It is important to negotiate time when you can talk and plan with other teachers, school deputies and principals, particularly at the beginning of the school year. In this way time can be scheduled to most effectively encourage collaboration.

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When teachers of physical education and classroom teachers work together closely, children benefit from more learning opportunities and different kinds of expertise. Specialist teachers often have expertise that the classroom teacher doesn't have. The classroom teacher often knows the children in more detail. Integrating physical education with the classroom program helps children to link concepts, skills and attitudes, and to transfer and transform their learning in different settings with different teachers.

Table 10: Sharing Information with other Teachers

Why	To provide other perspectives on children's skill performance or achievement of outcomes
How	Staff room discussions supported by FMS Observation Records, Learning Stories, Rubrics
What	Information about focus children
When	After request for observation when additional information is required
Where	At school

Sharing Information with the School

Collating classroom information in a format that enables schools to map children's level/s of achievements supports the school in determining:

- areas of skill focus;
- staff skills that are required
- additional staffing support required;
- professional development required for staff;
- needs for equipment and materials; and
- modifications needed to the school grounds and facilities (Tables 10 and 11).

Table 11: Sharing Information with the School

Why	To track children's skill development and achievement of outcomes over time
How	Written individual child profiles and/or class profiles
What	Overall judgement of children's skill development
When	Each semester or year
Where	At school

The FMS Profile in Figure 7 exemplifies one way of tracking children's development. Teachers prepare a profile for each child. The profile travels with the child as they progress from year to year and teacher to teacher.

FMS Profile: Name:	**Birthday:**			
FMS	**Beginning**	**Developing**	**Consolidating**	**Generalising**
Body Management				
Balance on one foot	4 Mar 01	13 May 01	23 Aug 01	7 Nov 01
Line or beam walk	3 Apr 01	8 May 01	18 Oct 01	
Climb	26 Mar 01	12 Jun 01		
Forward Roll	not assessed			
Locomotor				
Sprint run	22 Feb 01	14 May 01		
Hop	15 Mar 01	22 May 01		
Jump for distance	22 Apr 01			
Jump for height	not assessed			
Gallop	15 Jun 01			
Side gallop	not assessed			
Dodge	not assessed			
Continuous leap	not assessed			
Object Control				
Catch	4 Mar 01	7 Jul 01		
Overhand throw	7 Mar 01			
Underhand throw	12 Apr 01			
Chest pass	not assessed			
Kick	not assessed			
Punt	not assessed			
Two-hand strike	not assessed			
Hand dribble	not assessed			
Foot dribble	not assessed			

By dating observations, this record can be used from year to year.

Children usually develop proficiency in Object Control skills later than Body Management or Locomotor skills.

I would not assess or teach all FMS in any one year - 4 or 5 skills is probably enough but I do provide opportunities for students to experience others.

Figure 7: FMS Profile: A way of tracking individual children's achievements

Sharing Information with other Adults

Teacher Assistants, parents and community helpers are some of the adults who may help you to identify the interests, strengths and needs of the children as well as to work with the children to develop FMS.

Families and schools are in partnership to support children's learning. Involving families in the development and the delivery of the physical activity program:

- enables children to see the value families place on health, physical activity and personal fitness;
- educates families about the learning and teaching program and the importance of health, physical activity and personal fitness; and
- reinforces the skill development of the children.

Teachers and schools share information with families in a large variety of ways (Table 13). It is important that you recognise the ways in which you do share information and use each medium to effectively communicate the concepts, skills and attitudes of children. In this way you can maximise the benefits of public events, personal communications and written reports. More information is provided about sharing information with families in Tools 4.

Reflection Point

Who needs to know about the children's development of FMS?

What do they need to know?

How can you best share this information?

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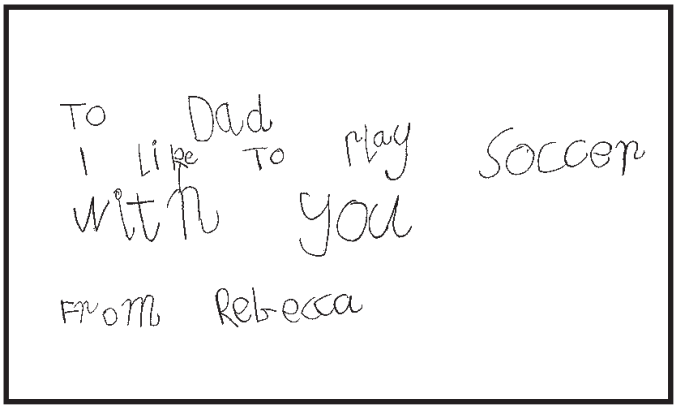
Table 12: Sharing Information with other Adults

Why	To provide information about the development of children's skills and other learning outcomes
How	Varies according to: • Literacy levels of community • Availability for school participation and involvement
What	Children's strengths, progress and areas of concern
When	Each term
Where	At school or in the community

Sally's strategy for sharing information with families	
Verbally and informally Parents in the classroom fathers Chats at the door School carnival	**Written and informally** Children's letters to for Father's Day
Verbally and formally Teacher, child and parent three way conferences	**Written and formally** Portfolio with assessment rubric



There are many fun tasks children can do at home to reinforce skills from learning experiences. Add your ideas to the Home Activity Quilt in Figure 8!

The Home Activity Quilt

To Parents: This quilt provides some activities for your child to do. There is no set order. You might colour the squares with your child as they do them. There are empty squares for you to add other things that you notice or want your child to achieve.

Fly a kite		**Go for a walk**		**Paint a fence with water**	
	Fetch and carry		**Collect some leaves**		**Hang clothes on the line**
Throw a ball into a box		**Balance a basket on your head**		**Collect some rubbish**	
	Dance with scarves to music		**Ride a bike**		**Go for a swim**
Play with balloons		**Play 'Follow the Leader'**		**Play in the park**	
	Kick a ball		**Roll hoops or a tyre down a hill**		**Roll yourself down a hill**
Play catch with a large ball		**Run like a robot, an emu or a lizard**		**Make pull-a-long toys with large tins on a string and race them**	
	Make some butterfly wings and fly		**Sweep paths or rake leaves**		**Chase a butterfly (but don't catch it!)**
Play relay game		**Make up a story and act it out**		**Find a step to go up and down 10 times**	

Figure 8: Home activity quilt

Sharing Information with the Community

Schools have a community role and responsibility. Sharing information with the community about FMS:

- connects the school and the community;
- educates the community about FMS, physical fitness and health; and
- showcases the school's programs.

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Participating in community events provide opportunities for schools to link more closely with the community. Some strategies for sharing information with the community are discussed in *Tools 4: Sharing Information*.

Table 13: Sharing Information with the Community

Why	To improve community understanding of health, physical activity and the contribution of the school to the children's, families' and the community's well-being
How	• Public events • Carnivals • Assemblies • Shopping centre displays or demonstrations
What	Children's strengths, school promotion, school involvement in wider community issues
When	At conclusion of relevant units of work or as addition to other school events
Where	At school or in the community

Children with Movement Difficulties

Estimates of the percentage of children with coordination difficulties in most schools range between 5 and 20 percent. This means that in any class you might expect to have one or more children who have a movement learning difficulty and whose movement skills are, therefore, not developmentally appropriate. These children are often described by parents and teachers as clumsy, awkward or even lazy.

A recently adopted term for these movement problems is "developmental coordination disorder" (DCD). This is defined as "a chronic and usually permanent condition characterised by impairment of motor performance sufficient to produce functional performance deficits not explicable by the child's age, intellect, or by other diagnosable neurological or psychiatric disorders" (Polatajko, Fox, & Missiuna, 1995, p. 5). A number of factors are thought to cause motor difficulties, for example developmental delay of the central nervous system or minimal neurological dysfunction. Research shows that unless movement difficulties are identified and addressed early, they can interfere with normal development and persist into later life.

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Not all children who initially appear to have poor coordination have a motor learning difficulty. Some may not have had the opportunity to learn how to move well or the advantage of appropriate instruction. Alternatively, they may have low fitness such as muscle strength, flexibility, agility, and endurance.

The child with movement difficulties often withdraws, or is excluded from, physical activity opportunities, either in the playground or during formal lessons (Smyth & Anderson, 2000). This has implications for growth and development, general fitness and self-concept. The development of strong bones and muscles is limited, as is the development of the fitness skill components such as flexibility, agility, and cardiovascular endurance. In addition, a lack of physical activity may contribute to a weight problem. Movement difficulties can have a negative effect in the classroom. Activities that involve body management (such as sitting at a desk), or manipulation (such as cutting with scissors or pasting), can disadvantage children with poor coordination. They may take longer to complete a task and often struggle to keep up with their peers.

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Playground games are an important means by which children make friends. Children with movement difficulties may be excluded from these activities because they cannot throw, catch, run or skip. They may retreat to the verandah or library, or attempt to disrupt a game in an inappropriate way.

Children with movement difficulties may exhibit some of the following characteristics

In the classroom:

- poor posture when undertaking manual tasks;
- an odd or immature grip for manual tasks;
- untidy written work;
- difficulty with size and shape of handwriting;
- very slow to finish written work;
- frequent bumping into desks, chairs, people;
- dropping items from their desks;
- problems with dressing such as shoelaces and buttons; or
- very disruptive **or** extremely quiet behaviour.

In the playground:

- frequent tripping or falling over;
- exclusion from, or avoidance of, playground activities;
- playing alone or observing other children playing;
- being the last child to be picked for teams; or
- off task behaviour during physical activity sessions.

Identifying Children with Movement Difficulties

Through observation and experience with children in the classroom and playground, you will probably be aware of the children who are not as well coordinated as their classmates.

On the basis of your observations, you may first consider several questions.

- Does the child have a low level of fitness? For example, a child with weak abdominal muscles or poor flexibility around the hips, will not be able to lift their legs high while running, jumping, hopping or skipping.
- Has the child had the opportunity to develop the skill? Some children have not been encouraged to develop their physical potential in their home or community environment.
- Does the child simply need specific intervention strategies or good feedback during the teaching of those tasks to improve their performance?

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If you continue to be concerned about the child, the screening test, *Stay in Step* in Tools 5, can provide evidence to support your assessments based on global and focused observations so that early intervention and a supportive learning environment can reduce some of the primary and secondary problems associated with poor coordination.

Increasing Participation in the School Day

A first step in working with children with movement difficulties is to increase their participation in, and enjoyment of, physical activity opportunities. Some of the information earlier in this Resource will be of assistance.

In addition, you can help these children in the classroom by:

- sending them to the next task before the rest of the class after a floor or mat session;
- identifying strategies and tools to enable them to complete tasks more quickly. You may need to enlist the support of their families. For example, velcro straps rather than shoe laces, windcheaters rather than button-up cardigans, easy-to-open pencil cases, pencils that are short rather than long and with soft lead rather than hard lead, and easy-to-use scissors;
- helping them develop appropriate organisational strategies for their work space;
- ensuring they are correctly seated with a suitably sized chair and desk;
- minimising written work. Ask the child to complete half a page rather than one page of work;
- reducing homework. It may be more successful to allow the child to make oral rather than written presentations;
- avoiding competitive classroom management strategies such as 'Who can finish first?'
- minimising opportunities for the child to experience embarrassment or failure;
- encouraging the use of a computer to complete work where appropriate. Typing on a key board uses the fingers yet alleviates the need for precision; and
- teaching the class the importance of including children of all skill levels in playground games.

In activity sessions, you can help these children by:

- making sure the children are included in all learning experiences in a positive and rewarding way;
- making sure you individualise each learning experience so that it is appropriate to the child's level of achievement;
- ensuring you locate yourself near the child whenever possible so that you can provide them with support, encouragement and appropriate feedback;
- allowing plenty of time for practice and repetition;
- making sure appropriate equipment is available to the child during the session and also at recess and lunchtime; and
- providing a range of learning experiences that may enable the child to use their strengths rather than their weaknesses (for example, music or dance).

Movement Enhancement Programs

In some schools and for some children, it may be appropriate to offer additional learning experiences that specifically focus on FMS development.

In school

Setting up special intervention programs for children with movement difficulties can be time consuming but very rewarding. The success of any program will vary according to the school, the available resources, the available personnel, and of course the child.

Successful approaches some schools have used include:

- movement skill development groups programmed during class time or during whole school daily fitness sessions;
- movement skill development groups held during lunch time;
- movement skill development groups held after school;
- buddy teaching of FMS between older and younger children;
- peer teaching of FMS;
- information evenings for parents and local professionals;
- parent assistance in the school based programs; and
- referring the child to other professionals such as human movement specialists or occupational therapists.

Generally, the program should:

- focus on teaching the proficient movement in small, achievable stages using a whole-part-whole approach;
- focus on specific skills important in the playground, amongst the peers (for example bike-riding) and for self-care. For younger children, a movement-enriched environment is the most important first step.
- use a variety of activities. Music and dance is often very effective;
- be fun and motivating;
- focus on the easier skills first;
- identify the child's interests and use these for motivation;
- work with the child one-to-one when possible. Peer teaching may sometimes be appropriate;
- give specific and constructive feedback. Providing a mirror so that the children can watch themselves or a videotape of their may be helpful; and
- include lots of repetition and opportunities to practise.

Most of the skill specific teaching strategies suitable for beginners are useful with these children. These are described in the Tools 1.

At home

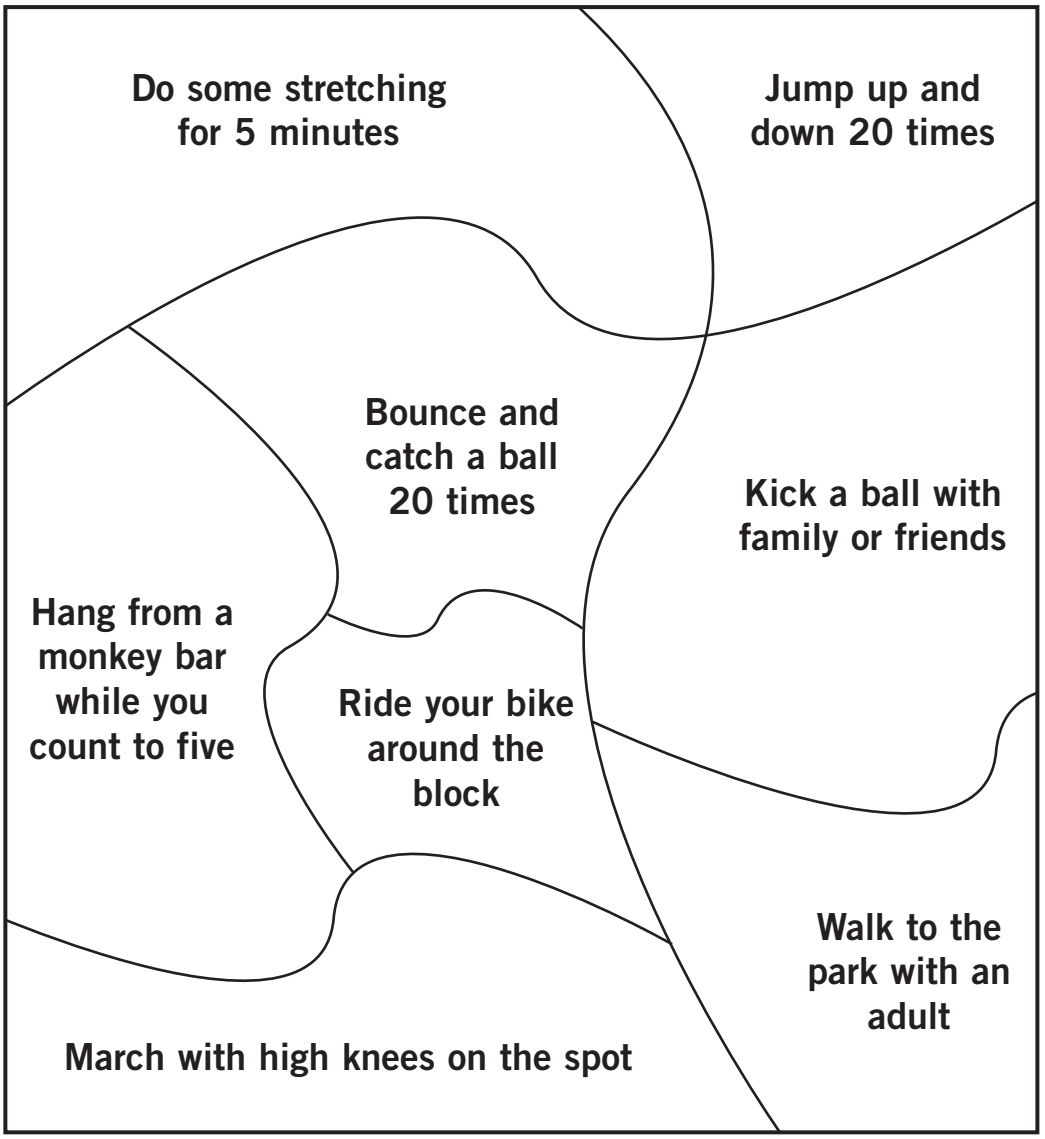
Involving the parents in school and home-based intervention programs can be helpful for the child and the parents. Many parents appreciate the support, and for many it may be the first occasion they have had to openly discuss their child's problems. They may have observed their child's difficulties but been unsure whether their concern was warranted.

Homeplay

Together with the parents, you may plan some home-based activities to support the school FMS or movement enhancement program.

- Select easy and achievable tasks to be practised every day.
- Develop an attractive task card or record book such as the example in Figure 9.
- List the key teaching points for each practice skill.
- Decide on a reward system with the parents.
- Emphasise to the parents that physical activities must be successful and enjoyable experiences for the child.

