Department of Education

Book 2

Fundamental Movement Skills

The Tools for Learning, Teaching and Assessment

Preparing Children For An Active And Healthy Lifestyle

Fundamental Movement Skills

FIRST022 | Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment

Fundamental movement skills: Book 2 - The tools for 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.

ABOUT THE FUNDAMENTAL MOVEMENT SKILLS TEACHER RESOURCE

This Resource supports 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 Resource comprises: Book 1: *Learning, Teaching and Assessment*, Book 2: *The Tools for Learning, Teaching and Assessment*

The linking icon
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.

Book 1: Learning, Teaching and Assessment

In the 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.

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.

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TOOLS 1: FMS DESCRIPTIONS

Overview

The FMS Skill Descriptions enable you to gather information about a child's achievement of a particular skill and decide what further opportunities the child may need.

The sections for each skill include:

- **About the skill**
  This section describes the skill and in which activities, games and sports the skill is required.

- **FMS Observation Record**
  This record sheet provides a means of recording your skill observations for a child, group or class. As you become more familiar with the skill you may use the skill criteria as teaching points.

- **The importance of each skill criteria**
  These tables provide detailed background information about why it is important to observe, and teach, each skill criteria.

- **Successful teaching strategies**
  This section lists teaching strategies that are helpful for children at the beginning, developing and consolidating level of skill achievement.

- **Intervene if you see....**
  This section lists some actions that are cause for concern and require teacher and adult intervention.

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BALANCE ON ONE FOOT

About the skill

Balance is fundamental to everything we do, whether moving or maintaining a stationary position. Static balance involves a stable centre of gravity that remains within the base of support; for example standing in one place or performing a headstand. The degree of stability maintained by a child affects the performance of many locomotor skills such as jump, hop, and skip, and ball skills such as the catch and two handed strike, and is particularly important when accuracy is required (for example, the underarm throw or punt). Being able to maintain stability is also important in everyday activities such as reaching to get something out of a tree, or simply getting dressed. Standing on one foot is an example of static balance.

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	Skill Criteria	Why Are They Important?
1	**Support leg still, foot flat on ground**	Indicates competence. If the child starts to move their support foot (shuffling or hopping), loss of balance may be imminent.
2	**Non-support leg bent, not touching support leg**	Indicates confidence in ability to balance.
3	**Can balance on either leg**	This criterion checks for symmetrical development. Some children are able to balance on one leg only.
4	**Eyes focused forward**	Children under the age of 7 are very dependent on vision to help them balance. As the proprioceptor (muscle, tendon and joint receptors) and vestibular (inner ear receptors) systems mature, vision becomes less important and children can balance more successfully with their eyes shut.
5	**Head and trunk stable and upright**	A stable head and trunk assists balance.
6	**Arms still, may be extended for extra balance**	The arms may be held out to the side to counter-balance any body or foot movement. Excessive movements may cause loss of balance.

Verbal Cues

- Aeroplane wings
- Focus your eyes

BALANCE ON ONE FOOT

	Global Check	Legs					Head and Trunk				Arms		Formal or informal observational setting			Level
Names	✓ or •	1. Support leg still, foot flat on ground		**2. Non support leg bent, not touching support 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**				

Observation position In front

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

Successful Teaching Strategies

Beginning	• Explain the importance of focusing the eyes on a feature. You could draw or hang a picture for the child to look at. • Provide support by holding the child's arms out to the side. Gradually reduce your support to one arm, then none... • Suggest the child holds onto the back of a chair or a table top with both hands, then one hand, then.....let go! • Challenge the child to balance on different body parts, for example one foot and one hand, two hands and one knee. • Challenge the child to balance on their tip toes. • Develop a circus theme. Many acts involve balance - clowns, acrobats, tightrope walkers.
Developing	• Hold up numbers, letters, colours, or pictures for the child to identify and name while they are balancing. • Encourage the child to balance on either foot. • Play games that require balance such as Statues, Simon Says.
Consolidating	Challenge the child to • Balance on one leg with eyes closed, hands on hips or arms folded across the chest. • Balance on one leg with a bean bag on the head, the back of the hands, or on one shoulder. • Balance in different ways with a partner, or a small group.

Intervene if you see..

- Arms waving erratically.
- Tucking non-support foot onto or behind support leg.
- Lifting the non-support leg too high.

LINE OR BEAM WALK

About the skill

Maintaining control and balance while moving is known as dynamic balance, and is important to move through space efficiently. Dynamic balance is required for most locomotor skills such as running, hopping, jumping and dodging and is very important in most game situations. Every day activities such as walking up and down stairs, or riding a bicycle, a skateboard, or a surfboard require dynamic balance.

A person's dynamic balance is easily observed when they walk along a line or narrow beam.

	Skill Criteria	Why Are They Important?
1	**Uses a stepping action i.e., alternates feet**	Maintains forward momentum.
2	**Walks fluidly without pauses**	Indicates confidence.
3	**Keeps both feet on the beam or line with toes facing the front**	Indicates good balance. A child with poor balance will need to increase their base of support by turning out the feet.
4	**Head and trunk stable and facing the front**	To maintain stability, it is important to keep the head and trunk stable and not sway excessively from side to side.
5	**Uses arms when necessary to maintain balance**	A proficient balancer understands the role arms play to maintain balance. Arms can counterbalance any body sway.

Verbal Cues

- Aeroplane wings
- Focus your eyes

LINE OR BEAM WALK

	Global Check	Legs			Head and Trunk	Arms	Formal or informal observational setting			Level
Names	✓ or •	1. Uses stepping action	2. Walks fluidly without pauses	3. Keeps both feet on the beam/line. Toes pointed forward	**4. Head and trunk stable and facing the front**	**5. Uses arms when necessary to maintain balance**				

Observation position To either side

Instruction Walk along the line slowly and carefully. Keep your feet on the line.

Successful Teaching Strategies

Beginning	• Hold the child's arms out to the side and walk in front of them or behind them. • Start by walking along a wide line, gradually make the line narrower. • Develop a circus theme. • Practise balance while moving between learning centres or play stations. You could ask the child to walk along the edges of the sandpit.
Developing	• Encourage the child to walk along a wide beam that has been raised off the ground. • Play 'Follow the Leader'. • Challenge the child to walk around a hoop or along a rope.
Consolidating	Challenge the child to • Walk along a line or narrow beam – on tip toes – heel-toe – with hands on hips – backward – with a bean bag on the head – holding a broomstick with weights on each end (little buckets containing a bean bag) – bend and pick up a bean bag or similar object – step over an object or small barrier. • Walk on can stilts. • Walk on stilts.

Intervene if you see..

- Arms waving erratically.
- A shuffle rather than stepping action.
- Hesitant steps and rocking from front to back feet.
- Turning to face the side and sidestepping.

CLIMB

About the skill

Young children love to climb. It is important that children become competent climbers so they are able to safely negotiate the many different situations inquisitive children discover. They need to be able to climb up and to climb down. Climbing develops upper body strength.

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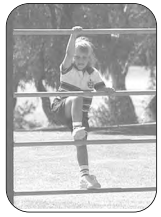
	Skill Criteria	Why Are They Important?
1	**Feet step onto alternate rungs**	Indicates confidence and facilitates a more fluid action.
2	**Able to climb up and down**	Important for safety and versatility.
3	**Climbs fluidly without pauses**	Indicates confidence and competence.
4	**Alternate hand action to match feet**	Maintains balance and stability.
5	**Strong hand grip**	Important for safety.

Verbal Cues ▸ one at a time

CLIMB



	Global Check	Legs			Arms		Formal or informal observational setting			Level
Names	✓ or •	1. Feet step onto alternate rungs	2. Able to climb up and down	3. Climbs fluidly without pauses	**4. Alternate hand action to match feet**	5. Strong hand grip				

Observation position From behind

Instruction Climb up to the top, then climb back down again

Successful Teaching Strategies

Beginning	• Teach the child to take one step at a time. • Practise walking along the ground using an alternate foot and hand pattern i.e., a bear walk. • Place a ladder on the ground for the child to climb along. Alternatively, a ladder pattern could be drawn on the ground with chalk. • Consider safety at all times. • Instruct the child to climb no higher than their height.
Developing	Ask the child to • Climb up and swing from a monkey bar. • Climb up and over an A-frame.
Consolidating	• Role play a firefighter rescue. Children can climb up a ladder and ring a bell. • Provide taller ladders or ladders with removable or adjustable rungs.

Intervene if you see..

- Taking one step at a time, by placing both feet on same rung.
- Hesitant movements.

FORWARD ROLL

About the skill

Rolling involves transferring weight to adjacent body parts around a central axis. Many young children love the sensation of rolling as it stimulates the vestibular system. Learning to roll is important to prevent injury when falling or overbalancing. Rolls in all directions; forward, backward and sideways, are important skills in gymnastics, diving, trampolining and some dances.

	Skill Criteria	Why Are They Important?
1	**Squatting position with knees between arms**	Ensures the roll is symmetrical, and the child doesn't roll over to one side.
2	**Chin tucked onto chest**	Ensures the body weight is taken by the back of the neck and shoulders and not the top of the head.
3	**Hands on ground, shoulder width support**	A broad base of support is important for stability.
4	**Both legs extend equally to push off the ground**	Forward momentum is generated equally by both feet, so that the child rolls forward and not to one side.
5	**Roll onto back of head and shoulders**	A safety issue. It is important that the top of the head and the neck does not take the body weight.
6	**Remain in flexed position to land on feet**	In this position, the child will continue rolling forward onto their feet.

Teaching Notes

Safety is important when practising this skill.

- Ensure you are supporting the child's neck when they are first learning the forward roll.
- Practise in a designated area only, preferably on a soft surface such as a mat.
- Work with one child at a time.

Verbal Cues

- Make a round back
- Make a ball
- Tuck the chin in
- Bottoms up

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FORWARD ROLL





	Global Check	Preparation			Propulsion		Completion	Formal or informal observational setting			Level
		Head and trunk		Arms	Legs	Head and trunk	Head and trunk				
Names	✓ or •	1. Squatting postion with knees between arms	**2. Chin tucked onto chest**	3. Hands on ground, shoulder width apart	4. Both legs extend equally to push off	**5. Roll onto back of head and shoulders**	6. Remain in flexed position to land on feet				

Observation position To the side

Instruction Roll forward. Make sure you roll onto your shoulders.

Successful Teaching Strategies

Beginning	• Demonstrate how to rock backward and forward while sitting in a tucked position. • Practise bunny hops and donkey kicks (see Appendix 2). • Start with the hands flat on the mat and fingers spread to increase the base of support. • Say the cues out loud. • Tell the child to imagine there is paint on the top of their head – Say 'Try not to get the paint on the floor/mat/ground'.
Developing	• Encourage the child to start from a standing position.
Consolidating	Challenge the child to • Roll then stand up. • Run and roll.

Intervene if you see..

- Rolling to one side - not keeping both hands on the mat to push off evenly.
- Body collapsing to either side.
- Rolling onto the top of the head.

SPRINT RUN

About the skill

Running is an extension of walking, except there is a flight phase when neither foot is on the ground. The sprint run is important in many games (chasey, hidey), sports (athletics, basketball, football, netball, rugby), and everyday activities such as sprinting to catch a bus or a butterfly, taking the dog for a run, or chasing a rolling hoop or tyre.

	Skill Criteria	Why Are They Important?
1	**Feet land along a narrow path**	A narrow path maximises foot leverage and thrust and therefore speed. It also indicates good balance.
2	**Foot close to buttocks and a high knee lift.**	A high knee lift with the foot close to the buttocks enables a greater stride length. Further, a bent knee shortens the length of the leg and therefore increases the speed with which the leg can be thrust forward.
3	**Head and trunk stable**	It is important to eliminate lateral movements so that body parts work mainly in the forward and backward plane. Erratic movements make staying on course difficult.
4	**Eyes focused forward**	This action helps to eliminate lateral movements and therefore improves efficiency.
5	**Elbows bent at 90 degrees**	This angle shortens the length of the arm and therefore increases the speed of movement through the shoulder.
6	**Arms drive vigorously forward and backward**	The key word is DRIVE as the arms must actively assist the action. A greater thrust creates a greater momentum. The arms need to move in the forward and backward plane which is the direction of travel.

Teaching Notes

- Proficient runners run on their forefeet or heel–toe.
- A forward body lean maintains the forward momentum and allows feet to push against the running surface.
- Hands should be relaxed or closed loosely in a fist.
- Ensure the runners sprint ("run as fast as they can") rather than jog. The skill criteria for a jog are slightly different.

Verbal Cues

- Head up
- Pump the arms
- Keep looking at the..... (tree/post/me)
- Run along a line
- Lift your knees
- Big steps

SPRINT RUN



	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**				

Observation position To either side for legs. Front or back for placement of feet.

Instruction Run as fast as you can

Successful Teaching Strategies

Beginning	• Encourage high knee lifts by running on the spot and slapping the hands with the knees. The hands and arms are held at waist height and parallel to the ground. • Practise the arm action by walking or running on the spot and pumping the arms. Use imagery for the arms with words such as "like a train". • Emphasise the high knee lift using marching songs or pretending to run up stairs.
Developing	• To increase stride length, place target markers such as cones or sticks the required distance apart. • Show the runner how to slow down after running fast by leaning backward.
Consolidating	• Challenge the child to – Show you funny running. How many different ways can you run? Can you run with stiff legs? Can you run without moving your arms? Can you run like an emu? Can you run then hop, skip and jump? – Run and change speed or direction. – Run up and down inclines of varying steepness. – Run a further distance or for a longer time. • Show the child how to place a sheet of newspaper on their chest then run. Why does it stay there when you let go?

Intervene if you see..

- Head moving from side to side or up and down.
- Excessive trunk rotation.
- A wide gait which may indicate a balance problem.
- Arms swinging erratically or across the body rather than forwards and backwards.
- A low knee lift resulting in a short stride.

HOP

About the skill

The hop is a continuous, asymmetric skill and involves taking off and landing on the same foot. Greater leg strength and dynamic balance is required for hopping than jumping as only one foot is used to lift the body and a smaller base of support is involved. It is an important skill to master for safe body management, for example when you are pushed off balance or 'lose your footing'. The basketball lay up, the many forms of hopscotch, triple jump, the balestra in fencing and many dances, all require hopping.

	Skill Criteria	Why Are They Important?
1	**Support leg bends on landing then straightens to push off**	Flexing at the ankle, knee and hip absorbs force on landing, and also allows the leg muscles to extend more forcefully on push-off.
2	**Takes off and lands on forefoot**	This is important for landing softly, and for increasing flexion and extension at the ankle and thereby the forward and upward thrust.
3	**Swing leg moves in rhythm with support leg**	The movement of the swing leg assists the hopping action and maintenance of balance.
4	**Able to hop on both right and left legs**	To ensure versatility, children should learn to hop on both legs.
5	**Head and trunk stable with eyes focused forward**	Important for stability and therefore the efficiency of the movement.
6	**Arms bent and move to assist leg action**	The movement of the arms helps to balance and lift the body. The arm opposite the swing leg usually works harder.

Verbal Cues

- Soft or quiet landings
- Pump your swing leg
- Swing and spring

HOP

	Global Check	Legs							Head and Trunk		Arms		Formal or informal observational setting			Level
Names	✓ or •	1. Support leg bends on landing then straightens to push off		2. Takes off and lands on forefoot		3. Swing leg moves in rhythm with support leg		4. Able to hop on both right and left legs	5. Head and trunk stable with eyes focused forward		6. Arms bent and move to assist leg action					
		R	L	R	L	R	L		R	L	R	L				

Observation position To either side

Instruction Hop as far as you can

Successful Teaching Strategies

Beginning	• Hold both the child's hands and ask "How many hops can you do in a row?" • Start with small hops on the spot or close together.
Developing	• Increase the number of hops by asking "How many hops can you do in a row? 3? Can you do 4 this time?" • Place markers on the ground to increase the distance between hops. • Develop versatility by encouraging the child to hop on either leg in different directions.
Consolidating	• Challenge the child by asking – "Can you hop in these patterns? R, R, R, L, L, L or R, R, L, R, R, L." – "Can you design some more hopping patterns? Draw them on the ground." – "Can you hop backward or sideward." • Design some letter or number grids. (See Appendix 2) • Demonstrate some hopping games e.g., hopscotch (in its many forms) elastics, skipping. • "Can you design your own hopping game?"