Figure 9: Home activity card



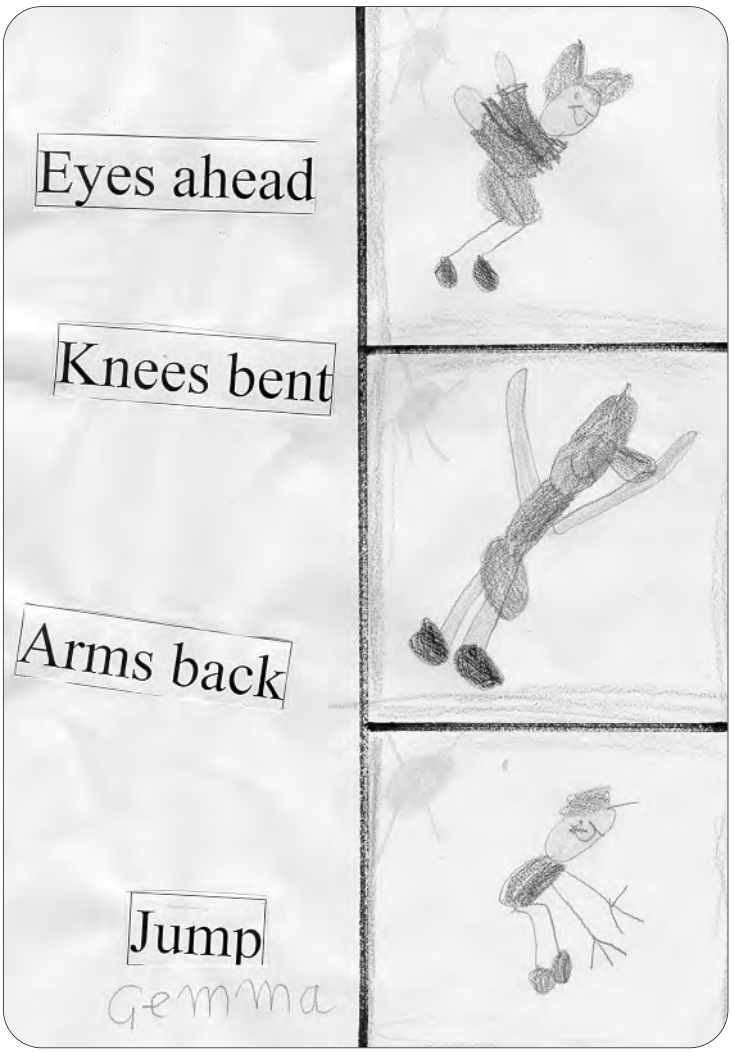
PUTTING IT ALL TOGETHER

It's now time for you to choose how you are going to implement a learning and teaching program that enables children to learn fundamental movement skills. *Figure 10: Using the Tools* on page 58 shows you the many choices you have about focus skills, assessment strategies, learning experiences and ways to share the information you gather.

Teachers and schools tend to separate skills and concepts to make them easier to teach. Children do not see their lives compartmentalised into different learning areas. Their natural learning cycles lead from one experience to the next. FMS learning opportunities, therefore, can be integrated effectively into the whole program, as well taught during planned activity sessions.

Incorporating FMS in the School Day and Integrating FMS in Learning

FMS can be practised – indoors, outdoors, during transitions and in other learning activities to enable children to demonstrate learning outcomes through a number of different ways. By thinking holistically when planning learning experiences, you can identify possible links to other learning outcomes. For example, you could plan language or art activities that encourage children to write, draw or talk about their experiences and emotions during movement sessions. For many children, rich language development happens during physical activity. Equally, children can demonstrate their understanding of a story kinaesthetically by acting out a scene 'the day after' the story happened. Figure 11 on page 59 shows how the focus skill of gallop has been integrated into learning experiences and incorporated throughout a pre-primary day.



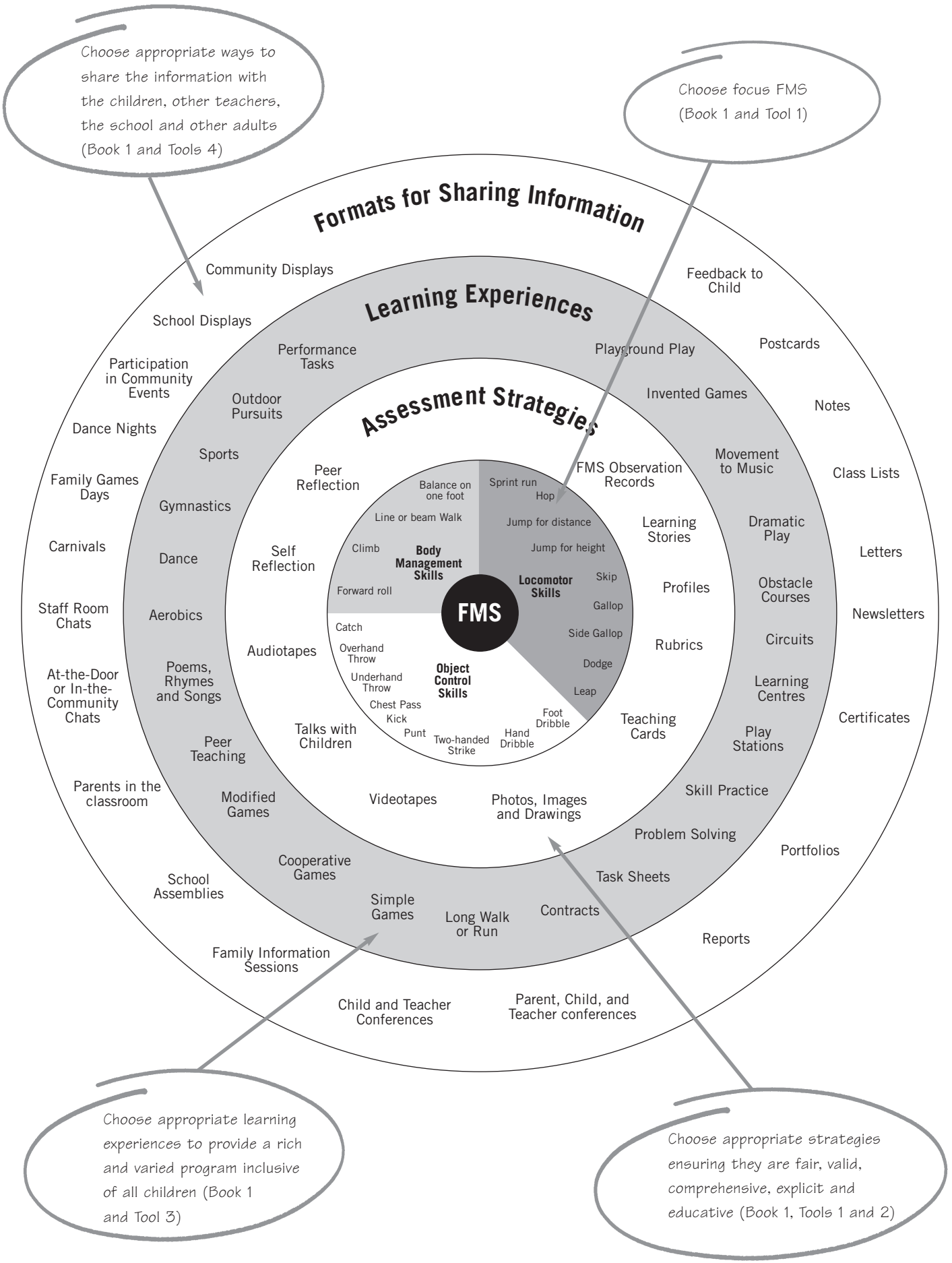


Figure 10: Using the Tools

8:45am	Greetings, welcoming of each child and family as they arrive.
	Learning centre activities **Dramatic play area** Hobby horses, small brooms, hats, saddle, boots **Construction** Blocks, farm animals, zoo animals **Book area** Books about horses, dancing, moving **Writing** Stimulus pictures of children riding on horses, merry-go-rounds. 'When I was riding to....' **Collage** Magazines, fabric, wool **Discovery** Art images of horses, scraps of leather, a magnifying glass, horse hair **Play dough/clay** **Manipulative** Lego construction
9:50am	Transition to Language time – moving to a gallop beat played on a drum or triangle
10:00am	Language time - Rhyme: 'To Market, To Market'. Discuss Gallop criteria. Gallop forward and backward. Read story 'To Market, To Market' by Anne Miranda
10:30am	Language activities **Reading** Words of poem cut out. 'To Market' book for comparison. Other books to look at. Tape of story. Tape of poem **Word games** Matching vegetables or names and pictures – dominoes, concentration **Writing** Shopping lists **Small group poems** Chants to gallop rhythms – creating own chants **Speaking and listening** Dramatic play area- fruit and vegetables **Viewing** Magazines and shopping advertisements
11:15am	Transition to outdoor activities – 'Ride your horses' outside
11:20am	Tuning in for outdoor activities: Galloping and clicking tongue in rhythm
11: 25am	Play stations and learning centres **Station 1** Invented dance using gallop **Sand** Animals and plastic blocks **Station 2** Hop scotch – developing hopping part of the gallop **Music** Percussion instruments and a music tape **Station 3** Galloping ponies – two children are chosen as 'It' and together secretly choose a number between 1 and 10. The other children gallop around the space. They count out aloud. When the children say the secret number the catchers gallop after them and catch them. The first two children caught become the next 'It', a new number is chosen and the game begins again **Obstacle course** Rope pathways to gallop between, carpet squares to gallop over, large spots to land on **Station 4** Gallop pathways – children lay out twenty cut-outs of feet so that they can gallop on them. They can vary distance between the feet so that the children must gallop quickly or slowly. Climbing equipment
11:45am	Warm down and debrief: Gallop quickly. Gallop slowly. *How did you gallop today?*
12:00noon	Lunch
12:15pm	Outdoor play continues – Free play, play stations, learning centres and playground equipment
12:45pm	Pack away and transition to indoors – To Market, To Market and gallop inside
1:15pm	Math focus – Listening to the galloping rhythm. Count the beats. Make galloping sounds with mouth, body, percussion instruments
1:45pm	Learning centre activities. Free choice **Dramatic play area (with music)** Tape of music from throughout the day plus Happy Trails to You, William Tell Overture, didgeridoo **Construction** **Painting** Adjacent to dramatic play area. Painting to music **Writing** **Book area** Shopping catalogues, poetry books **Discovery** **Play dough** **Manipulatives**
2:45pm	Group forum – singing and dancing (Pop Goes the Weasel, Here We Go Round the Mulberry Bush), singing (Doney's Gal, Git Along Li'l Doggies), sharing (stories shared with a partner)

Figure 11: Incorporating FMS in the School Day: Focus on gallop

Transition activities

FMS activities are ideal as short, transition activities from one experience to another or one space to another, to increase concentration and energy levels, as short 'time fillers' between activities or at the end of the day. FMS activities can also provide a way of releasing emotions. Sample activities are listed in Table 14.

Table 14: Short FMS Sessions throughout the Day.

	Locomotor	Body Management	Object Control
Good morning	Hop to put things away, hop to the mat, hop to your chair. Jump up in the air, clap your hands and say *Good Morning.*	Say hello to a friend standing on one leg, on two arms and a leg, on two legs and one arm. Stand back to back to a friend then sit down.	Paired discussion rolling a ball. Roll or pass a ball around a group so that the ball is held by the speaker.
Moving inside	Little hops around the furniture. Jumping backward. Driving arms like you are running.	Walk along a line. Walk on tip toes.	Walk around moving arms as though throwing a ball overhand. Toss a bean bag up in the air and catch it.
Morning tea	Hop on one foot ten times, then the other foot ten times. Make up your own hopping pattern.	Balance on your bottom with your feet off the ground. Put your feet down. Stretch your legs out. Cross your legs.	Bounce and catch a large ball 10 times.
Moving outside	Big hops as fast as you can. Skip. As you pass me jump up and touch my hand. Walk in long steps.	Walk along the edge of the sandpit, the edge of the path.	Place a bean bag between your feet and jump outside.
Extra five minutes	Hopping songs – 'Peter Rabbit'. Make up your own hopping rhyme. Make up a hopping game.	Stand on one foot and see how high you can count. Stand on the other foot and count. Stand on tip toes and count to 10? 20?. Stand up and put hands on 2 adjacent desks. Can you take your weight on your arms and lift your feet off the floor?	Blow up balloons and tap them into the air individually, with a partner or with a group.
Emotional times	Individual activities – run outside, jump on the lines on the playground. Group activities – jump ropes, collaborative tag games.	Walking along a line, standing on one foot with eyes closed. Find a way for everyone to balance on a small mat.	Balloon Toss – blow up as many balloons as possible. Whole group stands in a circle and throws the balloons up in the air. Keep them off the ground!
Goodbye	Link arms and hop with a friend. Form a circle and skip.	Balance with a partner using 3 body parts each.	Stand back to back with a partner. Place a large ball between your backs. Sit down then stand up without touching the ball with your hands.

Planning FMS Activity Sessions

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Conceptual development requires time, particularly if 'higher order' processes such as inferring, predicting and imagining are to be used. While short ten-minute activity sessions can be threaded throughout the day and week, as shown in Figure 11 and Table 14, children also need long learning periods of at least 30 to 45 minutes (Christie & Wardle, 1992) to engage deeply in the learning process and link concepts to skills and attitudes.

Structuring an FMS Activity Session

No matter what kinds of experiences are provided, learning outcomes can be maximised by planning to include certain elements in an activity session.

- **Purposes**. It is important for children to know why they are undertaking learning experiences, so purposes need to be explained to the children. Purposes may be general (for all children) or specific to individuals.
- **Learning outcomes**. Identifying possible learning outcomes assists you and the children in knowing what they may achieve from performing skills, undertaking learning experiences and reflecting on their learning. You need to identify the aspects of the learning outcomes you hope to achieve, and ensure that you provide opportunities for the children to demonstrate them. The learning outcomes become an 'audit' for your program, ensuring that it is deep, rich and purposeful, as well as identifying focuses for your observations.

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- **Tuning-in**. Plan some easy and fun activities to 'tune-in' or warm-up for the activity session to follow. This transition phase prepares the body for the physical activity to follow by increasing the pulse rate and therefore the blood and oxygen supply to muscles. It prepares the mind for a change in pace, activity and focus. 'Tuning-in' should finish with some stretching which improves flexibility by increasing muscle length and the range of movement around the joints involved.
- **Activities**. In this section you may include some explicit **skill practices** followed by several appropriate, relevant and meaningful **learning experiences** based on the focus FMS and student level of achievement (see *Tools 3: Learning Experiences*). You may finish this part of the session with a performance task that is designed to give the children an opportunity to demonstrate their learning.

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- **Closing activity.** Finish the session with slower activities and possibly some relaxation exercises. Learning to control muscle tension through relaxation helps children to manage their bodies, emotions and stress levels. This warm down time ensures the body recovers slowly from the activity and prepares the children to return to the classroom. You could also include some debriefing or reflection activities. Talking about the session requires the children to transform their thinking and consolidate learning. It is an opportunity to contribute to the development of positive attitudes toward involvement in lifelong physical activity.

Ways to Plan

When putting together your FMS teaching and learning program for the activity sessions, you may begin with an overall plan for a unit based on your focus skill/s. This may cover five or more weeks. There is no right way of planning. Your professional judgement will determine how long you can plan ahead and what appropriate learning experiences you need to plan and provide for individual children. Many examples of learning experiences are provided in *Tools 3: Learning Experiences* and a variety of proformas are provided to assist you with your planning.

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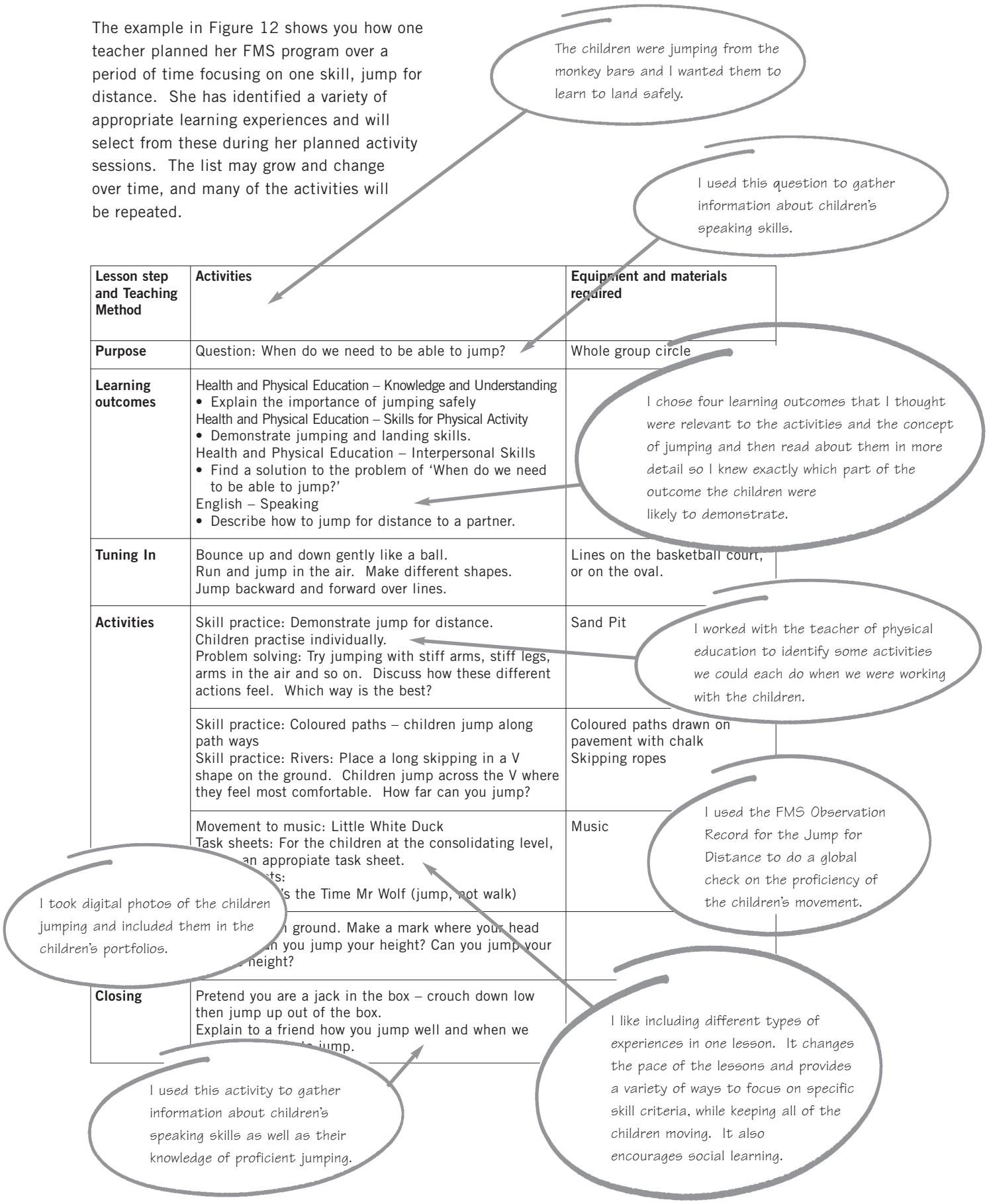
Planning a unit

You may plan units of work which include learning experiences based around a focus skill, a concept related to another learning area, or a topic generated from the children's interests.