Intervene if you see..

- Landing with stiff ankles, knees and hips. You will probably hear a loud slap when the foot lands on the ground.
- Holding the swing leg stiffly to the front, side or back.
- Arms not actively moving to assist the action.

JUMP FOR DISTANCE

About the skill

The jump for distance or standing broad jump is an important skill to assess a child's timing and rhythm, and the ability to coordinate the movement of arms and legs. When teaching this skill emphasise the importance of learning to land safely by bending the ankles, knees and hips. The jump for distance is important in playground games such as hopscotch, jump rope and elastics and many dances and action songs. Similar skill criteria are important in track and field events such as long jump and triple jump.

	Skill Criteria	Why Are They Important?
1	**Ankles, knees and hips bend**	By flexing the ankles, knees, and hips, more muscles are involved to push backward and downward, thereby creating more force.
2	**Eyes focused forward**	This action eliminates lateral movements and therefore is more efficient.
3	**Arms swing behind body**	Starting with the arms behind the body ensures the greatest available range of movement and therefore greater momentum is generated to the whole body.
4	**Legs straighten**	This action generates the power to lift the body.
5	**Both feet leave the ground together**	Body weight should be evenly distributed between both feet. On take-off, the heels may lift before the legs extend so that the body leans forward.
6	**Arms swing forward and upward**	The arms help to lift the body into the air and move the centre of gravity upward and forward.
7	**Lands on both feet at the same time**	Demonstrates control and balance.
8	**Ankles knees and hips bend to absorb impact**	Flexion of these joints absorbs the landing force and dissipates momentum thereby preventing jarring and reducing stress on bones and joints. This action also lowers the centre of gravity closer to the base of support thereby increasing stability. The arms may also assist in balancing the body.

Teaching Notes

- A trampoline is not appropriate to teach the jump for distance as children do not learn to use their legs to generate power.

Verbal Cues

- Swing and spring
- Coil the spring
- Head up, eyes forward
- Reach for the sky
- Fairy landings
- Quiet as a mouse (for quiet landings)

JUMP FOR DISTANCE



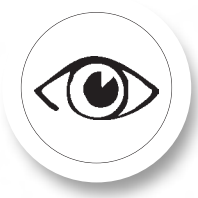
	Global Check	Preparation			Propulsion			Landing		Formal or informal observational setting			Level
		Legs	Head and trunk	Arms	Legs		Arms	Legs					
Names	✓ or •	**1. Ankles knees and hips bend**	2. Eyes focused forward	**3. Arms swing behind body**	4. Legs straighten	5. Both feet leave ground together	6. Arms swing forward and upward	7. Lands on both feet at same time	**8. Ankles knees and hips bend to absorb impact**				

Observation position To either side

Instruction Jump as far as you can

Successful Teaching Strategies

Beginning	• Emphasise the importance of the arm movement. • Include a mat with the outline of two feet together showing how to start. • Use imagery – for example 'Magic' sticky tape or velcro to keep the feet together "Can you uncoil like a spring?" "Can you land as softly as a fairy?" • Focus on the quality of the jump (the process) rather than the distance of the jump (the outcome). • Look for symmetry. When observing from the side can you only see one arm and one leg?
Developing	• Use discovery learning techniques – "What happens if? Can you jump further if...?" • Introduce memory mats (pictures, shapes, letters, numbers, motor skills). "Can you jump from a to c to f ? Can you jump on the letters that spell cat?"
Consolidating	• Challenge the child by asking – "Can you jump as long as you are high?" – "How far can you jump?" • V Jump (see Appendix 2).



Intervene if you see..

- Arms not moving back behind body in preparation.
- Taking off on one foot. This will reduce power and may reflect instability.
- Legs not extending completely on take-off. This limits force and momentum.
- Jumping up rather than out. The ideal take-off angle is 45 degrees so some force is exerted backwards as well as downwards.
- Not flexing the ankles, knees and hips on landing. You might hear a loud slap.
- Overbalancing on landing. Arms should assist when landing.

JUMP FOR HEIGHT

About the skill

The vertical jump involves gaining as much height as possible from a standing position. The skill is seen in basketball when rebounding and laying up, in volleyball when blocking and spiking, in Australian Rules Football when jumping for a mark, netball, springboard diving, gymnastics, dance and simply jumping rope.

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	Skill Criteria	Why Are They Important?
1	**Ankles, knees and hips bend**	By flexing the ankles, knees, and hips, more muscles are involved to push backward and downward, thereby creating more force when extending.
2	**Head up, trunk upright**	Trunk remains upright so that most of the force will be exerted downward.
3	**Arms swing behind body**	Arms are very important to assist with propulsion. Starting with the arms behind the body ensures the greatest available range of movement and therefore greater momentum is generated to the whole body.
4	**Legs forcefully extend**	The force is exerted downward so that the body is projected upward.
5	**Arms swing forward and up in time with leg action**	The arms help to lift the body into the air. At the peak of the jump, one hand may extend upward, while the other comes down.
6	**Ankles, knees and hips bend on landing**	Flexion absorbs the landing force and dissipates momentum thereby preventing jarring and reducing stress on bones and joints.

Verbal Cues

- Swing and spring
- Explode upward
- Quiet landings
- Swing high, touch the sky

JUMP FOR HEIGHT




	Global Check	Preparation			Propulsion		Landing	Formal or informal observational setting			Level
		Legs	Head and trunk	Arms	Legs	Arms	Legs				
Names	✓ or •	**1. Ankles knees and hips bend**	2. Head up, trunk upright	**3. Arms swing behind body**	4. Legs forcefully extend	5. Arms swing forward and up in time with leg action	**6. Ankles, knees and hips bend on landing**				

Observation position To either side

Instruction Jump as high as you can

Successful Teaching Strategies

Beginning	• Demonstrate how to start from a standing position, rather than using a run up. • Suspend a balloon or object in the air. The child jumps up to tap it. • Place chalk on the fingertips so that the child can leave a mark on the wall at the height they have jumped. • Ask the child to give you a "high five" or " high ten". • Use imagery. "Pretend you are a rocket taking off." "Jump up like a 'Jack in the Box." "Can you jump like a kangaroo or a frog?"
Developing	• Mark a height and encourage the child to run and jump that high. • Ask "How high can you jump?"
Consolidating	• Challenge the child by asking – "Can you jump and turn 90°, 180°, 240°, 360°?" – "Can you jump and click your heels together?" – "How many claps can you do in mid air?"

Intervene if you see..

- Landing flat-footed.
- Not timing the arm action to match the leg action.

SKIP

About the skill

The skip is a rhythmical, cross lateral movement involving a step - hop on one leg, then transference of weight to the other foot to repeat the pattern. Skipping is often a spontaneous reaction to rhythm, music or feelings of happiness. It is often included in dancing and the footwork is basic to numerous sports. The skip, gallop and side gallop all have uneven rhythms.

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	Skill Criteria	Why Are They Important?
1	**Rhythmical and relaxed**	Indicates whether each body component is being employed in a smooth sequence.
2	**Performed on balls of feet**	Produces a springy quality, as this allows for more flexion and extension of the ankle.
3	**Head stable, eyes focused forward**	It is important to eliminate lateral movements that decrease momentum and efficiency. A moving head makes staying on course difficult.
4	**Arms move in opposition to legs**	The movement of the arms maintains body balance and assists in obtaining height.

Teaching Notes

- A lower knee lift usually characterises a more proficient pattern.

Verbal Cues

- Step forward and hop up
- Step-hop
- One and, two and,...