The example in Figure 12 shows you how one teacher planned her FMS program over a period of time focusing on one skill, jump for distance. She has identified a variety of appropriate learning experiences and will select from these during her planned activity sessions. The list may grow and change over time, and many of the activities will be repeated.



Lesson step and Teaching Method	Activities	Equipment and materials required
Purpose	Question: When do we need to be able to jump?	Whole group circle
Learning outcomes	Health and Physical Education – Knowledge and Understanding • Explain the importance of jumping safely Health and Physical Education – Skills for Physical Activity • Demonstrate jumping and landing skills. Health and Physical Education – Interpersonal Skills • Find a solution to the problem of 'When do we need to be able to jump?' English – Speaking • Describe how to jump for distance to a partner.	
Tuning In	Bounce up and down gently like a ball. Run and jump in the air. Make different shapes. Jump backward and forward over lines.	Lines on the basketball court, or on the oval.
Activities	Skill practice: Demonstrate jump for distance. Children practise individually. Problem solving: Try jumping with stiff arms, stiff legs, arms in the air and so on. Discuss how these different actions feel. Which way is the best?	Sand Pit
	Skill practice: Coloured paths – children jump along path ways Skill practice: Rivers: Place a long skipping in a V shape on the ground. Children jump across the V where they feel most comfortable. How far can you jump?	Coloured paths drawn on pavement with chalk Skipping ropes
	Movement to music: Little White Duck Task sheets: For the children at the consolidating level, an appropiate task sheet. ts: 's the Time Mr Wolf (jump, not walk)	Music
	n ground. Make a mark where your head n you jump your height? Can you jump your height?	
Closing	Pretend you are a jack in the box – crouch down low then jump up out of the box. Explain to a friend how you jump well and when we jump.	

Figure 12: Planning a unit based on the focus of jumping

Purpose:	To use physical activity as a way of exploring concepts related to our solar system: gravity, energy, the planets.
Learning outcomes:	Health and Physical Education – Skills for Physical Activity • Demonstrate locomotor and body management skills Health and Physical Education – Knowledge and Understandings • Demonstrate an understanding of personal and shared or ge Science – Energy • Demonstrate an understanding of the concept of energy. Science – Earth and Beyond • Identify features of our solar system

Our topic for the first half of the term was Outer Space. The children were very interested in the idea of living on other planets and what might be 'out there'. A lot of the children watched things on TV related to outer space. I recorded the children's achievements in physical activity sessions on the same rubric I was using for the rest of the unit (see the next page).

Learning outcomes:	**Equipment**	
Tuning In • Explore boundaries of personal space inside a hoop or on a carpet square • Move out of the hoop (personal space) to general space. Change directions • Imagine you are in a rocket going into space, move from personal space to general space • Pretend you are in low gravity • Pretend you are in high gravity		
Activities: • Obstacle course	9 'planets' connected to each other by a spiral of ropes with the 'Sun' at the centre. Sun – large ball to toss and catch Mercury – box to climb in and out of …nus – yellow hoop to jump in and out … – blue circle to jump over …ed ball to bounce and catch … picture to look at while …g on one leg … hoop to spin around waist …s – small ball and tennis racquet …ptune – space hopper to jump around whole galaxy.	Balance on one leg Catch
• Dan… …arp or The Purple People Eater	Music	Dynamic balance
• Movement to music: Try music such as *2001 Space Odyssey*. Include some ball work.	Music	Dynamic balance Catch
• Dramatic play: Alien creatures – children become aliens and move around using different FMS	Laundry baskets Boxes	Dynamic balance
• Dramatic play: Space stations – fly a space ship from station to station using a specified FMS, e.g., jump, hop.... Freeze when a space monster appears.	Open space Carpet squares as stations Space ships made in class	Dynamic Balance
• Simple Game: Martians – one child chosen as 'the Martian'. Other children attempt to cross an area without being tagged using a specified FMS. When tagged, they become 'Martians' and try to tag others.	Boundaried play area	Locomotor
Performance task: In a group devise ways of moving across the room or space that show changes in direction, space, movement and energy.		
Closing • Spaceships – children sit on ground close to Earth and pretend they are spaceships taking off, orbiting the Earth and coming back to 'splash down'. Introduce challenges: e.g. pretend that you need to avoid a comet and change directions. • Asteroids – in a circle with lots of balls, keep all the balls rolling using only feet.	Object to represent Earth 1 ball per child.	

I planned activities that would support the science concepts we were exploring. Some of the concepts were quite difficult, but the children's strong interest encouraged their achievement.

The activities were mainly aimed at getting the children moving and active, rather than focusing on a particular skill.

Figure 13: Planning a unit based on the topic of 'Outer Space'

The unit in Figure 13 is planned around a concept related to another learning area: outer space. Once again the teacher has planned a variety of experiences to integrate the children's learning and give them the opportunity to use and develop their different strengths. The children in this class are 7 and 8 years old.

The rubric in Table 16 is designed to record the children's achievements for this unit and includes all relevant learning areas.

Table 15: Assessment Rubric for Outer Space Topic

Criteria	Demonstrated by	Beginning	Developing	Consolidating	Generalising
Health and Physical Education – Skills for Physical Activity	• Proficiency in locomotor, body management and object control skills.	• Demonstrates proficiency in initial skill criteria for: – balance on one leg; – run; – climb; or – jump for distance.	• Demonstrates proficiency in initial skill criteria for: – catch; – two handed strike; or – foot dribble. • Demonstrates proficiency in all skill criteria for: – Balance on one leg; – run; – climb; or – jump for distance.	• Demonstrates proficiency in all skill criteria and controls movements in structured activities.	• All skills and movements are proficient and controlled in all contexts.
Health and Physical Education – Knowledge and Understanding	• An understanding of personal and shared or general space.	• Identifies own personal space and general space.	• Identifies own and others' personal space and the space that is general to all.	• Moves in the general space avoiding collisions.	• Anticipates movements of others and responds appropriately to avoid collisions.
Science – Energy	• An understanding of the concept of energy.	• Explains that they are using energy in moving.	• Observes energy transference such as vigorous movement and being hot and sweaty.	• Describes how we use energy in different ways.	• Describes how energy can be transferred through pushing, pulling and collisions.
Science – Earth and Beyond	• An understanding that the way in which we live is affected by temperature and weather.	• Tells stories about the different ways people might live on different planets and why.	• Describes how different the challenges of living in different places might be overcome.	• Describes how we might change the climates of the planets.	• Describes how 'beings' from other planets might interact with us on other planets, or on Earth.
	• An understanding of the universe.	• Identifies features of our solar system.	• Identifies ways that the planets move.	• Relates changes on Earth to changes in the sun, moon and other planets.	• Describes features of planets such as gravity, atmosphere and 'days'.

Criteria	Demonstrated by	Beginning	Developing	Consolidating	Generalising
Health and Physical Education – Interpersonal Skills	• Working cooperatively with others.	• Listens without interrupting. • Takes turns in conversations. • Speaks with appropriate volume and clarity. • Works in shared space.	• Describes problems clearly. • Shares equipment and responsibilities for setting up and packing up games and materials. • Works collaboratively with others to learn a new skill.	• Initiates and maintains conversation. • Works safely and independently with equipment and materials. • Describes their contribution to groups. • Abides by established rules.	• Communicates assertively while respecting feeling and ideas of others. • Supports others when they make mistakes. • Shares workload of others. • Takes responsibility for setting rules and goals.
English – Speaking	• Conveying meaning with increasing sophistication, complexity, variety and control.	• Recounts and discusses personal experiences.	• Recounts and describes experiences in logical sequence.	• Gives brief reports and summaries.	• Develops and presents ideas and information with supporting opinions.
English – Reading	• Making meaning from texts with increasing sophistication, complexity, variety and control.	• Role plays being a reader.	• Uses basic strategies to locate, select and read a range of simple texts. • Constructs and retells stories.	• Discusses ideas, information and events. • Identifies and uses language structures.	• Explains reasons for various interpretations of meaning.
English – Writing	• Conveying meaning with increasing sophistication, complexity, variety and control.	• Role plays writing.	• Produces brief written texts to convey information, ideas and feelings.	• Combines several ideas in logical sequence.	• Develops ideas and information for the audience and purpose.
Society and Environment – Culture	• Understanding that groups share understandings of the world.	• Explains that different 'people' express and satisfy their needs in different ways.	• Explains roles and responsibilities for people in a group.	• Explains the way in which people behave differently because of their culture.	• Explains ways in which people learn roles, rights and responsibilities.
Art – Art skills, techniques, technologies and processes	• Using the skills, techniques, processes, conventions and technologies of the arts.	• Experiments with simple ideas, skills and processes to develop art works.	• Uses a range of languages, skills, processes and technologies to make art works.	• Applies a range of skills, techniques, processes and technologies in presenting art works for an audience.	• Selects from a range of skills, techniques and processes to complete given art tasks.

Finally, the unit plan shown in Figure 14, is based on a topic generated from the children's interests, racing cars.

The children had been playing 'racing car drivers' in the outdoors area. There were a few accidents as children bumped into each other. I wanted to focus on moving safely and to develop children's sense of space.

Purposes	Children will develop their awareness of others by moving safely in a given area.		
Learning outcomes	Health and Physical Education – Skills for Physical Activity • Demonstrates locomotor and body management skills. Health and Physical Education – Interpersonal skills • Demonstrates communication and cooperation in moving around the space.		
	Learning experiences	**Equipment**	**Emphases**
Tuning-in	Cars and drivers: With a partner, one person is the driver and the other is the car. The car holds onto the driver and the two drive around the space. Emphasise different speeds and skills.		Locomotor skills
Activities	Obstacle course: Design for cars and drivers.		Run, Dodge
	Dramatic Play: Streets: Pathways and signs put around a track. Large box for 'take away' restaurant. Petrol station and pump.	Large boxes	Run, Dodge
	Invented game: Rolling tyres.	Tyres	Dynamic balance
	Learning Centre: Racing cars.	Race car prop box	Body management
	Learning Centre: Car marks: Cars with pens taped to the back of the car. Children crawl over paper to draw.	Large sheet of paper Cars Markers	Body management
	Learning Centre: Paint cars: Cars drive over paper after having been driven over a paint soaked sponge.	Large sheet of paper, paint and plastic cars	Body management
Performance task: Play a game of 'Scarecrow', but call it 'cars and tunnels'			
Closing	Tunnels and bridges: Children sit side by side and make a tunnel by lifting their legs up, or a bridge by putting their feet down. First person rolls a ball (the car) to the person at the end of the line through the tunnel. The end person throws the ball back. The first person goes to the end of the line and the second person rolls the ball through the tunnel, and so on. Where is it safe to run? How can we run safely?	One ball per six children	Underhand roll

I also wanted to develop the concept of space, so I chose three learning centre activities.

I made anecdotal records of the children's skills to add to the FMS Observation Records of the children's skill achievements.

I used these questions as an opportunity to share information with the children and to reinforce some of the teaching.

Figure 14: Planning a unit based on the topic of 'racing cars'

Planning a week

You may plan a week of activity sessions that involve a range of learning experiences such as aquatics, dance, games, gymnastics, and outdoor activities as shown in Table 16. Each day, the activity sessions may address different focus skills or learning outcomes.

Table 16: FMS throughout the week

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Aerobics	Play Stations	Dance	Play Stations	Aquatics
Week 2	Dance	Play Stations	Modified Games	Play Stations	Aquatics
Week 3	Play Stations	Aerobics	Play Stations	Modified Games	Play Stations

Sally

I talked with the children about good running and then got them to look at themselves running. We only have one little mirror in the centre, so we all lined up in front of the window, ran on the spot and looked at our reflections.

To help the children get a high knee lift we sang 'The ants go marching one by one' and we marched around the room slapping our thighs. For keeping the head and trunk stable we had the children look at a tree and run toward it. We talked about the children needing to move their arms forward and backward and sang 'Johnny works with one hammer' to get the children to pump their arms. A little dramatic play helped them keep their elbows bent. I got them to start in a 'ready' position with their arms bent and one foot forward. Then I went around and pretended to grease their elbows so that they would stay bent.

We talked with the children about why they might need to run, and especially to run fast. We structured a problem solving activity. We asked the children 'What do we do when we want to run fast?' When the kids said 'We swing our arms', I acted it up. I had the children stand on one spot and swing their arms and I said 'Are we running fast now?' The children said they also had to move their legs, so we walked around and I said 'Are we running fast yet?' We tried robot running with stiff arms and legs. It's extremely difficult to do! We tried running with flying arms and folded arms. The children really loved this.

I planned a music and movement session inside before our outside time and had the children move to the Chopin 'Polonnaise'. This music has a very fast beat and gave the children a sense of having to run quickly. We found other music to focus on running on the front of our feet and moving our arms with bent elbows.

Finally, we introduced some more chasing games. Scarecrow was a big hit.

Planning an individual activity session

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Some examples of individual activity sessions that focus on a specific FMS are provided in figures 15 and 16, others can be found in *Tools 3: Learning Experiences*.

Figure 15 uses a range of learning experiences to focus on one FMS, forward roll.

After a visit to the circus the children were pretending to be clowns and acrobats. I was concerned that they would hurt themselves doing the forward roll.

Purposes:	To teach children how to roll safely	
Learning outcomes:	Health and Physical Education – Skills for Physical Activity • Perform log, side and forward roll Health and Physical Education – Knowledge and Understandings • Explain why it is important to roll safely. Health and Physical Education – Interpersonal skills • Work cooperatively in pairs, speaking clearly but not too loudly. Math – Space • Identify objects that will roll. • Describe the characteristics of an object that will roll.	
Learning experiences		**Equipment:**
Tuning-in: Free play – rolling down a grassy hill or bank Log rolls, egg rolls, donkey kicks, bunny hops Lie on mat and roll in all different directions Make different shapes and try to roll		Gym mats
Activities: Skill practice: Demonstrate the forward roll, noting the skill criteria. Emphasise the importance of taking the weight on the back of the neck. Children practise individually.		Gym mats
Skill practice: Sit and rock backward and forward until you roll over.		Gym mats
Skill practice: Lie on your back, curl up and rock backward and forward.		Gym mats
Skill practice: Partner activities • Sit facing each other, feet touching and holding hands –take it in turns to lay back while the other stands. • Sit back to back, link arms and try to rock and roll.		Gym mats
Performance task: Forward roll through a hoop - teacher provides explicit support		
Closing: Movement to music: Rock and roll to music.		Music and Gym mats
Talk about what shapes roll best, the importance of rolling safely.		
Follow up with math activity – rolling shapes, what shapes roll best and why?		Blocks, found objects.

I used the FMS Observation Record for the Forward Roll to record children's skills then provided explicit feedback to the children about their performance.

Figure 15: An activity session focusing on the forward roll

In Figure 16, play stations are used to focus on two FMS, running and overhand throw.

The children are interested in chasey games and throwing balls.

Purpose:	To develop running and throwing skills	
Learning outcomes:	Health and Physical Education – Skills for Physical Activity • Perform sprint run • Perform overhand throw	
Tuning-in:	Running on spot looking in window at our reflections Problem solving – 'How do we run fast?' Slapping knees while marching Moving to fast music	Outside window Tape recorder Tape
Play stations:	Throwing over a box	Large box, bean bags
	Throwing as far as we can	Tennis balls, bean bags for markers
	Running 'track'	Straight stretch of playground
	Obstacle course – running around markers, along lines, leaping over small boxes	Markers, skipping ropes, small boxes from box construction
Performance task:	Place markers of different colours 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 metres away from a line. How far can you throw? Can you reach the red marker? How far can you run?	
Closing:	Scarecrow Invent a tag game How can we run fast? How can we throw a long way?	

We began with these stations and modified them as the children needed something new.

I prepared a rubric to support my judgements about the children's skill performance.

Assessment Rubric for Running and Overhand Throwing	
Beginning	Stands side on when throwing. Eyes focus forwards when running. Bends elbows when running.
Developing	Throwing arms moves down and back. Steps forward on opposite foot when throwing. Throwing arm follows through. Head and trunk stable when running. High knee lift when running. Feet run on narrow path.
Consolidating	Bends elbow as throwing arm moves behind head. Drives arms vigorously when running. High knee lift when running.
Generalising	Movements are controlled in all learning experiences. Throw is proficient in games and free play situations.

I used the skill criteria for the run and the overhand throw to create the rubric. I need to look at more skills so that I can make judgements about the children's level of achievement of the HPE learning outcome 'Skills for Physical Activity'.

Figure 16: Planning an activity session focusing on running and overhand throwing

Planning to gather information

As you plan the activities, remember to plan how you will record achievement at the same time. Each session will provide opportunities for you to do this. You may include a specific performance task that challenges the children in a way they can demonstrate their achievement.

Planning to share the information

When you are gathering information about children's learning you will be doing so for a purpose. That purpose may be for your own records, or to share with the children, other teachers, other adults or the community. It is important that you think about why you are gathering the information so that you gather and record it in a useful format. Some strategies for sharing information can be found in *Tools 4: Strategies for Sharing Information*.

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Janet

During each session I continued to make anecdotal records on a few of the children. Each record helped me in planning the next experiences. For example, one of the children seemed slow to progress from activity to activity and showed little confidence in doing a task alone, but she sparked up when partnered with someone. Another child required constant encouragement to persevere. These observations supported my judgements about the children's interpersonal skills.

I tried hard to take photographs but I am simply not a photographer. While I saw real improvements I wasn't able to take baseline photos so I couldn't show the comparisons.

Lily DOB Age yrs mths

Lily is improving her running style but foot is still quite flat + body stiff in action. She holds her elbows quite stiffly and tucked into the body. She is getting her head up and still but focus tends to reflect her lack of self-assurance and confidence in running.

Lily has also some stiffness / side on - position problems in throwing a ball. She has issues with downward and around motion in throwing and tends to perform action with little understanding of feet. Questioning has developed so she is getting in to the side-on motion but tends to be somewhat erratic. Going to music in/out doesn't help.

Lily also experiences some problems in skipping, clearly arm stiffness / weakness. but mainly rhythm and foot placement.

Fiona and Jo

We found it professionally rewarding to discuss our progress with using the Resource and with the implementation of the learning experiences. We were also able to work collaboratively to video the children during physical activity sessions. Ideally classroom teachers would attend at least one physical activity session each month so they can support the teachers of physical education to make observations about the children's skill levels and to create opportunities to support their development of FMS. It's really good for the classroom teacher to see children moving and responding in different ways from how they work in the classroom.

CASE STORY 1

Focusing On 'How Do They Do The Skill?' – Working with Children with Special Needs

Beth's Story

Background

I was the teacher of physical education in an Education Support School in the metropolitan area. I had been using a perceptual motor program with the children to emphasise language development and participation in physical activities. When I first looked at the FMS Teacher Resource I thought I was already doing a lot of it. I realised that many of our children are more coordinated than the children in the video Making the Right Moves, however I decided that this Resource was relevant for our children too!

Identifying Children's Interests, Strengths and Needs

I taught children aged three to eighteen. The focus group for this story were 9 three and four year olds. Their classroom teacher, Heather, agreed to work with me in using the FMS Teacher Resource with the children. We expected that the children's skills would improve if we both focused on the same skill.

Many of the children were already in 'dual placements', that is, they were at our school for two days a week and in a mainstream program for two days each week. Most of the children left our school and went into mainstream programs. All of them needed to have the best body-management and language skills they could achieve.

I saw the children once each week, some for forty-five minutes and others for one hour. I needed to build on any concepts and skills from one week to the next, so I alternated floor sessions one week with equipment sessions the next. I introduced new words and ideas in the floor sessions that would be incorporated into the equipment session, and also reviewed skills and concepts previously introduced. In the equipment session we slowed things down a bit so that the children had the time they needed to manage themselves and the materials.

Choosing the Focus Skill

I chose 'balance' as the focus skill for the children in the program because it is really important. If they can't balance they can't sit, stand, walk, run, throw or kick.

I decided that the Health and Physical Education learning outcome 'Skills for Physical Activity' was the most appropriate when using the focus skill 'balance', particularly after looking at the Foundation Outcomes in the Outcomes and Standards Framework for clarification and seeing that the emphasis for physical activity was control of their bodies.

Assessing Children's Levels of Achievement of FMS

I began by looking at the ways in which children were able to balance: sitting, on two hands and two feet, on one hand and two feet, on two feet and on one foot. Some of the children were able to do all of these things really easily. We counted how many seconds they were able to balance in each position. We were really happy if they could balance for ten seconds. A lot of the children could manage one or two seconds in the easier balances, such as standing or walking on a textured mat, standing on two legs and one hand, standing on one leg and two hands. I included harder balances such as standing on one leg and one hand and standing on one leg.

BALANCE ON ONE FOOT

Names	Global Check	Legs					Head and Trunk				Arms		Formal or informal observational setting			Level
	✓ or *	1. Support leg still, foot flat on ground		2. Non support leg bent, not touching supporting leg		3. Can balance on either leg	4. Eyes focused forward		5. Head and trunk stable and upright		6. Arms still, may be extended to aid balance					
		R	L	R	L		R	L	R	L	R	L				
Robert		✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✗✓	✗✗	3-4secs			
Caelan		✓✓	✓✓	✓✓	✓✓	✓✓	✗✓	✗✓	✗✓	✗✓	✗✓	✗	lift foot			
Jacob		✓✓	✓✓	✓✓	✓✓	✓✓	✗✓	✗✓	✗✓	✗✓	✗✓	✗✗	with clothing support			
Joshua		not cooperating not cooperating					– but happy not understanding									
Stefan		✗✗	✗✗	✗✗	✗✗	✗✗	✗✗	✗✗	✗✗	✗✗	✗✗	✗✓				
Ben		✗✓	✗✗	✗✓	✗✗	✗✓	✗✗	✗✗	✗✗	✗✗	✗✗	✗✗	eyes down eyes down			
Jamie		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	with one hand support			
Rebecca		✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	2 seconds			

Observation position In front
Instruction Stand on one leg for as long as you can or until I tell you to stop

After reading the FMS Skill Description for 'balance on one foot', I reviewed the observations I had made and realised that I had focused on 'Can they balance?' rather than 'How do they balance'? For the children who were achieving longer balances, I used the skill criteria to identify how the children were balancing. This focused my planning on developing skill criteria as well as the concept of balancing.

Planning and Implementing Learning Experiences

I used some of the teaching strategies provided in the FMS Skill Description for 'Balance on one foot' for the 'beginning' level to structure a range of activities that would develop children's balance. I needed more activities to reinforce the concept of balance, so I talked to the physiotherapist and some of the other teachers to get more ideas. I added:

- balancing on a soft surface on tip toes;
- balancing on a rocker (a small see-saw) with arms outstretched, then hands on hips;
- balancing on a large ball or bolster;
- jumping on the Jolly Hopper; and
- sitting on a basketball. It was optional if the children repeated these activities with their eyes shut.

I planned about 30 different activities to do over eight weeks. Some of the activities were for enjoyment and motivation. I used a variety of teaching strategies and learning experiences including:

- demonstration;
- physical prompts and support;
- integration of FMS into class routines;
- feedback in the form of 'cheers and claps';
- music;
- games; and
- follow up activities for home.

For some of the children, I was able to move onto dynamic balance skills such as walking on a line or a beam. I planned a range of activities to develop this skill:

- walking on uneven texture mats;
- walking on tip toes;
- walking up a plank;
- walking backward;
- stepping over a tube;
- stepping between the rungs of a ladder;
- walking on the rungs of a ladder;
- walking blindfolded; and
- picking up objects from the floor.

Meeting the needs of children with autism, Down syndrome, cerebral palsy and other disabilities can be challenging. We needed to maintain socially appropriate behaviour. Some behaviours, for example, constantly falling to the ground were discouraged, because they may have been avoidance tactics. Sometimes the behaviours occur because the children were challenged too much or for too long. We needed to keep the children focused on the activity as much as possible so that the children gained attention from participating.

Some children could not participate in the full program because they were not yet able to respond to changing situations. They continued with other activities and participated as much as they could. Sometimes slowing things down helped these children.

Some of our kids, especially those who were less able or had short attention spans seemed to lose focus if they were just walking on a line. They seemed to concentrate better if they walked on a plank or beam. Sometimes we would put our hands on either side of their face to help them focus on the line, sort of like blinkers. For other children, walking on a coloured rope was helpful because they could feel the rope underfoot. It often helped to give physical prompts such as standing in front of the child, holding the children's head, looking at them and saying 'Look at me'. That way they kept their eyes up and looking in the direction of the walk. Then we gradually reduced the physical prompts and used only a verbal prompt 'Look at me'. We always used key word signing so there were also visual cues to help the children.

Ongoing Assessment of Children's Levels of Achievement

I recorded my observations of the children on the FMS Observation Records for 'Balance on one foot' and 'Line or beam walk.' As I focused on the skill criteria and the concept of balance the children increased the length of time they could balance and they approached the activities more confidently. After a few lessons, some of the children could perform one or more new skill criteria.

I found that I had to individualise assessment strategies as well as learning experiences to enable the children to demonstrate the skill criteria and control of their bodies. Some of the children could balance on one leg if I held their other leg. They were balancing OK but just couldn't manage to think about the non-support leg as well. Many of the children just couldn't look forward. They were doing all of the other skill criteria, but couldn't keep their eyes focused forward. One of the children could hold his arms out to the side to help his balance if he was holding a ball in each hand.

I wanted to gather additional information about the children's skills by observing them in the playground but found this really difficult. I took some of the equipment into the playground but it was hard to get the children to do the activities. The children needed a time to choose their own level of participation. I don't have an answer to this yet.

Sharing Information

... with the children

The most important part of the program was providing positive feedback to each child to recognise the development of skill criteria and their increased participation in activities. I worked hard to make everything very positive, to keep all my comments supportive, to focus on what the children were doing and could do. We cheered and clapped each child's success and made many positive comments to children who tried, participated and showed confidence in having a go.

... with other teachers

Sharing information with other teachers informs the teacher and adds to the comprehensive picture of each child's skill level. Heather and I worked together in the physical education sessions. She also did her own activity sessions in the classroom. The children benefited from using the skills in different ways in different settings.

I recommended activities for all of the teachers to do in the classroom. It was easier for them to encourage the children to do the activities if there was also a piece of equipment.

It became apparent that the children had worked on the skills with Heather. It really made a difference. When I'd ask the children to balance on their bottoms, Heather's children knew what I meant. If I changed the task to balancing on two feet and one hand they knew what that meant and could change their position. When I revisited the original tasks, Heather's children were able to balance for a longer time. Most were more confident and motivated to do the skill.

... with other adults

We practised activities for our sports day so that the children knew what was expected. Their performance was better and staff and parents appreciated how fully the children participated in a variety of new activities.

Digital photos of the children were included in their portfolios. The photos were very interesting for the families because they provided a lot of information about the skill criteria the children were demonstrating as well as how they were able to control their bodies.

Conclusion

Collaborating with Heather was vital to the development of the children's skill levels. Heather was enthusiastic about the children's developing skills.

> When I wanted the children to 'stop and listen' I would get them to balance on one foot, or two feet and one hand. We did balances on different parts of our bodies when we sat on the mat and we did balances on two hands and one foot when there were a few extra minutes. I talked to the children about looking straight ahead or using their arms. I never thought that fundamental movement skills could be incorporated so easily into the classroom activities. Balancing activities became just part of the routine.

Focusing on the skill criteria did seem to make some difference to the overall performance of the skills for all of the children. Individualising the way in which the children demonstrated the skill helped to focus on what they could do rather than what they could not do. I was also impressed at the changes in the children's attitudes as they developed specific skill criteria that helped them perform the skill more confidently. In the future I will gather information about children's attitudes and values as well as their physical skills so that I have more that I can share about the children's learning.

CASE STORY 2

Seizing the Moment – Ensuring FMS are Relevant and Meaningful to the Children

Sally's Story

Background

During our trial of the FMS Teacher Resource I (Sally) was working with an assistant (Robyn) and an ATP student (Corrine) with 4 and 5 year old children in on off-site pre-primary centre that is equipped with a large outdoor play area. It's a 'Rolls Royce area' with lots of space, a bike path, a fixed playground structure, a covered sand pit, open space, and beautiful trees.

Identifying Children's Strengths, Needs and Interests

My program focused on integrating learning through play. In thinking about the children's physical activity, I noticed that the children really seemed to enjoy playing chasey, particularly in their outdoor time.

I also thought that throwing was a really useful skill for children because there are many games and sports requiring ball skills but the children might also need to be able to throw a ball for a dog, to play many playground games and to develop their own games.

In our community soccer was the favourite sport and Perth Glory the most popular team. In dramatic play the children were often members of the team 'playing for glory'. I thought running and overhand throw might be linked to soccer too.

I believe that for children to learn anything they need to be immersed in it, to have skills demonstrated, to give things a go, to receive feedback, to take responsibility for their learning, and to use the skills in lots of different ways. It's very Cambourne. That's true of FMS as much as any other learning, and it is true for my learning as well.

So to teach the children skills and to learn about the FMS Teacher Resource we needed to immerse ourselves in FMS. I try to keep the children's learning integrated, indoors and outdoors, throughout the day and throughout the week, so I explored ways of using FMS as part of the program, rather than as an extra 'subject'.

Choosing the Focus Skill

As a team we decided that we needed to practise observing a skill and using the *FMS Observation Records*. We began by observing children balancing on one foot and eventually developed a workable process for observing the skills in learning experiences, transitions and structured play.

We then decided to focus on the two skills we had previously identified: sprint running and overhand throwing. We also chose the Health and Physical Education learning outcomes 'Skills for Physical Activity', 'Knowledge and Understandings' and 'Attitudes and Values' as our focus outcomes.

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Assessing Children's Levels of Achievement of FMS

We discussed the elements of the sprint run and agreed to observe the children as they ran over 15 metres to gather base line information.

Sprint Run	
Legs:	Feet on a narrow path Foot close to buttocks and high knee lift
Head and trunk	Head and trunk stable Eyes focused forward
Arms	Elbows bent at 90 degrees Arms drive vigorously forward and back

The children were placed in three groups and one adult observed each group. The children ran in pairs three times with the adult observing the child's legs on the first run, their head and trunk on the second run and their arms on the third run.

We each used our own system of marking on the FMS Observation Record to note our observations. Corrine felt she needed more information about the run than a tick or a cross and wrote whether the child seemed to be performing at a beginning, developing or consolidating level. I felt that the purpose of the observation record was to support my judgements about planning appropriate experiences for the children and that we were getting caught up in diagnosing kids. What mattered was whether they could do the skill criteria so I could decide which children needed to focus on which criteria. So I just ticked the criteria the children demonstrated.

By the time we were observing the children's throwing skills, we were much clearer about how to complete the observations. We were still doing it differently from each other, but each of us had refined a way to make it work for us. Running and overhand throwing are different types of skills to observe. I found that focusing on the feet, head and trunk and then arms in several observations was effective. Corrine started with the initial focus skills and wrote comments. Robyn noticed the criteria they were not doing more easily than the ones they were doing.

In order to gather other information about the children's skills in running and throwing, I decided to talk with the children and with their families. The families were really happy to talk to me about their child's skills and physical activities at home. I think by talking with them they also saw that I thought that physical activity was important.

Planning and implementing learning experiences

When I reviewed the observation records in order to make judgements about the children's proficiency in running and to identify which criteria required explicit teaching, I was surprised at how few of the children demonstrated a proficient form. I talked with the children about good running and then got them to look at themselves running. We only have one little mirror in the centre, so we all lined up in front of the window, ran on the spot and looked at our reflections.

To help the children get a high knee lift we sang 'The ants go marching one by one' and we marched around the room slapping our thighs. For keeping the head and trunk stable we had the children look at a tree and run toward it. This strategy had the added advantages of helping them to run in a straight line and to watch where they were going rather than looking at the ground or at all the other children. We talked about the children needing to move their arms forward and backward and sang 'Johnny works with one hammer' to get the children to pump their arms.

A little dramatic play helped them keep their elbows bent. I got them to start in a 'ready' position with their arms bent and one foot forward. Then I went around and pretended to grease their elbows so that they would stay bent.

After all of this, the children were still running very flat footed. So we introduced the leap to help the children think about the flight phase. We encouraged the children to jump over things to give them the feel of leaving and landing on the ground.

All the focus on the individual body parts didn't seem to be connecting with the children. We were still seeing poor skill patterns when the children were running, in structured play sessions and in their free play time. I thought I'd see them running more and better. They weren't transferring their learning.

We talked with the children about why they might need to run, and especially to run fast. The only reason the children could suggest for why they needed to run fast was to get away from 'bad people'. We didn't want to encourage that kind of thinking! We realised that these children often don't see anyone running in their home lives.

The children then went on imaginatively and said they might need to run away from a dinosaur in the park. We supported the idea of having to run away from something dangerous, but after the discussion with the children we thought why do children need to be able to run fast? We talk all the time about improving our health and making our muscles stronger but when, in the children's lives, do they need to be able to run fast?

After a lot of talking and thinking we decided that they might need to run fast if they were running with their dog, to play chasey, to catch a piece of paper that was blowing away, to chase a tyre rolling down a hill, to catch a bus, or to chase a butterfly. These seemed much better reasons for running and supported their developing knowledge and understandings of physical activity.

We looked at the 'consolidating' teaching strategies in the FMS Skill Description for running and structured a problem solving activity. We asked the children 'What do we do when we want to run fast?' When the kids said 'We swing our arms', I acted it up. I had the children stand on one spot and swing their arms and I said 'Are we running fast now?' The children said they also had to move their legs, so we walked around and I said 'Are we running fast yet?' We tried robot running with stiff arms and legs. It's extremely difficult to do! We tried running with flying arms and folded arms. The children really loved this.

I planned a music and movement session inside before our outside time and had the children move to the Chopin 'Polonnaise'. This music has a very fast beat and gave the children a sense of having to run quickly. We found other music to focus on running on the front of our feet and moving our arms with bent elbows.

Finally, we introduced some more chasing games. Scarecrow was a big hit.

Using a combination of learning experiences including play stations, learning centres, simple games and child initiated activities, the children also developed their skills in throwing.

We talked to the children about the skill criteria for throwing, supported the children in deciding how to make the activities easier or harder, demonstrated the skill ourselves and provided alternative equipment to enable the children to modify the activity to better meet their needs.

We again tried focusing on just some of the skill criteria. Teaching children to stand sideways when they are throwing forward was hard for the children to understand. Logically it really doesn't make sense to stand side on. I'm throwing that way so I need to face that way. Explaining to the children that they were using the strength in their whole bodies to throw the ball helped a little bit. We set up funny feet cards for the children to stand on. We had emu, kangaroo and dog feet.

We created a throwing song to 'Brother Come and Dance With Me' from Hansel and Gretel. 'With my body I face the front. With my body I face the side (jump to face the side). Face the side (jump to face the other side). Face the side (jump to face the other side). Turn around and start again (turn around and face the front).

Then to the tune of 'Here we go round the Mulberry Bush' we sang 'This is the way I step my feet, step my feet, step my feet. This is the way I step my feet on a cold and frosty morning.' The children took a step forward with the opposite foot to their throwing arm on the word 'step'.

We were trying to lengthen the children's throwing distance, so we set up a large box for the children to throw over. Placing a smaller box on top of the first one made it harder to throw over. The children made it into a game of throwing harder, and hitting the small box. This changed the activity, making it more difficult since accuracy was now required. Immediately the children stood closer to the box so they could hit it with greater force. When we asked 'What will help you to throw further?', the children's first response was 'Muscles!'. As they experimented with their throwing, one child reported that he had been successful because 'I looked at what I was throwing at.' The emerging knowledge and understandings of the skills were wonderful to observe.