SKIP




	Global Check	Legs		Head and trunk	Arms	Formal or informal observational setting			Level
Names	✓ or •	**1. Rhythmical and relaxed**	2. Performed on balls of feet	3. Head stable, eyes focused forward	**4. Arms move in opposition to legs**				

Observation position To either side

Instruction Skip as quickly as you can

Successful Teaching Strategies

Beginning	• Hold the child's hand and skip with them so that they feel the rhythm. • Play music with a suitable rhythm. • Use musical instruments or hands to clap the step-hop beat.
Developing	• Sing or play appropriate songs, poems or music while skipping. • Play games involving the skip for example 'Red Rover' (see Appendix 2).
Consolidating	• Challenge the child to – Skip in different directions, or at different speeds. – Skip with a partner. – Make up a dance including skipping.

Intervene if you see..

- The movement is arrhythmical or lacks rhythm.
- The landing is flat-footed - the knees or ankles are not flexed.

GALLOP

About the skill

The gallop is a continuous, locomotor movement in a forward or diagonal direction and is a combination of a walk and a leap. It is an asymmetrical gait as it involves a step onto a lead leg then a leap-step onto the other foot, the same foot is always leading. It is included in many childhood games, dances and activities. The side gallop is the same as the gallop except for the direction of travel.

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	Skill Criteria	Why Are They Important?
1	**Rhythmical and relaxed**	Indicates whether each body component is being employed in a smooth sequence.
2	**Feet face the front (direction of travel)**	Ensures the movement is in the forward and backward direction and therefore is more efficient.
3	**Knees slightly bent, weight on forefeet**	Knees bend to absorb the impact, then extend to drive the body forward and upward.
4	**Can lead with either leg**	Being able to gallop with either leg ensures the performer can move quickly in all directions.
5	**Trunk, head and eyes face the front**	It is important to eliminate lateral movements that decrease momentum and efficiency. A moving head makes staying on course difficult.
6	**Arms move to assist action**	Arms assist the forward drive.

Verbal Cues

- Pretend you have a sore leg (run with a limp)
- Click your tongue in the same rhythm
- GALL- OP, GALL- OP
- Toe to heel

GALLOP

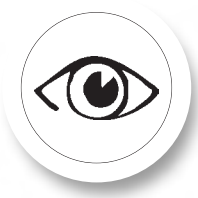
	Global Check	Legs				Head and trunk	Arms	Formal or informal observational setting			Level
Names	✓ or •	**1. Rhythmical and relaxed**	**2. Feet face to front (direction of travel)**	3. Knees slightly bent, weight on forefeet	4. Can lead with either leg	5. Trunk, head and eyes face direction of travel	**6. Arms move to assist action**				

Observation position To either side

Instruction Gallop as quickly as you can

Successful Teaching Strategies

Beginning	• Use imagery – e.g., "Pretend you are riding a horse." You could use broomstick handles. • Play musical instruments or clap the rhythm. • Include music, songs and dances with the appropriate rhythm.
Developing	• Stress the importance of not crossing the back foot in front of the lead foot. The gallop action is, therefore, more versatile. • Encourage the child to lead with either foot.
Consolidating	• Try a variety of traditional dances. • Play games such as 'Red Rover' (see Appendix 2) that can include a gallop. • Practise galloping at different speeds, directions and levels.



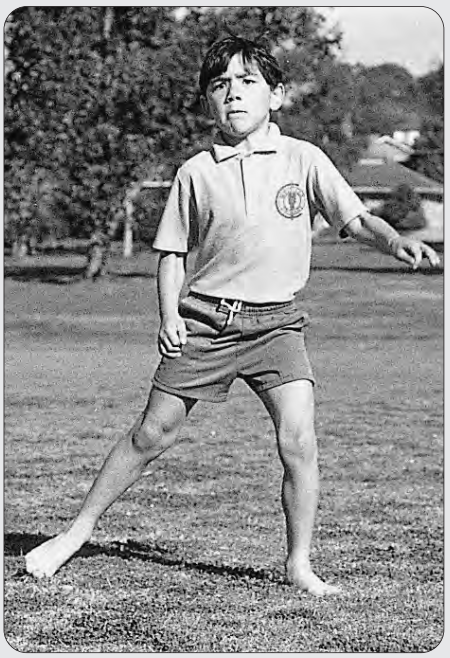
Intervene if you see..

- Exaggerated vertical movements.
- Crossing the back foot in front of the lead foot.

SIDE GALLOP

About the skill

The side gallop or slide is the same as the gallop, except it is performed in a sideward, rather than forward, direction. It is the most effective skill for rapid, lateral movement. The side gallop is often used in tennis, baseball, basketball, fencing, traditional and square dances, defending in ball games, and moving to catch a ball thrown to one side.



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	Skill Criteria	Why Are They Important?
1	**Rhythmical and relaxed**	Indicates that each body component is being used in a smooth sequence.
2	**Feet face to front (not direction of travel)**	Helps to keep the head and trunk facing the front. If the feet turn to face the direction of travel, the movement becomes a gallop.
3	**Knees slightly bent, weight on forefeet**	Knees bend to absorb the impact, then extend to drive body forward and upward.
4	**Can travel in either direction**	Being able to side gallop with either leg ensures versatility so the performer can move quickly in all directions.
5	**Trunk, head and eyes face to the front**	It is important to eliminate movements that decrease momentum, efficiency and stability. Keeping the trunk, head and face toward the front helps to keep the feet facing the front.
6	**Arms move to assist action**	Arms assist the forward drive.

Verbal Cues

- Side, together, side, together
- Step, close, step, close
- Keep looking at (give a landmark)
- Slide the feet

SIDE GALLOP



	Global Check	Legs				Head and trunk	Arms	Formal or informal observational setting			Level
Names	✓ or •	**1. Rhythmical and relaxed**	**2. Feet face to front (not direction of travel)**	3. Knees slightly bent, weight on forefeet	4. Can lead with either leg	**5. Trunk, head and eyes face the front**	6. Arms move to assist action				

Observation position To the side of the child is facing

Instruction Choose which side you'd like to face. Side gallop quickly.

Successful Teaching Strategies

Beginning	• Make a circle, hold hands and side gallop around in one direction, then the other. • Face the child and hold their hands - begin slowly and ask them to copy you. • Practise the movement to appropriate poems, stories, songs, and traditional dances.
Developing	• Join hands with a partner and side gallop together. Many traditional dances use this step e.g., Brown Jug Polka.
Consolidating	• Practice side galloping at different speeds and in different directions. • Demonstrate how the side gallop is used to defend a player in a game of Keepy-off.

Intervene if you see..

- Turning the head, trunk and feet to face the direction of travel.
- Inability to travel in both directions.
- Excessive bouncing - an upward rather than sideward movement.

DODGE

About the skill

Moving the body quickly in a different direction to the original line of movement is known as dodging. These movements are important in a variety of tag and dodge playground games and ball games, such as basketball, soccer, and netball. An effective dodge is important to avoid collisions with other people and objects and to get away from an opponent.

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	Skill Criteria	Why Are They Important?
1	**Bends knees during change of direction**	Knees bend to lower the centre of gravity that increases stability before changing direction. This action also enables a more forceful leg extension when pushing off.
2	**Extends leg of outside foot**	This action widens the base of support, decelerates the body, shifts the body weight over the base of support and then in the new direction of movement.
3	**Can dodge to either side**	Being able to dodge to either side ensures versatility as the performer can move quickly in all directions.
4	**Eyes focused in direction of travel**	Assists the stability of the head and trunk and therefore the efficiency of the action.
5	**Body lowered during change of direction**	Lowers the centre of gravity and thereby increases stability.
6	**Arms move to assist action**	The arm action is important for increasing drive and helping the change of direction.

Teaching Notes

- Avoid human target games. Children can get hurt.

Verbal Cues ▸ Bend, push and turn

DODGE





	Global Check	Legs			Head and trunk		Arms	Formal or informal observational setting			Level
Names	✓ or •	**1. Bends knees during change of direction**	2. Extends leg of outside foot	3. Can dodge to either side	4. Eyes focused in direction of travel	**5. Body lowered during change of direction**	6. Arms move to assist action				

Observation position To the front

Instruction Place series of cones 5 metres apart in zig-zag formation. Zig-zag forwards between each cone as fast as you can.

Successful Teaching Strategies

Beginning	• Demonstrate how to run around markers and touch each marker with the outside foot. You can make markers with chalk, masking tape, witches hats, or bean bags. • Play games that require dodging in response to a verbal cue e.g., North, South, East, West Do this, Don't do that Simon Says. (see Appendix 2) • Challenge the child to mirror a partner's actions.
Developing	• Play simple games that involve dodging such as flag relays and tag games.
Consolidating	• Play minor games that involve dodging and opponents.

Intervene if you see..

• An inability to slow down and absorb momentum. This indicates lack of control.

CONTINUOUS LEAP

About the skill

The leap is a large step, taking off from one foot and landing on the other, in which the flight phase is increased in a forward and upward direction. A single leap may be combined with the run to leap over an object (such as a puddle or water pipe) while maintaining the running pattern. The continuous leap is a series of leaps and is sometimes described as an exaggerated run. Single and continuous leaps are used in playground games such as hopscotch games and fly, track and field events such as hurdles and triple jump, traditional dances, and sports such as basketball, baseball, netball, and football. It is also important to keep safe, when leaping out of the way of a car or bike, or when leaping over a puddle or creek.

	Skill Criteria	Why Are They Important?
1	**Knees bend slightly to absorb landing then extend to take off.**	This action enables greater spring at takeoff and avoids jarring on impact.
2	**Takes off and lands on ball of the feet**	Assists forward and upward drive and helps absorb impact on landing.
3	**Can lead with either leg**	Being able to leap with either leg ensures versatility.
4	**Head and trunk stable**	It is important to eliminate lateral movements that decrease momentum and efficiency. A moving head makes staying on course difficult.
5	**Eyes focused forward**	Assists stability of head and trunk and therefore increases the efficiency of the movement.
6	**Arm opposite leading leg stretches forward and upward**	The arms move further forward and upward than for the sprint run to increase height. The opposite arm to the leading leg is raised forward to assist balance.

Verbal Cues

- Up and over
- Soft landings
- Giant steps
- For a single leap use *Run and take off*
- *Run and fly*

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CONTINUOUS LEAP



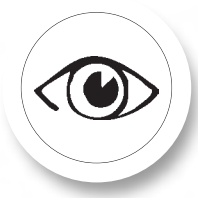
	Global Check	Legs			Head and trunk		Arms	Formal or informal observational setting			Level
Names	✓ or •	**1. Knees bend slightly to absorb landing then extend to take off**	2. Takes off and lands on forefoot	3. Can lead with either leg	4. Head and trunk stable	5. Eyes focused forward	**6. Arms opposite leading leg stretches forward and upward**				

Observation position To either side

Instruction Place 2 cones 10 metres apart. Start at this cone. Leap as far as you can with each step until you get to other cone.

Successful Teaching Strategies

Beginning	• Provide objects for the child to leap over. • Teach the child to run and do a single leap. • Use imagery. "Can you leap over a brook, a river full of crocodiles, or a puddle?"
Developing	• Ask "How far can you leap?" Measure the outcome. • Play Fly. • Encourage the child to lead with either foot.
Consolidating	• Challenge the child – to leap over objects of increasing height. – to leap at different speeds and directions. • Demonstrate and practice V-Jump. Change the skill to a leap.



Intervene if you see..

- The arms aren't moving in opposition to the legs.
- Landing is flat footed.
- The legs aren't fully extending.

CATCH

About the skill

The ability to catch a ball is vital to play most ball games such as baseball, basketball, netball, and cricket, as well as many playground games such as dodge. Children who are unable to catch are very obvious to their peers. Therefore, plenty of opportunities and time to play with balls is important.

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	Skill Criteria	Why Are They Important?
1	**Feet move to place body in line with the ball**	This action optimises the outcome as judgement of the ball's path will be more precise.
2	**Eyes focused on the ball**	This action optimises the outcomes. Watch for avoidance reactions such as closing the eyes or turning the head away from the ball.
3	**Hands reach out to meet the ball**	Extension of the arms then flexion of the elbows as the ball is caught, increases the distance and time over which the force of the throw is absorbed.
4	**Hands adjust to path and size of ball**	The hands need to be in the right position in order to effect a catch.
5	**Fingers soft and slightly cupped**	Prevents jarring of the fingers.
6	**Caught in hands only**	The chest is not used to trap ball. Trapping the ball is not a catch in this context.
7	**Hand and finger closure well-timed**	Critical for the success of the catch. If the fingers are closed too early, the ball will bounce out of hands. If closed too late, the ball will bounce off the closed fingers.
8	**Elbows bend to absorb impact**	An essential action to slow down the ball. It is particularly important if a powerful throw or hard ball is involved.

Teaching Notes

- Don't combine a catching lesson with a throwing lesson. Children learn to catch with a large ball and throw with a small ball.
- Children need lots and lots of practice and experience with balls so they can make an accurate judgment about the way balls move.
- Ensure a child is not looking into the sun when trying to catch a ball.
- Balls and background colours should contrast.

Verbal Cues

- Watch the ball
- Eyes on the ball
- Soft fingers
- Reach to the ball
- Make a net

CATCH

Ball or object size: _____

Distance the object is thrown: _____




Names	Global Check	Preparation			Reception					Formal or informal observational setting			Level
		Legs	Head and trunk	Arms	Arms								
	✓ or •	1. Feet move to place body in line with the ball	**2. Eyes focused on the ball**	3. Hands reach out to meet the ball	4. Hands adjust to path and size of ball	5. Fingers soft and slightly cupped	**6. Caught in hands only**	7. Hand and finger closure well timed	**8. Elbows bend to absorb impact**				

Observation position To the side or the front

Instruction Catch the ball with 2 hands

Successful Teaching Strategies

Beginning	• Use large, soft balls e.g., nerf, wool or beach balls. • Demonstrate how to adjust the hands to the size of ball. • Toss high, loopy passes to give the child time to track the ball. Straight, direct throws put the catcher under more pressure. • Draw faces or numbers on the ball. Use different coloured balls for students to nominate the colour while the ball is still in flight. "Can you see the face?" "What colour is the ball?" • Cue your throw. "Ready? Catch!" • Encourage catching in hands only (not against the chest) and ensure hands are an appropriate distance apart. To do this, ask the child to take the ball from you, look at the size of the ball, then keep their hands that far apart for future catches. • Start with bounce and catch or toss and catch. The easiest airborne ball to catch is self-bounced.
Developing	• Introduce differently sized objects to catch. • Demonstrate how fingers point up (thumbs together) for balls thrown above waist height, and how fingers point down (little fingers together) for throws below the waist.
Consolidating	• Challenge the child – to start with their hands by their side. – to catch different size and shape objects to catch e.g., boxes, cushions. – to catch throws that are high, low and to the side. – to catch smaller balls. – to use one hand only to catch. – to bounce and catch a small ball with one hand. – to throw, clap their hands then catch. "How many claps can you do?" – increase the distance over which the ball is thrown.

Intervene if you see..

- Avoidance strategies such as looking away and shutting the eyes.
- Difficulty tracking the ball with the eyes.
- Mis-timing of hand closure.
- Trapping the ball against chest.

OVERHAND THROW

About the skill

Throwing involves releasing an object forcefully with the hands. The overhand or overarm throw is an important object control skill for future sport participation. It is used in sports such as baseball, softball, basketball and gridiron, and the same pattern is used to throw a javelin, to serve in tennis and volleyball, and to perform an overhead clear in badminton.
The skill criteria are similar for the two-handed and one-handed strike.