After isolating the skill criteria we put them all together. We thought about the format we used to tell stories in language, and decided to use it to 'Tell the story of throwing'. The story went something like this:

> At the beginning we get into a ready position facing the side, holding the ball in the fingers of our throwing hand and pointing to the target with our other hand. In the middle we take a big step forward with the foot closest to the target and bring the hand with the ball in it down, back and up. At the end we bend our elbow, throw the ball, bring our throwing foot forward and follow through with our shoulders and arms. The short story goes 'Ready position, step with opposite foot, arms down and up, bend and throw'.

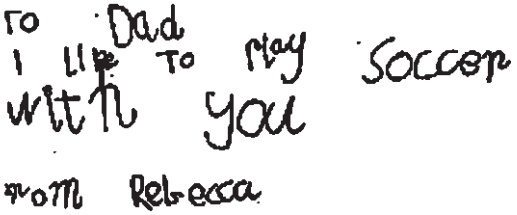
I started to feel that all the focus on the skills was leading me to a whole lot of explicit teaching. I found myself yelling 'Stand side on!' across the playground and thought 'When do the children get to play?' Play is where it all comes together and makes sense for the children.

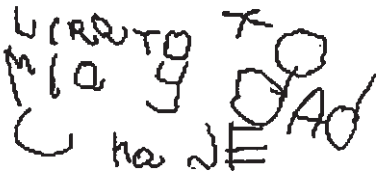
We rethought the play stations we were setting up and made sure they were child centred and that there was play happening. As well as the box station, we used the swings as a target for throwing through the ropes, over the seat and over the bar supporting the swing.

For another station, the children threw as far as they could and measured how far they had thrown. We varied the other stations with bat and ball activities such as hanging a tennis ball and hitting it, bouncing large balls, throwing and catching bean bags with a friend or using the rebounder, underarm bowling and just general playing with dribbling or kicking balls. If there wasn't enough variety and choice of other activities the children who were not interested in balls would say 'When does this stop?' or 'When can we do something else?' I'd just say 'How could we do this to make you happier?' The children would invent variations on the activity to make it easier, or suggest something entirely different. And that was OK!

On-going Assessment of Children's Achievement of FMS

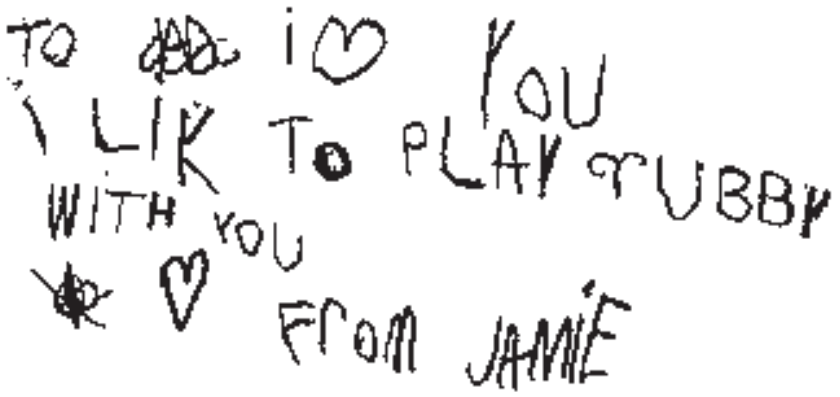
The focus on movement skills impacted on the children's discussion and thinking. When the children were writing to their fathers for Father's Day, they wrote about liking to play chasey, rugby, soccer or to wrestle with their dads. This showed us that the children were thinking about physical activity and enjoying it and it also gave us a work sample that provided more information about the children's writing skills and their achievement of the English learning outcome 'Writing'.





The children were now much more active in their free play, spending more time running and playing chasing games. We had many opportunities to gather information about their skills in physical activity.

At the school carnival we organised some structured play stations and running races so that all of the pre-primary children could be included. My children did really well in the play stations and every time we ran a race they said 'Let's run again!', so off we went! It was obvious that their attitudes to physical activity had developed.



Sharing information

... with the children

We worked together with the children to evaluate the learning experiences and to jointly construct new activities. This provided continuous information about the things the children found too easy or too hard. Feedback to the children about their skills was also continuous – and we learned to go to the play station and provide the feedback or call the child over and talk quietly rather than yelling our teaching points across the playground.

... with other teachers

We found that we needed to share our observations and the ways in which we had gathered them in order to refine our use of the FMS Observation Records and make sense of the information. We all ended up making different marks on the paper, but that was helpful because it enabled us to gather more comprehensive information and to be sure that our judgements were fair.

... with other adults

Parent response was positive too. One parent reported that 'All Asher wants to do is run'. Of course, the Father's Day letters were also a big hit, especially after we interpreted that 'rubby' was 'rugby'.

Conclusion

The children learned a lot – and so did we. All of this amazed us. It's so easy to teach the skills once you know a bit about them. It was easier to teach the skill of overhand throwing because it was like teaching them a new skill than teaching running where we had to unteach habitual patterns of behaviour. The children's skills improved dramatically in just a few weeks. It was fabulous.

We found the information in the *FMS Teacher Resource* was very helpful. There's just the right amount of information to support observations, without it being too overwhelming. The *Skill Descriptions* were really valuable and the learning experiences in Tools 3 helped us extend the skills into the daily classroom activities. The movement language was helpful because we knew what to say to the children and their families about what we were doing and why. I've had information before but it was too hard to use for teaching. It had too much to observe, too little to observe, it was too hard to see the movement or I thought 'Now what do I do about this?' I feel I have more confidence to design a program to improve the children's skills.

Immersing ourselves in the skills, the criteria and observing the criteria meant we were seeing them all the time. For a while we got lost in the need to get the movement right and forgot to play and have fun. The best time to teach a skill is when the children are using it. We need to seize the moment as it arises and use it as an opportunity for teaching and learning.

We can really see the importance of teaching fundamental movement skills in the early years. If we teach the proficient forms now it will be so much easier for the children to move well as they get older. It's something to do right from the beginning of every year.

CASE STORY 3

It's Easier When You Work Together – FMS throughout the day and throughout the week

Fiona and Jo's Story

Background

We elected to work collaboratively in implementing FMS with 5 and 6-year-olds. Fiona was a teacher of physical education with just over a year's experience and Jo was the class teacher.

Identifying the Children's Interests, Strengths and Needs

Our regular physical education program included two sessions with Fiona and a daily activity session with Jo. In third term we had an athletics carnival requiring the FMS of running, overhand and underhand throwing, catching, skipping, hopping, and jumping for height and distance.

The parents of the children at the school tended to be more concerned about their academic progress than physical activity. The overall fitness of the children was pretty low and improving their fitness, we thought, would help to increase their confidence and their ability to control their own bodies.

Choosing the Focus Skills and Identifying Possible Learning Outcomes

We chose to focus on jumping for distance, overhand throw, underhand throw and running as skills that would improve the children' fitness, be used in the athletics carnival and be useful for playground games.

The combination of these skills and settings would give us a broad perspective on the children's achievement of the Health and Physical Education learning outcome 'Skills for Physical Activity' and, we hoped, contribute to our assessment of the Health and Physical Education learning outcomes 'Attitudes and Values' and 'Self-management Skills'.

Assessing Children's Achievement of FMS

After we had looked at the *FMS Teacher Resource* and watched the segment on running in the video *Making the Right Moves*, we were able to identify the criteria of a proficient run and identify the children who were running inefficiently. One child we observed in year 6 was running fast enough to get into the athletics team, but she was running with her arms crossing over in front of her body! We imagined how fast she would go if she used her arms more efficiently!

We talked to the children about Cathy Freeman and asked them to think about what a good runner looks like. Then we asked them to imagine they were Cathy Freeman, and to try to run just like her.

We attempted to assess the children' running using the skill criteria in the FMS Observation Record – and found this quite difficult. When we put our eyes down to record, the next girl had whizzed by and we'd missed her. We found it was far easier to observe the skill criteria after we videotaped the children running.

We compiled our observations in a class list and identified three groups of children operating at 'beginning', 'developing' and 'consolidating' levels. This enabled us to work with the children at their specific skill levels. The criteria provided us with teaching points and ensured that the children knew exactly what to do to improve their running.

Fundamental Movement Skills Case Study

Date: 23/8

Skill: Sprint Run

Year 1 -

		Feet land along a narrow path	Foot close to buttocks & high knee lift	Head and trunk stable	Eyes focussed forward	Elbows bent at 90 degrees	Arms drive vigorously
Sarah	D	\	\	✓	✓	\	\
Libby	B	•	\	✓	\	one bent one straight \	\
Astor	D	feet wide \	\	\	✓	\	across body \
Olivia	D	\	\	\	\	\	across body \
Sophia	D	\	best demo \	✓	✓	\	\
Zoe	B	•	\	•	\	straight •	\
Angie	D	\	\	•	\	\	\
Sophia	B	•	shuffle •	\	\	•	•
Madeleine	D	\	\	✓	✓	\	across body \
Estelle	D	•	\	\	✓	\	\
Juliana	D	\	\	\	\	✓	•
Emily	D	\	\	\	\	\	\
Helen	D	\	\	\	\	\	\
Hannah	D	\	•	✓	head down then up \	✓	\
Chanel	B	[illegible] everywhere •	low knees, [illegible] \	trunk \ stable	head down •	straight •	•
Hannah	D	\	\	\	\	\	\
Suri	B	•	•	\	\	\	•
Morgan	D	\	\	\	✓	one straight [illegible] •	•
Rebecca	D	\	\	\	\	\	\
Stephanie	D	\	\	\	\	\	\
Andrea	D	\	\	\	\	\	\
Lizzie	D	\	\	\	\	\	\
[illegible]	D	\	low knees	✓	✓	\	\

B-Beginning
D-Developing
C-Consolidating

Planning and Implementing Learning Experiences

We planned complementary programs that we ran independently, and we arranged to have some time together as well.

Fiona:

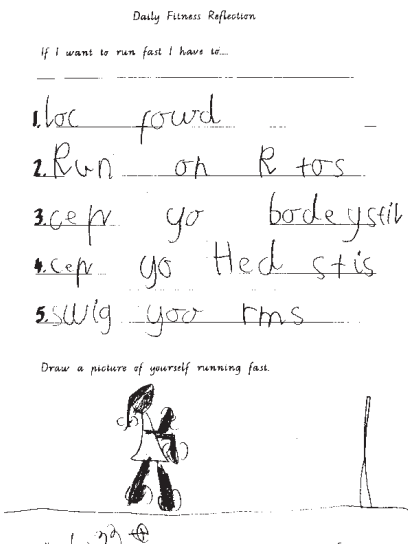
In the physical education lessons I planned to use a play stations approach so that I would have more time with individual children. It didn't work! I had expected that this group of children would be able to work in small groups on a task that they had already covered. They couldn't. It was more effective to bring the whole class together and work as a whole. Within the whole class session I grouped the children and concentrated on three things: running on the balls of the feet and using high knees, vigorously driving the arms, and looking forward. We looked at a couple of children' feet, arms or eyes as they ran and the children identified the skill criteria that were demonstrated. Then the children worked in pairs and watched each other run. This worked well because it gave the children a chance to observe different techniques. It also gave me a chance to work with children individually as I moved between the groups.

I set up other paired work in later lessons. For example, one partner stood with her hands up at chest height. The other girl stood in front and tried to strike her partner's hands while driving her arms back and forth in a running action. She then turned around and tried to strike her partner's hands with her elbows while performing the same action. Then the children swapped over.

Other strategies helped children to lift their knees and lengthen their stride. The children slapped their knees while they were running in place and running over ten metres. This also helped them run on the balls of their feet. On one of the days, the lines on the athletics track had just been painted. I got the children to run across the lanes rather than in them – with the children leaping the lines, one step in each lane.

Jo:

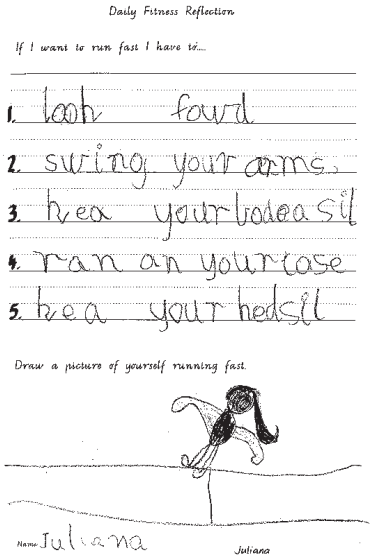
In three 20-minute activity sessions each week I worked with the children to develop their skills and improve their fitness. After a two and a half hour block of lessons the children really looked forward to doing something more active at the end of a morning.


Daily Fitness Reflection

If I want to run fast I have to...

1. loc fourd
2. Run on R toes
3. cep yo bode ystil
4. cep yo Hed stis
5. swig your rms

Draw a picture of yourself running fast.


Daily Fitness Reflection

If I want to run fast I have to...

1. look fourd
2. swing your arms.
3. hea your bodea sil
4. ran an your toes
5. hea your hedsil

Draw a picture of yourself running fast.

Name Juliana

Juliana

Writing lists - What does a fast runner need to remember?

I used a range of learning experiences: follow the leader, running as fast as possible, teams running to designated places, chasing games, 'What's the time, Mr Wolf?', Statues, Indians and Teepees, tag games and relays. I also asked the children to reflect on their learning in oral discussions with the whole group, in paired discussions and in writing.

I aimed to incorporate FMS in our regular classroom program. Being a regular classroom teacher and not a physical education teacher, this was easy. I am always looking for other ways for moving children from one activity to another beyond 'Put your pencils down and come to the mat'. It was great to be able to practise the arm movement of running by asking the children to go back to their working space moving their arms like a runner. Tools 3: Learning Experiences had lots of other ideas too.

I also integrated FMS with other learning areas. For example, I had the children write a list of what a fast runner needs to remember. At the end of each school day I facilitated a short oral discussion, reflecting on what the children had done during the day. On some occasions the children discussed the daily activity sessions and the tips and hints they needed to remember.

Jo and Fiona:

On a rainy day, we showed the children the video of them running and asked them to pick out something they did well and something they could do better. It was a good activity because it gave the children a chance to see the way they were performing the skill criteria we had been talking about.

After some time focusing on running we worked with the children on the skills of jumping and throwing. We planned ways of catering for differences between children and maximising participation. For example, we had all of the children stand around the edge of a large beach volleyball pit and jump into the sand while we wandered around and offered hints, tips and encouragement. Initially the children were just jumping into the pit and didn't seem to be getting much distance in their jump, even with feedback. We put out markers to jump past. With this challenge they were eager to try their very best to get further each time. It meant that the children thought about and applied what they knew a little more. Placing a cone between the take off mat and the landing area also encouraged the children to jump higher and that improved the distance jumped.

When the children were throwing, we identified eight children who found it difficult to step with the opposite foot to their throwing arm. Drawing a dot on the ground in front of the stepping foot helped them to remember which foot to step forward with.

Putting out bronze, silver and gold markers gave the children a challenge. They tried to reach a target distance and this improved their technique.

We also asked the children to point and throw to Tinkerbell (at the height of the trees). That gave them an angle to release the ball.

On-going Assessment of Children's Achievement of FMS

Jo and Fiona:
We had timed the children's run and measured the distance of their throw and jump. This gave the children an individual score to improve over time. It was interesting to compare the measurements we took at the beginning with those we took after specific teaching because they showed that improvements in the children's technique contributed to an improvement in speed and distance.

The skill criteria provided explicit information that focused the teaching points and indicated areas where the children's technique was improving. It was easier to focus on eight children at a time in order to complete observations of the whole class.

We wrote anecdotal notes when children demonstrated significant learning. Writing samples, daily reflections, and the videotape provided a great deal of information about the children's skills, and their understandings of the skills. All of this information enabled us to make judgements about the children's achievements of the Health and Physical Education learning outcomes 'Knowledge and Understandings', 'Attitudes and Values' and 'Skills for Physical Activity'. We were also able to add to our information about the children's achievement of the Health and Physical Education learning outcome 'Self-managements Skills', and the English learning outcomes 'Speaking', 'Listening', 'Viewing' and 'Writing'.

One of the best assessments came on a day that Jo was absent from school and the relief teacher did not do the daily activity session. The children were disappointed to have missed out – so there was obviously a positive impact!

Sharing Information

... with teachers

Jo:
It's easier when you work together. While we often discuss the progress of particular children I was surprised at how uninformed I was of the children' movement abilities. Unlike the pre-primary setting in which I previously taught, Year One does not provide the same opportunity to observe the children moving around in their environment on a daily basis. Through the daily activity sessions I was able to observe the way the children moved and through working with Fiona we were able to improve what the children were doing.

Fiona:
At one point Jo was focusing on underhand throw and I was focusing on overhand throw. Three of the children were obviously confused. When we talked about the children's skills, we realised that the similarity of the two skills meant that the children were trying to apply the things they had learned in one setting to a slightly different skill in another setting. We changed our plans to reduce the confusion and stressed to the children that the two skills are different.

Fiona and Jo:
We found it professionally rewarding to discuss our progress with using the Resource and with the implementation of the learning experiences. We were also able to work collaboratively to video the children during physical activity sessions. Ideally classroom teachers would attend at least one physical activity session each month so they can support the teachers of physical education to make observations about the children's skill levels and to create opportunities to support their development of FMS. It's really good for the classroom teacher to see children moving and responding in different ways from how they work in the classroom.

... with other adults

Jo and Fiona:
The children really enjoyed the special athletics carnival that we organised on the basis of standards of achievement. The children participated in every event and each child had their own target to achieve a bronze, silver or gold level. The parents were really impressed with the children's level of participation and skill levels.

We have also included photos and stories about the daily activity sessions, the athletics carnival and our work with FMS in the newsletter. This has helped keep families informed about what we have been doing.

Conclusions

Jo and Fiona:
We learned a lot from our experience with the FMS Teacher Resource.

FMS is easy to incorporate in the school day and integrate into other learning areas.
We had the children play 'Follow the Leader' on the way to another lesson or an activity area or had the children move their arms like a runner as they left the mat to go on to other activities. The children wrote about their movements, and talked and shared their strategies for performing a skill. They drew themselves jumping and we plan to have them do a painting or clay model of a proficient thrower. We could have had the children make up a song about their FMS or a dance about their learning in science. The opportunities are endless!