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	Skill Criteria	Why Are They Important?
1	**Stands side on to direction of throw**	Ensures the opposite foot to the throwing arm is forward and enables the hip and shoulder to rotate forward during the throw.
2	**Throwing arm moves in a downward and backward arc**	Encourages the transference of weight onto the back foot and the rotation of trunk. It also increases the range of motion of the arm which puts the major contracting muscles into stretch and therefore facilitates an increase in muscular contraction and therefore adds force to the throw.
3	**Opposite foot to throwing arm steps forward**	The step forward increases the distance over which the thrower can apply force to ball and allows the trunk to rotate forward.
4	**Hips then shoulders rotate forward**	Much of the throwing force is generated by the forward hip and trunk rotation. The action eliminates muscle strain to the arm and shoulder and is important to add to the flow of the action.
5	**Elbow bends as throwing arm moves behind head**	Shortening the length of the arm (radius) means it can move through the range of motion with greater speed and less resistance.
6	**Forearm and hand lag behind upper arm**	The hand is the last body part to move forward. Watch the ball in hand and make sure it stays behind the body.
7	**Throwing arm follows through across body**	The follow through is important for power and accuracy as well as dissipating the force and eliminating the tendency to decelerate before the completion of the action. It also maintains balance and protects the joints, muscles and connective tissue.

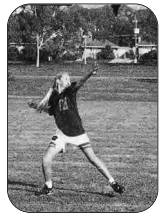
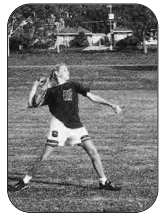
Teaching Notes

- It is important to develop a preferred throwing arm. It is not necessarily the hand the child writes with.
- Teach the overhand throw in a different lesson to the catch. Children learn to catch a large ball and throw a small ball.
- The non-throwing arm should be raised to balance the action. You may ask the child to point at a target or target area.
- The ball should be gripped with fingers like “rabbit ears”.

Verbal Cues

- Side-on or stand sideways
- Take a big step forward
- Bend your elbow
- Uncoil the spring
- Step and throw
- Slowly unwind
- Crack a whip

OVERHAND THROW

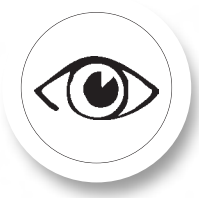
	Global Check	Preparation		Propulsion				Follow through	Formal or informal observational setting			Level
		Legs	Arms	Legs	Head and Trunk	Arms		Arms				
Names	✓ or •	1. Stands side on to direction of throw	2. Throwing arm moves in a downward and backward arc	3. Opposite foot to throwing arm steps forward	4. Hips then shoulders rotate forward	5. Elbow bends as throwing arm moves behind head	6. Forearm and hand lag behind upper arm	7. Throwing arm follows through across body				

Observation position To the throwing arm side

Instruction Throw the ball as far as you can

Successful Teaching Strategies

Beginning	• Concentrate on throwing balls for distance rather than accuracy - i.e., not to a partner or at a target. • Provide a cue indicating which foot should step forward. Tie a coloured ribbon or place a spot on the front foot. Place foot shapes or carpet on the ground. Place the front shape/square to the left of centre (if right handed thrower) to encourage hip rotation. • Demonstrate how to raise the non-throwing arm to point in the direction of the throw.
Developing	• Challenge the child to throw greater distances. Use markers to measure the distance of the throw. • Encourage the child to practice a split hip and shoulder rotation. It is difficult to observe, however it is happening if the action is smooth and gives a sense of a whip cracking or a spring uncoiling.
Consolidating	• Demonstrate, then practise a run up or crow hop. • Introduce an accuracy challenge. "Can you hit the target?" • Observe the action from the rear to check for a lateral bend of the trunk away from throwing arm side. • Play games such as Captain Ball (see Appendix 2).



Intervene if you see..

- Standing front on to the target area rather than side on.
- The throwing arm lifting up and over the shoulder rather than down and back.
- Stepping forward with the foot on the same side as the throwing arm.

UNDERHAND THROW

About the skill

The underhand or underarm throw is useful for short distances, particularly when accuracy is important, for example in a run-out in tee-ball. It is used in several games and is the only throw permitted for a softball pitcher to the batter. A similar action is used to serve in volleyball and badminton. The same skill criteria are important for the underhand roll, except the ball is released along the ground by bending the knees and leaning forward. The underhand roll is used in tenpin bowling and in rolling a hoop or a tyre.

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	Skill Criteria	Why Are They Important?
1	**Stands face on to direction of throw**	The body needs to be oriented toward the target.
2	**Stable head and trunk, eyes focused on target area**	This action ensures all movement occurs in the forward and backward plane.
3	**Ball held in front of body**	This starting position allows for the back swing of the throwing arm.
4	**Steps forward with opposite foot to throwing arm**	This action enables a greater distance over which the throwing arm can develop force.
5	**Well timed release**	The angle of release will determine the distance the ball will travel.
6	**Follows through with straight arm**	The back swing and follow through ensures a greater distance and time over which to develop force for the throw. A straight arm creates a longer lever and therefore a greater range of motion.

Teaching Notes

- The underhand roll is a similar skill except the performer needs to bend their knees more. If the ball bounces along the ground, then they need to bend their knees even lower.
- Consider using different size balls to vary the difficulty of the activity.
- This skill doesn't need to be taught before the overhand throw. They are different ball skills with different skill criteria.

Verbal Cues

- Step, swing, follow through
- Opposite foot forward



UNDERHAND THROW



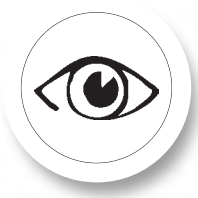
	Global Check	Preparation			Propulsion		Follow through	Formal or informal observational setting			Level
		Legs	Head and trunk	Arms	Legs	Arms	Arms				
Names	✓ or •	**1. Stands face on to direction of throw**	2. Stable head and trunk, eyes focused on target area	3. Ball held in front of body	**4. Steps forward with opposite foot to throwing arm**	5. Well timed release	**6. Follows through with straight arm**				

Observation position To the throwing arm side

Instruction Throw the ball underhand as far as you can

Successful Teaching Strategies

Beginning	• Use an appropriately sized ball for the child and the activity. Large playground balls are difficult for children to control with one hand.
Developing	• Discuss and/or demonstrate the effect of different angles of ball release. Discovery learning is an excellent strategy. "What happens when you let the ball go when your hand is up high? Now what happens when you let the ball go down low?"
Consolidating	• Introduce an accuracy challenge by providing targets or passing the ball to partners. • Play minor games such as Beat the Ball, French Cricket, or Captain Ball.



Intervene if you see..

- The ball goes too high (late release) or too low (early release) indicating a mistimed release.
- Failure to step forward with the opposite foot to the throwing arm.
- An inadequate follow through.

CHEST PASS

About the skill

The chest pass is used in games that use a large ball such as basketball, netball and Newcombe. It is ideal for passing the ball to a team member over short or long distances. Similar skill criteria are important for the bounce pass.

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	Skill Criteria	Why Are They Important?
1	**Stands face on to direction of throw**	The body needs to be oriented toward the target.
2	**Eyes focused on target**	As this is a hand-eye task, this action ensures greater accuracy.
3	**Fingers spread around ball, thumbs behind ball**	Enables greater control of the ball.
4	**Steps forward with either foot**	This action creates a greater distance over which to generate force to the throw.
5	**Keeps elbows down**	This action ensures the elbows are flexed and therefore achieve more power from muscle groups involved.
6	**Follow through with arms and fingers, palms turned out**	The follow through ensures greater time to maintain control and develop force for the throw. Fingers should maintain contact with the ball as long as possible.

Verbal Cues

- Chicken wings
- Ball on the chest
- Long arms

CHEST PASS



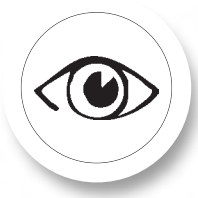
	Global Check	Preparation			Propulsion		Follow through	Formal or informal observational setting			Level
		Legs	Head and trunk	Arms	Legs	Arms	Arms				
Names	✓ or •	1. Stands face on to direction of throw	**2. Eyes focused on target**	3. Fingers spread around ball, thumbs behind ball	**4. Steps forward with either foot**	5. Keeps elbows down	**6. Follows through with arms and fingers, palms turned out**				

Observation position To the front or side

Instruction Pass the ball with both hands as far as you can

Successful Teaching Strategies

Beginning	• Use a light-weight ball such as a nerf ball. Young children do not usually have the strength to pass heavy balls. • Demonstrate how to begin the action with the ball touching the chest. • Begin with short passes to partners. • Focus on the arm action and the step forward on separate occasions.
Developing	• Increase the distance of the passes between partners. • Introduce larger and heavier balls - providing they are appropriately sized. • Play games such as Passball.
Consolidating	• Introduce opponents and game strategies through games like Keepy Off. • Emphasise accuracy by challenging the child to pass the ball through a suspended hoop.

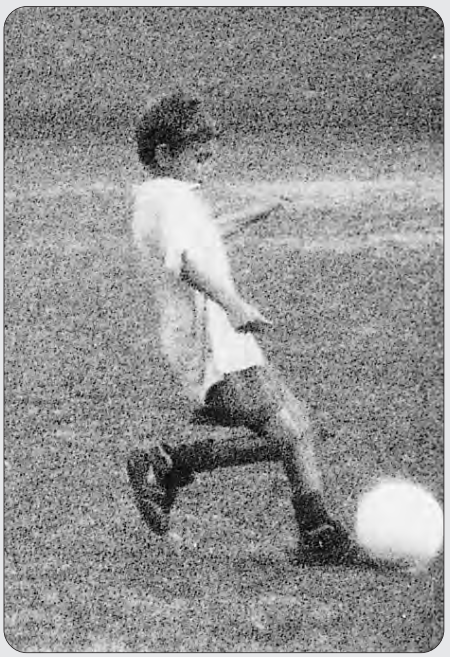


Intervene if you see..

- The eyes are not focused on the target.
- An incorrect hand position.
- The ball release is poorly timed.
- There is no step forward with the throwing action.

KICK

About the skill



Kicking involves imparting force to an object with the foot. It is used in many ball games and in all the football codes such as soccer, football, and rugby. The skill criteria described here are for a lofted soccer kick, which is the first type of kick to observe and teach as the ball is stationary on the ground. The aim is to kick the ball as high and as far as possible. It mainly involves the legs (not the arms and legs as for the punt) and therefore reduces the complexity of the movement.

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	Skill Criteria	Why Are They Important?
1	**Support leg planted to side of ball** 	The placement of the support leg affects the height the kicked ball will travel. When the support foot is placed too far behind ball, the kicker will tip the ball with the foot. When the support foot is too close to the ball, the kicker will be unable to fully swing back their kicking leg. In both instances the kicker is unable to put force into the kick.
2	**Knee of kicking leg bends to 90 degrees**	Bending the knee shortens the radius of the leg which enables it to move forward with greater speed. The back swing of the kicking leg increases the range of motion.
3	**Eyes focused on ball**	It is an eye-foot skill therefore this action increases the accuracy of the kick.
4	**Backward body lean**	A backward body lean places the hip flexors and knee extensors on stretch enabling these muscles to flex the hip and extend the knee with greater force. It also increases the range of motion through which the leg will move and allows the foot to loft the ball.
5	**Opposite arm to kicking leg swings forward**	The arm moves forward in opposition to the kicking leg to provide balance and in reaction to the trunk and leg motion.
6	**Contact ball with top of foot - a 'shoelace kick'**	This action enables greater control of the ball as the top of the foot provides a smoother surface than the toe.
7	**Follow through with kicking leg toward target area**	A follow through eliminates any tendency to decelerate before completion of movement, maintains balance, and protects joints, muscles, and connective tissue. To maintain control, power and accuracy, the foot stays in contact with the ball as long as possible.

Verbal Cues

- Watch the ball
- Kick with your shoelaces
- Step, swing through
- Step and kick

KICK



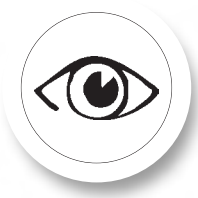

	Global Check	Preparation					Propulsion	Follow through	Formal or informal observational setting			Level
		Legs		Head and trunk		Arms	Legs	Legs				
Names	✓ or •	**1. Support leg planted to side of ball**	2. Knee kicking leg bends to 90 degrees	**3. Eyes focused on ball**	4. Backward body lean	5. Opposite arm to kicking leg swings forward	**6. Contact ball with top of foot - a "shoelace kick"**	7. Follow through with kicking leg toward target area				

Observation position To the kicking leg side

Instruction *Run toward the ball then kick it as high as far as you can*

Successful Teaching Strategies

Beginning	• Provide a cue for the correct placement of the support leg e.g., the outline of a foot. • Stabilise and raise the ball off the ground by placing it on a bean bag or a roll of masking tape. • Place a mark on the ball (e.g., letter or shape) and ask the child to focus on that as they approach the ball to kick. • Focus on kicking the ball for distance rather than accuracy. • Place chalk on the child's shoelaces so that a mark is left on ball after it has been kicked. • Use a beach ball, balloon, nerf ball, or a ball that is soft, flat or partially deflated. These balls are softer and will not travel so far. • Start by kicking the ball against a wall as less time is wasted retrieving the ball. • Identify the child's preferred foot and if necessary mark it with a ribbon or coloured spot.
Developing	• Place an object that is easily knocked over (e.g., foam shape, bowling pin) behind the child's kicking foot to encourage the back swing with the kicking leg. • Demonstrate, and practise, running up to kick the ball.
Consolidating	• Introduce accuracy by kicking to a partner or target, or into a goal. • Challenge the child to kick a ball around opponents or over objects. • Practise kicking with either foot.



Intervene if you see..

- The support leg is placed too close or too far way from the ball.
- The arm opposite the kicking foot is not used for balance.
- The ball is contacted with the toe rather than instep.

PUNT

About the skill

The punt is a form of kicking, with the ball being released from the hands and kicked while it is still in the air. Although the performer is kicking a moving ball, they have control over the movement of the ball. The punt is used by the goal keeper in soccer, in Australian Rules Football and rugby. The skill criteria in the FMS Observation Record describe the punt with an Australian Rules football, the most commonly used kick in AFL.

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	Skill Criteria	Why Are They Important?
1	**Eyes focused on ball**	It is an eye-foot skill therefore this action increases the accuracy of the kick.
2	**Ball held lace forward, seams down – at hip height**	The lace on the ball should face outward so that the kicking surface is smooth. The seams are pointed downward so that flight path of the ball will be in the intended forward direction.
3	**Step forward onto non-kicking foot**	This action gives the kicking leg a greater range of motion through which to generate force.
4	**Ball connects with straight instep**	A greater surface area of foot connects with the ball and therefore increases control of the ball.
5	**Backward lean of trunk**	A backward body lean places the hip flexors and knee extensors on stretch enabling these muscles to flex the hip and extend the knee with greater force. The lean increases the range of motion though which the leg will move before connecting with the ball.
6	**Hand matching kicking foot guides ball down toward foot**	It is important that the ball is dropped straight and is directly over the kicking foot.
7	**Arm opposite kicking leg lifts forward and sideward**	The arms help to maintain balance during the kicking action.
8	**Follow through with kicking leg toward target area**	Follow through eliminates any tendency to decelerate before completion of the movement, maintains balance, protects joints, muscles, and connective tissue. The foot stays in contact with ball as long as possible and therefore contributes to power, control and therefore accuracy.

Teaching Notes

- The support leg bends slightly at the knee during propulsion.
- During propulsion, the hip extends and the knee of the kicking leg bends to 90 degrees.
- The ball should spin backward end over end. This is achieved by the foot connecting with the base of the ball.
- The kicker may hop on the support foot (or rise onto their toes) after contact with the ball.

Verbal Cues

- Step and kick
- Head over the ball

PUNT



	Global Check	Preparation		Propulsion					Follow through	Formal or informal observational setting			Level
		Head and trunk	Arms	Legs		Head and trunk	Arms		Legs				
Names	✓ or •	1. Eyes focused on ball	**2. Ball held lace forward, seams down - at hip height**	3. Step forward onto non-kicking foot	**4. Ball connects with straight instep**	5. Backward lean of trunk	6. Hand matching kicking foot guides ball down toward foot	7. Arm opposite kicking leg lifts forward and side ward	**8. Follow through with kicking leg toward target area**				

Observation position To the kicking leg side

Instruction Kick the ball as far as you can

Successful Teaching Strategies

Beginning	• Start by kicking a beach ball or other light weight round ball. • Demonstrate taking one step then kick. • Focus on kicking for style and distance rather than accuracy.
Developing	• Practice taking an uneven number of steps before kicking. • Demonstrate walking along a line then kicking.
Consolidating	• Encourage the child to guide the ball down with one hand. • Introduce accuracy by kicking to a partner or into a goal. • Practice running and kicking.