FMS can be child centred.
We used many ways of setting up learning experiences for children. For both of us, a teacher of physical education and a classroom teacher, the FMS Teacher Resource provided many examples of child structured experiences and ways of individualising experiences so that children could work independently, with peers or in small groups.

FMS improves fitness.
As the children's skills improved they became more physically active, which improved their stamina. In the school carnival only one of the children had to sit down after her 50m run. Most of the children were ready to run again! In the swimming carnival even the children who had found the movement skills most difficult swam 25 metres.

FMS improves self-esteem.
The children became more confident in their movements. Most had renewed focus and determination. Even the most reluctant mover would have a go and not give up so easily.

Learning to recognise the criteria for each FMS helps you teach the skills.
We both found that knowing the skill criteria was very useful. The FMS Skill Descriptions contain good detail and were easy to understand. Dividing the teaching strategies into beginning, developing and consolidating levels was also a good idea because in every class you are going to get a range of skill levels. Listing indicators to tell you when to intervene helps if you have not taught that particular skill before.

We also found that the skill criteria were useful pointers not only in the year 1 class but through to Year 7.

Using the Resource improved our teaching strategies and knowledge. It was very helpful to tell the children exactly what they were doing, and for them to see themselves on video and identify the criteria they were doing well and areas where they might improve.

Slowing down and focusing on a few FMS improves skill development.

We have a tendency to try to do too much. The Resource made us refocus the way we were teaching FMS. It made us slow down and focus on individual children and learning points.

'Tell them we think it's a good book!'

The children were most positive about the introduction of the daily activity program. They eagerly used the opportunity to improve their skills and were always keen to participate. Daily activity sessions immediately followed the main classroom English and Math learning block each morning and preceded recess time. It was a positive way to conclude the busiest and most focused part of the day. After having demanded a lot of the children in the classroom they were able to move outside and experience a more relaxed and enjoyable learning activity.

CASE STORY 4

I Made Myself Come To School Because I Just Love Sport! – Working with Children with Movement Difficulties

Janet's Story

Background

I have taught physical education for many years. I am a most dedicated professional, responsible for all children's physical, social and emotional development K to 7 in a metropolitan school. I was confident about my knowledge of FMS but I believe that complacency is a dangerous thing! It is important to refresh one's knowledge, and to collaborate with experts and professionals to discuss grey areas of interpretation.

I was particularly concerned about fourteen 7 and 8 year olds children who I had identified as having movement difficulties. For over a year, I had documented issues of inactivity, confidence and difficulty in performing tasks. I believe we have pastoral care responsibilities to improve these children's fitness and skill levels. Their long-term health and well-being depends on that.

Identifying Children's Interests, Strengths And Needs

The emphases in our school were on academic achievement and physical competition. The school provided a wide range of extra-curricula activities. Some of these, such as music lessons, were scheduled in class time. Coincidentally, many of the fourteen identified students undertook music lessons during physical education time. We also offered a wide range of before and after school physical activity options but the children with poor movement skills were not accessing any of these.

The school athletics carnival was a difficult event for many of these children. The highly competitive environment meant that they received little positive recognition for their effort and often showed others how poor their physical skills were. Since physical education was largely about preparing for the athletics carnival, the children avoided the activities even more than usual! We decided to restructure the carnival for the younger children so that the focus was more on participation than competition.

My main area of interest was to develop the children's understanding of the importance of acquiring FMS and to help them practise good health habits, increase their physical activity, and improve their self-esteem and interpersonal skills.

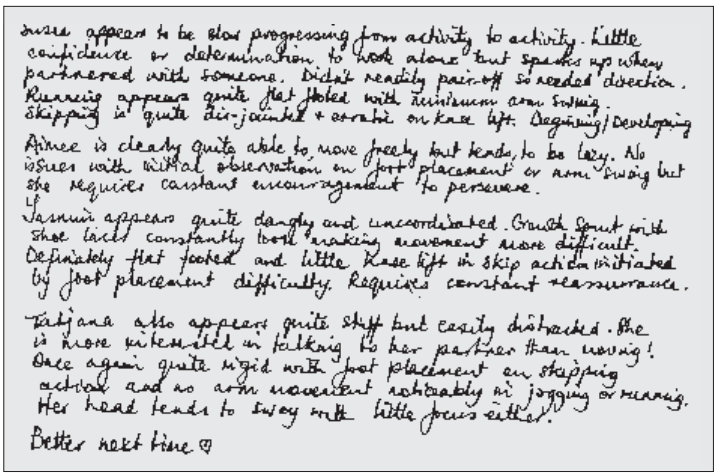
Choosing a Focus Skill and Identifying Learning Outcomes

In preparation for the carnival in October, I thought the children would gain immediate benefit from focusing on the skills of running, skipping, jumping and overhand throwing. I needed to work with the children I had identified as having movement difficulties within the regular physical education sessions. I decided to structure activities for small groups of children so that all of the children were being challenged but I could focus on skill development rather than performance with the fourteen children needing extra attention.

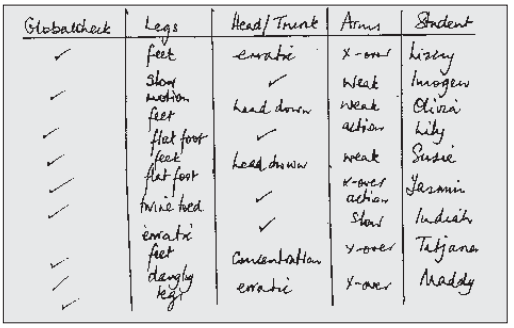
I chose to gather as much information as possible about the children's achievement of the Health and Physical Education learning outcomes 'Knowledge and Understandings', 'Attitudes and Values', 'Skills for Physical Activity', 'Self-management Skills and 'Interpersonal Skills'.

Assessing Children's Achievement of FMS

I set up partner activities and play stations to take a global look at the FMS of hopping, jumping with a rope, jumping for distance, and running. I emphasised 'having-a-go' and participating in these activities. While the children were working I was able to do a little quiet coaching and had some time to observe each of the children I was concerned about. I found it very difficult to write, teach and observe. My priority was to get in touch with the children, talk with them and provide feedback. I tended to recall my observations later and record them then.



In observing the first jumping with a rope lesson I found I could do no more than a global check. I committed to memory what I was seeing and wrote anecdotal notes after the lesson. It's hard to work alone. I found it difficult to assess the children's throwing skills too. Perhaps I tried to combine too much in one lesson.



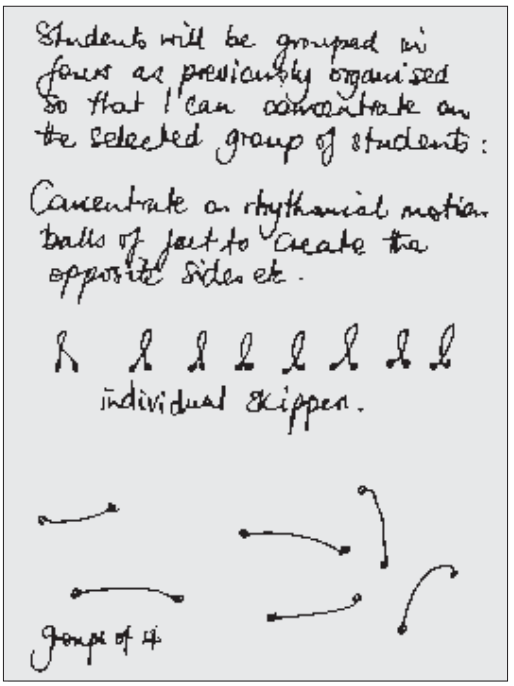
Globalcheck	Legs	Head/Trunk	Arms	Student
✓	feet	erratic	x-over	Lizzy
✓	slow motion feet	✓	weak	Imogen
✓	flat foot	head down	weak action	Olivia
✓	feet flat foot	✓	weak	Lily
✓	fine tuned	head down	x-over action	Susie
✓	erratic feet	✓	slow	Jasmin
✓	dangly legs	Concentration	x-over	Indiah
✓		erratic	x-over	Tatjana
✓				Maddy

Planning and Implementing Learning Experiences

I grouped the children according to the observation criteria. This meant there were different groups for different skills. I talked about the skill criteria with the whole class and then selected children to come and join me. The other children had self-directed work in groups of four where they were given the option of working on individual or group tasks. They worked very well indeed and loved their independence.

I explored a wide range of learning experiences, individualising activities in order to maximise participation. I provided a supportive task-oriented setting to encourage children to change simple tasks to more complex ones, such as simple walking/striding to hopping/skipping movements. We reinforced learning with individual (quiet) coaching and opportunities to watch others performing tasks in a fun 'show and share' manner. I asked children who were good models to demonstrate the skills. All of this helped.

One of the most successful strategies was questioning the children on the teaching points of the skill. They recalled the points very well and appeared to be conscientiously trying to put theory into practice.



Whole class activities were most appropriate at the start of the afternoon lesson because some of the focus children were usually quite slow starters.

It was interesting to read about specific strategies in the FMS Resource on child avoidances and understand why their patterns have emerged. The avoidance strategies of these children tended to be things like giving others a turn, forgetting clothing, being silly, picking arguments with other children or engaging in long conversations to waste time. I chose to encourage the children by staying positive and being supportive. This seemed to help. Whilst I want to think the children were not consciously avoiding activities, I believe it indicated their doubt in their ability to perform the FMS.

I planned circle activities. After the children had warmed up by running freely, they took a place in a large circle and then did the following activities:

1. Balance on one foot
2. Walk clockwise in circle
3. Run clockwise
4. Walk anti-clockwise
5. Run anti-clockwise
6. Run on spot (facing inwards)
7. Star jumps on the spot
8. Stride jumps on the spot.

Then they tried to remember the sequence of all eight activities! It was great for their memories!

The second time we ran the circle activities I made it harder by adding:

7. Star jumps up and down on the spot
8. Stride jumps on the spot
9. Star jumps in and out on the spot and
10. Twist and jump on the spot.

In another lesson, peer teachers focused on their partners' running style while observing from the front, the side and behind, and gave feedback.

I also set up play stations with the children rotating from station to station carrying their house flag.

On-going Assessment of Children's Achievement of FMS

During each session I continued to make anecdotal records on a few of the children. Each record helped me in planning the next experiences. For example, one of the children seemed slow to progress from activity to activity and showed little confidence in doing a task alone, but she sparked up when partnered with someone. Another child required constant encouragement to persevere. These observations supported my judgements about the children's interpersonal skills.

I tried hard to take photographs but I am simply not a photographer. While I saw real improvements I wasn't able to take baseline photos so I couldn't show the comparisons.

Lily DOB Age yrs mths.
Lily is improving her running style but foot is still quite flat + body stiff in action. She holds her elbows quite stiffly and tucked into the body. She is getting her head up and still but focus tends to reflect her lack of self-assurance and confidence in running.
Lily has also some stiffness / side on-position problems in throwing a ball. She has issues with downward and around motion in throwing and tends to perform action with little understanding of feet. Questioning has developed so she is getting into the side-on position but tends to be somewhat erratic. Going to music in/out doesn't help.
Lily also experiences some problems in skipping, clearly arm stiffness / weakness but mainly rhythm and foot placement.

The improvement in student performance was noticeable. I was particularly aware of the improvement in the skill levels of the fourteen children who I had identified as 'at-risk'.

One of the children joined the tee-ball team and even attended training after school. Her attitude to physical activity was demonstrably better.

The school athletics carnival was an opportunity to see the results of our hard work. We set up a medal system where children received Gold, Silver or Bronze for their achievements based on different levels of performance. All the children in my focus group received a Silver for overhand throwing over 6m, a Silver for running 50 m in less than 12 secs and/or a Gold for jumping with a rope for 10 minutes (which is a very long time!).

Sharing Information

... with children

By structuring experiences that the children managed themselves, I had more time to be able to observe and provide specific, timely feedback to individuals.

The extra time on skill activities increased the children' enthusiasm and the attitude of the whole class improved tremendously. It was satisfying to be able to stand back and observe the enjoyment of children directing their own work. I found that few children sought my help or encouragement. They were working so well independently and with others.

Another of the more reluctant children came to tell me 'I have not been well. I made myself come to school because I just love sport!'

... with other adults

Information about the children's skill development was collated for inclusion in the end of year report.

An outcomes-focused approach and continuous assessment challenge teachers to make sure that we do move children on. With the additional information in the Resource, I supplemented the reporting format I had begun and prepared a profile of each student's performance.

Parents' reactions at the athletics carnival were very positive. They were quite impressed with the children's skill levels.

Conclusion

I had hoped that I would be able to work with the children's classroom teachers, supporting their program and involving them in mine. This collaboration might, I thought, overcome the structural and time constraints, and the internal interruptions which were very much a characteristic of the school. Diary entries show what really happened!

> 23/8 - Upon setting up for the first lesson, I discovered the children would not be coming as arranged because, unusually, the children were expected to attend a senior school assembly. Fortunately, the hour after the children were supposed to come was not scheduled for a different class so I volunteered to take the children on the courts. The children were collectively very excited about gaining the chance to play around after the big assembly.
>
> 25/8 - Time for these activities in the morning simply appears inadequate. One group of children attended House Chapel Service, therefore, some focus kids missed out altogether.
>
> 24/8 - I won't be able to do much for one of the children in the next few weeks. She has gone away skiing. I do become concerned that for a child who desperately requires routine and repetition this occurrence tends to set her back further.
>
> 28/8 - Two of the children miss parts of their Physical Education lessons to go to music lessons. They've gone again today and we were just getting somewhere!

The school schedule was not the only challenge. The children experienced some difficulty moving in hard school shoes. On one occasion, it was very cold and damp and there were no indoor facilities available. It was, therefore, inappropriate to remove socks and shoes, yet with them on it was slippery! Two children slipped and then withdrew from participation for the rest of the time.

When children are already experiencing difficulty with movement, and display a whole range of avoidance strategies, it seems self-defeating to have the school taking time away from physical activity, or to impede a child's physical activity because of inappropriate clothing.

Overall though, with time devoted to developing the skills, the children' level of achievement increased noticeably. They all grew. The independent learning environment helped their skill development because they were able to become more active and interactive with their peers. They were all willing to have a go and they gave up much less easily.

There is a lot of information in the FMS Teacher Resource. Some of it is relevant for classroom teachers, some for new graduates, some for teachers new to physical education, some for experienced teachers. I found that even parts I thought were not really relevant to me as a teacher of physical education who only saw each class for a short time each week, helped me think of new ideas to incorporate in my planning.

CASE STORY 5

Yes, I Can Teach These Children! – Beginning to Teach FMS

Paul's Story

Background

With obesity becoming a community problem, our single stream, metropolitan, primary school made 'promoting a healthy lifestyle' a school priority. The Parents and Friends' Association supported the school by providing extra equipment and parent support for physical education.

I was teaching Year Six when I was approached by the school to provide physical education for children in years 2 to 7. In my training I had done some physical education electives and so I agreed even though I am not early childhood trained and I was a bit nervous about teaching little children.

It was organized so the children had one 30 to 45 minute session each week with me, three 15-minute fitness sessions each week in multi-age groups with staff leaders, extra activity sessions with their classroom teachers and one 15-minute aerobics session with a parent.

Identifying Children's Strengths, Needs and Interests

In using the *FMS Teacher Resource*, I began focusing on the six to nine year old children in years 2 and 3. The children were interested in tee-ball.

I had been using a play stations model in my physical education lessons and in physical fitness. The children were used to helping set up equipment, so I thought I could build on the things I was already doing.

Choosing a Focus Skill and Identifying Learning Outcomes

I felt that the skills of catching, underhand throwing, overhand throwing and striking could support the children's interest in tee-ball. The focus learning outcome would be 'Skills for Physical Activity' from the Health and Physical Education learning area.

Assessing Children's Levels of Achievement of FMS

Using the *FMS Observation Records* in Tools 1 and the video *Making the Right Moves*, I learned more about the proficient forms of the skills.

In the first lesson, I demonstrated to the children the skill criteria for throwing and catching and we talked about what proficient throwing and catching looks like. This discussion helped the children when they were practising independently at the throwing and catching stations. I then worked with the children at one station using the skill criteria as teaching points. I had intended doing observations on the children's skills, but the station activities and the routine were new to the children and I needed to spend time reminding children of the activity at each station, encouraging the children to give the activity a go and demonstrating the skills.

I took some digital photographs of the children so I could record quite clearly what they were doing correctly. I could then plan what they needed to work on.

These observations helped me develop a learning program that would cater for children's individual needs.

Planning and Implementing Appropriate Learning Experiences

I created 3 play stations focusing on catching, underhand throwing and striking. I split the children into groups of ten children and assigned each group to work at one station. There were really too many children in each group as I noticed they spent too long standing around. I created a fourth station focusing on throwing for distance and that reduced the number of children in each group and the waiting time.

My instruction time was very brief so the children were able to move quickly into the activities. That increased the overall time the children were physically active too.

There were two or three children with additional needs in each class. I individualised their learning by spending a little more time with them and modifying the activities slightly. For example, in the underarm throwing station I introduced a few different sized balls. The children could then choose what size balls they needed. At the catching station the children threw balls to a rebound net. As they became more proficient they could move further back from the net.

I found it useful to have a general skill building activity at the beginning of each session. This whole class session enabled me to carefully and explicitly explain and model key criteria for each skill.

After about six weeks, I introduced a modified tee-ball game so students could use the skills they had been practising. Four games were played simultaneously so that everyone was active. The students hit the ball from the tee and then ran around a marker to get back before the ball arrived. One person batted and everyone else fielded. After the batter hit the ball and the ball was returned to the tee, everybody moved position. Once the games got started I was able to offer some one-on-one advice to the few students I had noted as having 'major' problems with their overhand throw. The game was very popular with the children and we played it again the next week.

On-Going Assessment of Children's Levels of Achievement

I used the *FMS Observation Records* to note my observations in physical education lessons and I also planned to use them during the fitness sessions and while I was on playground duty. I read the *FMS Descriptions* to make sure I understood each of the skills and the criteria and then made note of which students were not achieving all of the criteria. I completed observations on the skills using a global check for all of the children and then focusing on skill criteria for the few who seemed to be experiencing difficulties. For the two-handed strike, I found that some of the children who hit the ball quite well had the wrong grip and were not happy about changing it! However, it made a big difference to the outcome of their strike!

I found it really difficult to make observations during playground play and the fitness sessions. There were so many other things competing for my attention! Despite the narrowness of the settings for gathering information about the children's skills, I tried to make a judgement about the children's achievement of the learning outcome 'Skills for Physical Activity'. I realized how difficult it is to make an overall assessment when children were performing each skill at different levels.

Sharing the Information

... with the children

The *Observation Criteria* helped me to pin-point the difficulties children were having, and to give the children immediate feedback from the very first session.

I moved around each station to where I could focus on a few children and help fine-tune their skills. For example, standing in front of the children at the throwing station I could see that a few students were stepping forward with the wrong leg.

I could provide immediate constructive feedback to those children and demonstrate the proficient form.

... with other adults

The initial photographs of the children demonstrating their skills were useful in providing evidence for the children's portfolios. Under the image I structured spaces for the children to complete four sentences:

1. This term in physical education we ___
2. I learned to ___
3. I liked ____ best because ____
4. Next year I hope we can ____

Conclusion

I noticed a marked improvement in the skills being displayed during the games compared to when I first introduced the skills. All of the children improved in their self-confidence, understanding of the game and social interaction. Their self-management skills also improved and they were better able to participate in the activities.

I have been asked to take the year one children for physical education next year. The resource has given me more of an idea of what to teach, so it isn't as scary now. I have the confidence to say 'Yes, I can teach these children.' I plan to use the FMS Teacher Resource as I have used it this year. I will look at the needs of the children, choose appropriate skills and design a relevant and meaningful program to develop those skills.

CASE STORY 6

Ha, Ha, You Can't Jump Over Me! – Using Children's Strengths

Gordon's Story

Context

During the trial of the FMS Teacher Resource, I worked as the teacher of eight and nine year olds in a small Aboriginal Community School. Our children tend to be physically confident and so physical activity is used as an integral part of the learning program as a way for children to demonstrate what they know, understand and are able to do.

The children in the school were divided into four groups with children aged four to ten in each group. This maintained the family focus of the community. The children worked in their multi-age groups for daily fitness sessions and the teachers worked with different groups after collaboratively planning a range of learning experiences including step patterns, ball handling skills and tumbling.

I also took my own class for other physical activities.

Identifying Children's Interests, Strengths and Needs

My starting point in working with the *FMS Teacher Resource* was the *Curriculum Framework*. The theme for the term was 'The Olympics' which integrated the learning areas of Health and Physical Education, Science and English.

From the Health and Physical Education outcomes I identified 'Knowledge and Understandings' and focused on such questions as 'How do we know if we are healthy?' and 'What does health mean for an Olympic athlete?'. Linking to the English strand of 'Writing', I focused on biography and autobiography, including writing biographies of an Aboriginal artist, an Aboriginal athlete and the children themselves. I also chose the Health and Physical Education learning outcome 'Skills for Physical Activity' and developed an overview of the skills I needed to focus on during daily fitness, physical education, in game situations, and just for fun.

Developing the children's self-esteem and self-confidence were two of the major aims of our program. We wanted them to feel good about themselves, good about learning and good about school. The children had many role models in sports and held aspirations of being fine athletes. I quite often talked to the children about how you can't be a super star athlete if you can't read and write. I would say 'This is how the Dockers do it. This is what we need to learn.'

The kids loved competition, but didn't like losing. This was a good opportunity to discuss the children's attitudes and values in Health and Physical Education. I talked to the children about winning. I told them 'Winning is not a right. Winning happens because you work very hard, harder than other people, and have good skills. When someone wins, other people have to lose.' The children would come to me and say 'We're not losers just because we lost you know.'

At other times I reminded them 'You can't just give up, you know'. I tried to set a good example, an example of getting in there and having a go.

Choosing the Focus Skills

I chose two skills to focus on first, underhand throwing and jumping for distance, because after flicking through the *FMS Descriptions* I decided I was confident to teach them. I also included the skills of foot dribble, punt, overhand throw and forward roll. The *Learning, Teaching and Assessment* section provided all the guff, the proper terminology, I needed to put in my program.

Assessing the Children's Achievement of Underhand Throwing and Jumping for Distance

Using the *FMS Observation Record* for 'Jump for Distance' and 'Underhand Throw', I observed each of the children in my multi-age group as they undertook activities during the fitness session and recorded the skill criteria that they demonstrated. I was also able to observe some of the children during other sessions. I gave each child a dot if they could do it and nothing if they couldn't. Each time I observed criteria I kept adding dots. Overall I could see that some children consistently had the skills and some did not. In the throw, some had quite a good arm action but were still stepping forward on the incorrect leg. Some other children didn't show the same level of skills in a free play situation. Others didn't throw as well when they were asked to be accurate and throw to a partner.

Planning and Implementing Learning Experiences

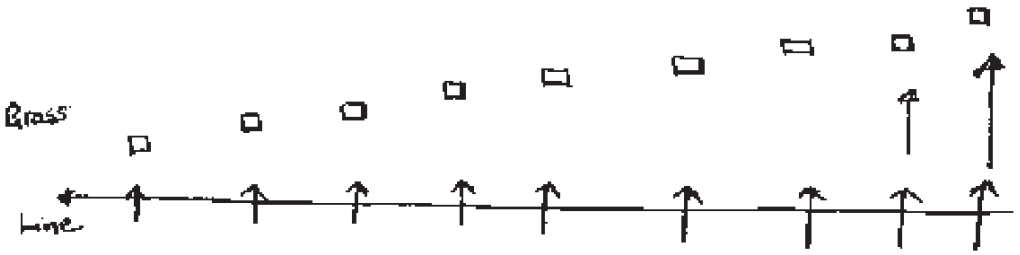
I talked with the children about jumping and throwing and asked them why people needed to jump and to throw and what made a 'good' thrower or jumper. The children observed that 'jumping gives you big strong legs' and 'a good thrower can throw hard and accurate.'

I liked the section in the Resource that told me why the skills were important. I think the kids need to know this and it's good to be able to use the language of the topic. In music we talk about rhythm and harmony. In the visual arts we teach children about line, texture and colour. Using the right language for fundamental movement skills made it more exciting for the kids. Why tell them half the information?

I skimmed through *Tools 3: Learning Experiences* section to identify some of the learning experiences I could use to develop the skills. I chose a play stations model and developed six stations. Two of these focused on underhand throwing skills. Other stations included kicking and dribbling, skipping, chest pass and underhand throw and roll. Children were invited to time their performances and keep score of their successes.

Within a short time, I found that my chosen skills were being demonstrated by almost all of the children. It meant that the kids needed extension activities, so I went back to the *Learning, Teaching and Assessment* section and looked more closely at the 'guff', particularly the FMS Sequence. I found that the two focus skills I had chosen were at the earlier end of the continuum.





I needed to make the jump more challenging. We began by talking about how far the children could jump and asking if they thought they could jump each other's height. Then we took digital images of each child with a challenging expression on their face ('Ha, ha, you can't jump over me!').

We measured each child's height and attached a string to the laminated photograph to represent their height. We set the faces out in height order and the children tried to see how many faces they could clear. When they could jump someone's height we took a photo of the child who had jumped with the child they had jumped over. It was great to talk about facial expressions and non-verbal communication, how certain faces are challenging and provoking you.

I also introduced some modified games. The structure of these games helped the children use the skills in other contexts and to learn game sense as well.

We played a version of 'Fly' where the children skipped, hopped and then jumped over a series of skipping ropes. I divided the group so that the older children were playing one game and the younger children another game. It allowed the older children to watch each other's technique and see how they were jumping a further distance.

Maximising participation was a large issue because there were many children with emotional, physical or social difficulties. I used many ways to keep every child motivated. For example, I structured games so that things were more even. I would have them all run as fast as they could away from me and then yell 'Stop!'. The children had to stop where they were and then run back again. That way the slower runners had a head start, but everyone was challenged to the level of their ability.

I found that the children were arguing a lot about playing Totem Tennis. No one wanted to play backhand because they saw that as the losing position. We taught them how to do a backhand shot and then they were happy to play backhand or forehand.

One of the children has Asperger's Syndrome and for him I broke each task down into achievable bits and provided him with a lot of encouragement. I had other children with learning difficulties and one with Cerebral Palsy and these children all needed different forms of support. For example, an assistant held the hands of the children with a physical disability as they jumped over the faces, so that they could still be included in the activity.

On-going Assessment of Children's Achievement of FMS

I stood between two of the stations so that I could observe the children's skills, teach criteria of the skill and provide feedback to the children on their proficiency in two areas. I found the Observation Records easy to use. It became obvious who could and who couldn't do a skill and I knew what skill criteria to focus on. I did find I needed to have children show me the skill 3 or 4 times before I could record accurately, but I became better with more practice!

Sharing Information

... with children

As the children performed each skill I noted the teaching points to the children. For example, with the jump: feet together, bend, swing, jump, together. I used the verbal cues in the Skill Descriptions to help me. I'm pretty good with accents, and that provides for a bit of fun. The children liked getting feedback in my Irish voice or my Mrs Doubtfire voice. Whenever I am speaking with the children I try to emphasise the positive – and I try to get them to be positive to each other as well.

... with families

Fitness and physical activity, as all other learning area topics, were documented through photographs, observations and reflections and combined in an electronic portfolio. I took pictures of the kids, loaded them onto the computer and set up text boxes under each photo so the kids could write about what they were doing.

Conclusion

I noticed a great improvement in the children's jumping, even though the children were already fairly proficient to start with.

Outside it was all action. I emphasised enjoyment through participation. I used lots of variety, lots of different strategies, lots of positive feedback and tried to recognise every child's physical skills and talents. It was great to be able to use something the children were already pretty good at as a way of teaching other important skills.

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Management Group

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Reference Group

Isabelle Adams	Education Department of WA, Aboriginal Education Directorate, Policy and Planning
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Gary Shaw	Education Department of WA
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Joanne Stewart Magee	Education Department of WA, Richmond Pre-primary
A/Prof Andrew Taggart	Edith Cowan University
Joanne Taggart	Curriculum Council of WA

Teacher Focus Group

Paul Birch	Glencoe Primary School
Coleen Dayman	Carnarvon Primary School
Elisebeth Francis	Phoenix Primary School
Lis Garic	Forest Crescent Primary School
Aaron Guppy	John Septimus Roe Anglican College
Linda Osborne	Melville Primary School
Sally Russell	Wirrabirra Pre-primary School
Michael Staples	Halls Head Primary School
Diana Thompson	Mullaloo Heights Pre-primary School
Alan Wiseman	Riverside Primary School

Critical Readers

Dr Anna Alderson	AAAJ Consulting Group
Gail Barrow	Education Department of WA
Rosemary Davis	Curriculum Support Directorate, NSW
Paul Doorn	Curriculum Support Directorate, NSW
Aileen Hawkes	Curriculum Council of WA
Dr Tony Okely	University of Wollongong
Dr Wendy Schiller	University of South Australia

Case Story Participants

Paul Cronin	Santa Clara Catholic Primary School
Jo Edinger, Fiona Wilkinson and Janet Wiren	St Hilda's Anglican School for Girls
Beth Milward	Kim Beazley School
Sally Russell	Wirrabirra Primary School
Gordon Smithson	Djidi Djidi Aboriginal School

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APPENDIX 1

Glossary

Activities
May involve a combination of teaching methods to practice a FMS. Activities have flexible rules.

Body management skills
Skills that involve controlling the balance of the body in stillness and in motion.

Coordination
Refers to the well-timed interactions of limbs and body that result in successful movement. Coordination is dependent on the combined cooperation of the neural and motor systems. It is sometimes referred to as "motor coordination". Poor coordination is manifest by inefficient movement that appears awkward. Poor coordination may arise from neuromotor dysfunction and/or lack of movement experience.

Developmental Coordination Disorder (DCD)
Performance of motor skills is substantially below that expected given the child's age and affects activities of daily living and/or academic performance. The inefficient movement is not due to a diagnosed medical or physical disorder (Polatajko, Fox, & Missiuna, 1995). *Note: the term "clumsy" is pejorative and should not be used to describe children with movement problems. Other acceptable terms synonymous with DCD are "motor impairment", "inefficient movement", "movement dysfunction" and "motor learning disability".*

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Forefoot
The front part of the foot, often called the ball of the foot.

Games
Involve set rules, opponents or teams, and are played in an open setting, therefore strategies are required.

Gross motor skills
Refers to those movements involving control and coordination of the large muscles of the body, generally in conjunction with the smaller muscles of the feet and sometimes the hands.

Kinaesthesis
Refers to all the information about the position and movement of the body parts received from the sensory receptors of the body.

Locomotor skills
Skills used to transport the body in any direction from one point to another. Examples include run, jump, hop, skip and many aquatic skills.

Neuromotor system
This complex system is responsible for coordination of information between the muscles and the brain. This system is fine-tuned through physical activity.

Object control skills
Skills that involve the handling of balls or other objects with the hand, the foot or implements, such as bats and racquets.

Play
Experiences that are relevant and purposeful in which children have choice and social support.

Proficient
A movement is proficient if it looks smooth, well coordinated and rhythmical. All the criteria for the skill are present.

Proprioceptors
These sensory receptors are located in the muscles, tendons and joints. The proprioceptors provide information about the position and movement of the body.

Qualitative measures
These focus on the quality of movement; how the skill is performed. Examples include the way the arms move or whether the knees bend on landing.

Quantitative measures
These focus on the outcome or product of a movement. Examples include the distance jumped or the time taken to run 50 metres.

Screening test

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"includes a minimal number of items and is used to identify children at risk or in need of remediation. The items should well represent the measurement domain, but the test must allow for quick and easy administration so that it can be used with large numbers of children" as a basis for further referral. (Wade & Davis, 1982, p.59).

Vestibular receptors

These sensory receptors in the inner ear respond to changes in head position and are very important for maintaining dynamic balance, postural control and bodily orientation.

Visual motor domain

Refers to the integration of visual and motor information so that it can be translated into movement.

APPENDIX 2

Games and Activities Referred to in the FMS Teacher Resource

B

Beat the ball
Set up a tee-ball diamond. One team fields, the other bats. The players on the batting team take turns to bat the ball then run around the diamond and back home. The fielding team must all line up behind the person who retrieves the ball before the runner runs back to home base.
Variations:
- Players can kick or throw the ball
- Players must run around their own team.
- Fielding team must line up and pass the ball through their legs to the last player.

Bunny hops
Squat down and place hands shoulder width on ground. Kick both feet in the air. When feet touch the ground, move hands forward a little bit and repeat.

C

Captain ball
Otherwise known as leader ball.
Approximately seven children line up behind each other spaced about 1 metre apart. The Captain stands in front about 2 metres from the first child holding a softball. The Captain throws the ball to the first child who places it on the ground then runs around the Captain and the last player and back to their position. They return the ball to the Captain then sit down. The Captain then throws the ball to the second child and the action is repeated. Continue until all children have had a turn.

D

Do this, don't do that
The leader performs an action and gives the instruction "do this" or "do that". When the leader says *do this* the other players must copy the actions. When the leader says *do that* the players don't copy the action.

Donkey kicks
Similar to bunny hops except the feet kick higher into the air.

E

Elastics
The playground game that involves a long loop of elastic stretched between the ankles of 2 children. A third child attempts numerous jumping tasks on and between the elastic.

F

Flag relay
Many variations exist. Usually, a number of flags or bean bags are placed in a bucket about 5 metres from the starting line. In teams the children take it in turns to run and retrieve a beanbag or flag and place it in another bucket or hoop. The aim is to be the first team to retrieve all objects.

Fly
Play with about 10 sticks or poles. Lay them parallel to each other and 50 centimetres apart. Children must leap over each stick without touching one until they reach the end. The first player then removes one stick. Repeat, gradually removing sticks and attempting to leap over each stick to the end. If unsuccessful, the player must withdraw from the game. Continue until the task is impossible. The aim is to be the last player. To replace the elimination process, simply score points for the number of successful leaps.

Follow the leader
Everybody forms a line behind then leader. The leader moves around the play area using different movements (for example run, hop, jump, skip) and directions (spirals, zig-zags, under and over).

Fox and hen

Players form groups of 4. Three line up and hold on tightly to the person in front. The fourth player is the 'fox'. Their task is to try and tag the player on the end of the line- the 'hen'. The line's task is to try and keep the 'hen' away from the fox (without letting go). When the fox is successful, the players rotate positions. This game is similar to triangle tag, where the 3 players join hands to form a triangle. The fourth player must try and tag one of the players in the triangle.

Freeze, melt

Similar to Statues. It can be played without music and just the verbal commands *Freeze* and *Melt*.

French cricket

Otherwise called *Tip and Run*. Form a batting and a fielding team. The batter stands in front of a cricket wicket with an appropriately sized bat. One member of the fielding team pitches a small ball to the batter. If the ball is hit, the batter must run and touch another wicket about 3-4 metres to the side of the playing area. The fielding team must retrieve the ball, return it to the bowler who tries to throw the ball to hit the wicket before the batter returns.

H

Here, there, where

The leader stands in the middle of the designated play area and calls out one of the following instructions:
Here - players run towards the leader
There – players run to another designated spot, for example, a wall or a line
Where – players run in a circle around the leader.

Hopscotch

Hopscotch can take many forms. Markings can be made on the playground or you can use hoops in a variety of combinations.

K

Keepy-off

Children in 2 teams. The number per team and the playing area can vary. Children pass a large playground ball to their team members, the other team tries to intercept the ball. Can score in the game by specifying that 5 passes in row scores a point and the ball goes to the other team.

L

Letter grids

Grids can be developed using letters, numbers, pictures, colours.... and can be adhered to the wall or secured on the ground. They can be used for targets or mats to move across.

a	d	l	s
m	e	h	p
n	c	i	f
o	g	b	u

M

Martian

Everyone, except one (or two) child (the Martian), stands on one end line of a defined area. The Martian stands in the centre of the area. On a signal, the children on the line ask *Martian, Martian, can you show us where the stars shine?* At this the child in the middle decides on a colour or personal trait and says *only if you are wearing (red, green, white shoes, blue jeans...).* Those children then move (using nominated locomotor pattern) safely to the other side of the playing area and line up again. The children who do not have the nominated colour then try to get to the other side without being tagged. If tagged, the child becomes an alien and stands in a hoop in the playing area. They are then allowed to try and tag other children (with one foot always in the hoop) as they move to other side.

Memory mats

The same as number or letter grids.

N

Newcombe
A modified game of volleyball. The ball may bounce once before being caught then passed back over the net.

North, south, east, west
Teacher stands in the middle of the playing area. Children move (run, jump, hop, skip, gallop) in the direction given. Begin by pointing in the correct direction as well as giving the verbal instruction.

Number grid
Grids can be developed using letters, numbers, pictures, colours.... and can be adhered to the wall or secured on the ground. They can be used for targets or mats to move across. By including a start and finish square, children can be challenged to move from the start to the finish in a given total.

1	4	3	9
7	6	0	4
9	2	5	2
6	8	1	3

P

Passball
Players line up in zigzag formation 2-3 metres apart. Start with a large playground ball with the end player. Using a chest pass, pass the ball in a zig-zag pattern up and down the lines.

R

Red rover
All players line up behind a line. The goal is to get to another line approximately 5 metres away without being tagged. 'Red Rover' stands in the playing area and says Red *Rover all over says hop over* (or skip, gallop, run, jump....). Children and Red Rover must use the correct skill to reach the other side. If tagged by Red Rover they join him or her. Keep playing until all children have been tagged.

Rock, paper, scissors
Two or more children stand facing each other, they make a fist with one hand and put it into the centre. All players count 1, 2, 3. On 3 each child makes their hand into rock (closed fist), paper (open palm, all fingers extended) or scissors (open palm with index finger and middle finger extended and apart). Children perform the appropriate actions to each other's hands. Rock sharpens the scissors, paper wraps the rock, scissors cut the paper.

Run and touch
The leader gives a command to the players to run (or gallop, hop, skip....) and touch something. For example, *run and touch 2 walls, a fence and a line*. It can be made more challenging by adding body parts. For example, *run and touch your elbow to a wall, your knee to a tree or your ear to the ground*.

S

Scarecrow
All players stand inside a playing area. One person is chosen to be the 'crow'. The 'crow' must try and tag all the players. Once tagged, a player must stand like a scarecrow, with legs wide apart and arms stretched out to the side. The scarecrow must remain like that until another player crawls through their legs. They are then free to run around again. The game can be made more challenging by choosing more 'crows', or playing in a smaller area. This game is also called *Stuck in the Mud*.

Statues
Also called *Freeze*. Play some music with a fast beat. The children move around the play area. When the music stops they must freeze until it starts again.
Variation: Specify the movement, for example, hop, jump, run backwards.

Simon says

The leader, or Simon, gives instruction on different movements. If Simon prefaces the direction with 'Simon Says' the players do the action (for example *Simon Says put your hands on your head*). If Simon does not preface the direction with Simon says (for example *jump up and down*), the players do not copy the action. Take it in turns at being Simon and include lots of vigorous activities.

V

V jump

Spread a piece of long rope in a V shape on the ground. Children may leap or jump over the rope wherever they choose. The challenge is to successfully jump across the widest part of the V.

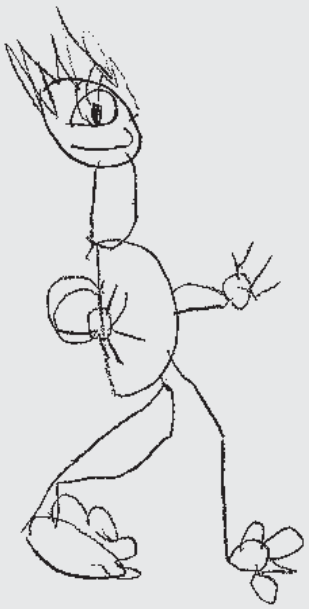
APPENDIX 3

Other Resources

Bibliography

- Assessment
- Movement Difficulties
- General
- Teaching Resources
- Internet Sites
- Children's Picture Books that Involve Movement
- Additional Sources of Information

FMS Referenced to resources



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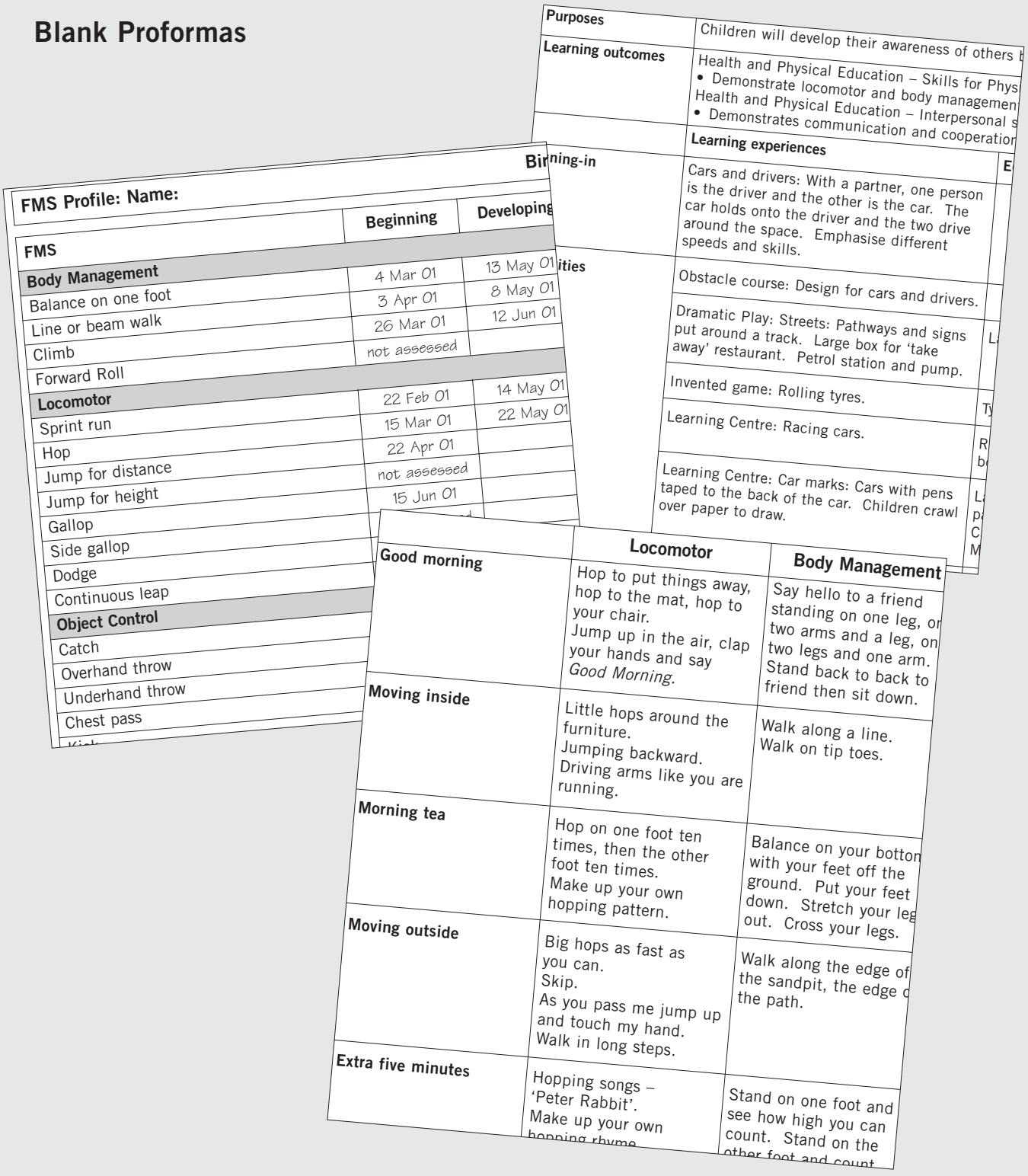
Skill	Sport It	Sport Start	PEP Fitness	Ready to Use K - 2	Aussie Gym Fun	Kindergym Crew	Gym Buddies	Developmental PE for Today's Children	Phys Ed 'n' Kids
Body Management									
Balance	35	10, 11, 18 19, 34	56, 57 77-109	Sections 1, 2 3, 5, 6, 8	103-113	38-41 141-144		260-265, 273-276, 366-377	95, 98, 99, 102
Stop		18, 19	105	2, 5, 10, 46 53, 63, 9, 210				310-311	29, 93
Land		18, 19	79, 84, 89, 92, 98	119, 126-137, 146, 152, 210	114-127	24-25			95-99
Hang/swing		16	88, 93, 96	140-147	106-113, 144-146	42-49			8, 9, 21-24
Rotation/rolls		16, 25-27	92, 93	34, 35, 43, 44, 64-69, 74, 90, 113-125, 130, 278	133-143	10-15		265-267, 270 271, 276, 356-360	95-97, 100
Climb		12, 13, 16, 18, 19	88, 92, 96, 107-109	27, 44, 140-147		34-35			21-24
Locomotor									
Crawl		16, 18, 19, 27, 33	82, 83	36, 52, 59, 66, 72, 74, 90, 107		18-19			8, 9
Walk		11, 26-33	49, 54-62, 87, 95	Sections 1, 2, 3, 4, 6, 8	100-102	20-21		310, 311	87
Run	21, 22	26-33, 61	19, 49, 77, 80, 87, 89, 100	Sections 1 – 8	100-102		22-23	279-282, 293, 294, 309-313	8, 9, 13, 14, 27-39, 43, 44, 93
Dodge		29		Sections 1, 5, 6, 7				267-276, 310	27-33, 93
Jump	23-25, 28, 29	26-33	22, 30, 49, 53, 57, 61, 77-100, 111	Sections 1 – 8	114-132	24-25		283, 288, 297-302 309-313, 360-364	9, 13, 14, 27, 45-48, 86
Hop	26, 27	26-33	26, 50, 58, 77, 87-89, 95, 111	Sections 1 – 6	114-132		26-27	288, 289, 303, 304, 310-313	27
Leap	32, 33	26-33	52, 77, 80, 87, 98, 111	Sections 1 – 7	114-132			279, 282, 283, 295, 296, 309, 312	23

Skill	Sport It	Sport Start	PEP Fitness	Ready to Use K - 2	Aussie Gym Fun	Kindergym Crew	Gym Buddies	Developmental PE for Today's Children	Phys Ed 'n' Kids
Skip	30, 31	31	33, 49-51, 55-61, 77, 87-89, 111	Sections 1 – 8	114-132	30-31		291, 292, 305-313	27, 69-77, 81
Side gallop		32	49, 53, 61-62, 83, 87	Sections 2, 3, 4, 7, 8	114-132	28-29		289-291, 307-313	64-73, 78, 81, 88
Aquatics									53-60
Object Control									
Roll	64, 65	45-47	23, 80, 85-87, 92-94, 99	153, 177-181, 208, 255, 256, 275, 276	149-150	56, 57, 156	9, 17, 25 wall charts	324-327, 341-342 347-353	41, 140, 147
Bounce	41-52	35, 52, 53, 58, 59	19-23, 26-31, 85 90	32, 189-191, 253	147-157	60-61	9, 17, 25 wall charts	324, 325	126-129, 140 147
Track/trap	82-103	42-60	20 94, 99	160-208, 236-248		54-55	9, 17, 25 wall charts	320-324, 331, 338, 347-353	40-44, 105-132
Underhand throw	62-67		20, 23, 34, 92, 94, 99	Sections 1, 6, 7, 8	147-157	58-59	9, 17, 25 wall charts	275, 317, 319, 331, 332, 347-353	140, 147
Overhand throw	68-70, 73-78	48	20, 27, 31						33, 41, 140
Catch	82-103	35-37, 50-52, 57, 58	20, 34, 87, 92, 94, 99	Sections 6, 7	147-157	62-63	9, 17, 25 wall charts	275, 318, 320, 333, 334, 347-353	40
Hand Dribble	41-44, 47-48, 51-52	58	26, 27, 33, 34						126-127
Foot Dribble	45-46, 49-58	60	33	192-198, 236-246				44, 339, 340	13, 42, 124-125
Soccer kick	104-122	39, 40, 56, 57	21, 25, 29, 35	23, 192-198, 202, 203, 208, 277		64-65		320-322, 335, 336, 347-353	118-121, 124 125
Punt	111-114		32	204-208, 236-243, 244-248				327-330, 343-353	118-121
Strike	123-144	37, 38, 53-55	21, 24, 28, 32, 35			66-67			114-117, 122, 123

APPENDIX 4

Blank Proformas



Purposes	Children will develop their awareness of others
Learning outcomes	Health and Physical Education – Skills for Phys • Demonstrate locomotor and body managemen Health and Physical Education – Interpersonal s • Demonstrates communication and cooperatio
	Learning experiences
ning-in	Cars and drivers: With a partner, one person is the driver and the other is the car. The car holds onto the driver and the two drive around the space. Emphasise different speeds and skills.
ities	Obstacle course: Design for cars and drivers.
	Dramatic Play: Streets: Pathways and signs put around a track. Large box for 'take away' restaurant. Petrol station and pump.
	Invented game: Rolling tyres.
	Learning Centre: Racing cars.
	Learning Centre: Car marks: Cars with pens taped to the back of the car. Children crawl over paper to draw.

FMS Profile: Name:		Bir
FMS	**Beginning**	**Developing**
Body Management		
Balance on one foot	4 Mar 01	13 May 01
Line or beam walk	3 Apr 01	8 May 01
Climb	26 Mar 01	12 Jun 01
Forward Roll	not assessed	
Locomotor		
Sprint run	22 Feb 01	14 May 01
Hop	15 Mar 01	22 May 01
Jump for distance	22 Apr 01	
Jump for height	not assessed	
Gallop	15 Jun 01	
Side gallop		
Dodge		
Continuous leap		
Object Control		
Catch		
Overhand throw		
Underhand throw		
Chest pass		

	Locomotor	**Body Management**
Good morning	Hop to put things away, hop to the mat, hop to your chair. Jump up in the air, clap your hands and say *Good Morning.*	Say hello to a friend standing on one leg, or two arms and a leg, on two legs and one arm. Stand back to back to friend then sit down.
Moving inside	Little hops around the furniture. Jumping backward. Driving arms like you are running.	Walk along a line. Walk on tip toes.
Morning tea	Hop on one foot ten times, then the other foot ten times. Make up your own hopping pattern.	Balance on your botton with your feet off the ground. Put your feet down. Stretch your leg out. Cross your legs.
Moving outside	Big hops as fast as you can. Skip. As you pass me jump up and touch my hand. Walk in long steps.	Walk along the edge of the sandpit, the edge o the path.
Extra five minutes	Hopping songs – 'Peter Rabbit'. Make up your own	Stand on one foot and see how high you can count. Stand on the

Unit Plan 1

Focus Skill/Topic/Interest:	Time Period:

Tuning-in	Experience:	Outcomes	Experience:	Closing Activities	Assessment Strategies
	Experience:		Experience:		
	Experience:		Experience:		
	Experience:		Experience:		

Unit Plan 2

Focus:	Identified learning outcomes:	Assessment strategies:

Child structured experiences		Teacher structured experiences

Unit Plan 3

<table>
<tr><td colspan="2">Focus:</td><td>Learning Outcomes:</td></tr>
<tr><td colspan="2">Learning Experiences</td><td>Week</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td>1.</td></tr>
<tr><td>2.</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td>3.</td></tr>
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<tr><td rowspan="2"></td><td rowspan="2"></td><td>5.</td></tr>
<tr><td>6.</td></tr>
<tr><td></td><td></td><td>Comments:</td></tr>
</table>

Unit Plan 4

Purpose:		
Learning Outcomes:		
Learning Experiences	**Equipment**	**Emphases**
Tuning-in:		
Activities:		
Performance Task:		
Closing:		

Activity Session Plan

Purpose:	
Learning Outcomes:	
Learning Experiences	**Equipment**
Tuning-in:	
Activities:	
Performance Task:	
Closing:	

Transitions Plan

	Locomotor	Body Management	Object Control
Good morning			
Moving inside			
Morning tea			
Moving outside			
Extra five minutes			
Goodbye			
Other			

Learning Centres Plan

Focus: Tuning-in:	Learning Outcomes:

Indoor/outdoor centres	Outdoor centres
Closing:	

Play Stations Plan 1

Focus:	Learning Outcomes:
Tuning-in:	
Instruction:	

Station	Task	Equipment/materials

Assessment rubric				
	Beginning	Developing	Consolidating	Generalising

Closing:

Play Stations Plan 2

Beginning	**Skill development activities (initial focus criterion)**	**Skill development activities (initial focus criterion)**
Developing	**Skill development activities (fine tuning components)**	**Application activities (involving a challenge)**
Consolidating	**Challenge**	**Application (with variations)**

Variety Plan

Skill:

Throughout the Day

Play

Learning Centres or Play Stations

Skill Practices

Games

Dances

Problem Solving

Songs, Poems, Rhymes, Raps

Auditing the Planning

Learning Experiences	Learning Outcomes	Learning Experiences	Learning Outcomes

Learning Story

Outcome demonstrated	Skill criteria	LEARNING STORY	Implications for planning
		Name of Child: Name of Observer:	
		Date:	
		Background:	
		Story:	

Interpreting the information 1

CLASS PROFILE	FMS:

Name	Level B,D, C or G	Group						Learning experiences
		1	2	3	4	5	6	

Interpreting the information 2

CLASS PROFILE	FMS:

Name	Skill criteria	Group						
		1	2	3	4	5	6	Learning experiences

Interpreting the information 3

CLASS PROFILE		
Name	**Comments**	**Learning Experiences**

Individual Profile for School Records

FMS PROFILE: Name:	Birthday:

FMS	Beginning	Developing	Consolidating	Generalising
Body Management				
Balance on one foot				
Line or beam walk				
Climb				
Forward roll				
Locomotor				
Sprint run				
Hop				
Jump for distance				
Jump for height				
Skip				
Gallop				
Side gallop				
Dodge				
Continuous leap				
Object Contol				
Catch				
Overhand throw				
Underhand throw				
Chest pass				
Kick				
Punt				
Two-handed strike				
Hand dribble				
Foot dribble				

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