Intervene if you see..

- The eyes are not focused on the ball.
- The instep does not make contact with the ball.
- The ball is thrown into the air rather than dropped onto the kicking foot.

TWO-HANDED STRIKE

About the skill

Striking involves swinging at and hitting an object with a part of the body or an implement. The two-handed strike when the ball is on tee, described in the FMS Observation Record, is the easiest of these types of tasks as the ball is stationary. The skill criteria, however, are similar for the one handed strike and for striking a moving object. The horizontal strike is used in games such as baseball, softball and tennis. The more difficult vertical strike is used in the tennis serve, golf, volleyball, badminton, and hockey. The same teaching strategies apply for each variation.

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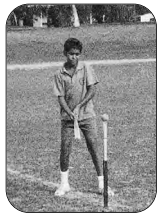
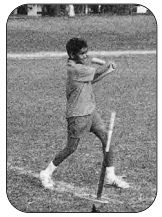
	Skill Criteria	Why Are They Important?
1	**Stands side on to target area**	Ensures the opposite foot to the striking arm is forward and enables the hip and shoulder to rotate forward during the strike.
2	**Feet shoulder width apart, weight on back foot**	Enables a step forward to increase the distance over which the striker can swing the bat to apply force to ball.
3	**Eyes focused on the ball**	This is an eye-hand skill and therefore this action increases the accuracy.
4	**Bat grip: hand closest to handle end matches front foot**	This grip allows for a full range of motion.
5	**Front foot steps forward**	Transference of weight to the back foot then to the front foot, increases the length of the arm swing and therefore the amount of force that can be applied to the ball. This action also adds stability to the action.
6	**Hips then shoulders rotate forward**	Much of the striking force is generated by the hip and trunk rotation. The action eliminates muscle strain to the arm and shoulder and is important to add to the flow.
7	**Bat swings horizontally through ball**	The bat should strike the ball when it is at maximum momentum.
8	**Follow through around the body**	Follow through eliminates any tendency to decelerate before completion of the movement, maintains balance, and protects joints, muscles, and connective tissue by dissipating the force generated. The bat stays in contact with the ball as long as possible and therefore contributes to power, control and therefore accuracy.

Verbal Cues

- Step and swing
- Eyes on the ball
- Shake hands with a bat
- Like a swinging gate (arm action)

TWO-HANDED STRIKE



	Global Check	Preparation				Propulsion			Follow through	Formal or informal observational setting			Level
		Legs		Head and trunk	Arms	Legs	Head and trunk	Arms	Arms				
Names	✓ or •	**1. Stands side on to target area**	2. Feet shoulder width apart, weight on back foot	**3. Eyes focused on the ball**	4. Bat grip: hand closest to handle end matches front foot	5. Front foot steps forward	6. Hips then shoulders rotate forward	7. Bat swings horizontally through the ball	8. Follow through around the body				

Observation position To the side facing the striker

Instruction Hit the ball as far as you can

Successful Teaching Strategies

Beginning	• Begin practising this skill by striking with the hand or a short handled instrument. Ensure the bat is not too heavy or big for the child. • Practice with balloons or beach balls (larger balls) before smaller balls. • Provide markings on the ground to show correct placement of feet. • Use brightly, coloured balls. • If using a tee, check it is at waist height to the child and it has a soft section at the top, so that an inaccurate hit doesn't jar the forearms. • Encourage the child to identify a consistent or preferred striking side.
Developing	• Suspend a ball, by string or in a stocking, from a netball goal ring, basketball goal ring, or monkey bar. Encourage the child to strike the ball as hard as they can.
Consolidating	• Challenge the child to – hit a moving or thrown ball. – hit balls into target zones. This introduces an accuracy component. – hit for distance, as far as they can.

Intervene if you see..

- An incorrect grip.
- Standing front on to target area.
- Standing too close or too far away from tee.
- Not stepping forward.
- Not keeping eyes on the ball.
- The ball is not contacted with the centre of bat.

HAND DRIBBLE

About the skill

Ball bouncing or hand dribbling while moving is used in many recreational activities and is useful for developing hand-eye coordination. Bouncing the ball while standing still is one of the earliest object control skills to be mastered, however, it is much harder to walk or run while dribbling a ball. The main sports that involve the hand dribble are basketball and handball.

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	Skill Criteria	Why Are They Important?
1	**Knees bent, legs comfortably spaced apart**	This action enables movement in any direction.
2	**Slight forward lean of trunk**	A lean moves the centre of gravity forward and facilitates moving the body forward. It is therefore important to push the ball downward and forward so that it rebounds at an appropriate angle.
3	**Use spread finger-tips to control ball**	Spread fingers and a wrist action allows greater control of the bounce. Slapping the ball causes it to bounce out of control.
4	**Bounces ball to hip height**	This height allows control of the ball to be maintained while keeping the trunk relatively upright.
5	**Can dribble with either hand**	Ensures versatility of the skill.

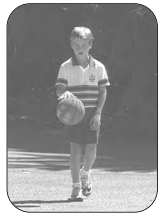
Teaching Notes

- The ball should be bounced in front and slightly to the side of body.

Verbal Cues

- Fingers spread
- Watch the ball (initially)
- Eyes over the ball
- Wave goodbye to an ant
- Waist high
- Ball to the side

HAND DRIBBLE



	Global Check	Legs	Head and trunk	Arms			Formal or informal observational setting			Level
Names	✓ or •	**1. Knees bent, legs comfortably spaced apart**	2. Slight forward lean of trunk	**3. Uses spread finger-tips to control ball**	4. Bounces ball to hip height	5. Can dribble with either hand				

Observation position To the side or the front

Instruction Place two cones 10 metres apart. Dribble the ball with your hands while you travel between the two cones.

Successful Teaching Strategies

Beginning	• Practise stationary bounce and catch first, then bounce, bounce, catch, before walking or running. • A ball that is light and has a lot of bounce (not a basketball) requires less force. • Introduce music to bounce to.
Developing	• Concentrate on ball control rather than speed of travel. • Practice dribbling while walking then running. • Encourage the child to lift their head and look around. • Practice dribbling along lines on the ground. • Ask – "How many bounces can you do in a row?" – "Can you say the alphabet while dribbling?" – "Can you count to 20 while dribbling?"
Consolidating	• Challenge the child to – Run, slide, or gallop while dribbling. – Play modified games that involve the dribble. – Practice dribbling with both right and left hand. – Dribble around obstacles, then around opponents. – Dribble in different directions- forward, backward, and sideward. – Play games such as Follow the Leader while dribbling.

Intervene if you see..

• Patting or slapping the ball.

FOOT DRIBBLE

About the skill

Controlling the ball with the foot is important in the popular football code of soccer and in a number of minor games. The foot dribble involves a series of short kicks to move the ball along the ground. The main concern is to keep the ball close to the feet and under control.

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	Skill Criteria	Why Are They Important?
1	**Dribbles with inside and outside of feet**	Being able to dribble with either side of the foot ensures versatility of the skill.
2	**Moves ball from one foot to the other**	Being able to dribble with either foot ensures versatility of the skill.
3	**Maintains even balance**	This action ensures the ability to move in either direction.
4	**Lifts head to look around**	Being able to dribble without looking at the ball means the player can check the position of team mates and opposition players.
5	**Arms move to assist action**	The movement of the arms helps to balance the leg action.

Verbal Cues

- Keep the ball close to the feet
- Light taps
- Inside and outside

FOOT DRIBBLE




	Global Check	Legs			Head and trunk	Arms	Formal or informal observational setting			Level
Names	✓ or •	**1. Dribbles with inside and outside of feet**	2. Moves ball from one foot to other	**3. Maintains even balance**	4. Lifts head to look around	5. Arms move to assist action				

Observation position To the front

Instruction Place two cones 10 metres apart. Dribble the ball with your feet while you travel between the two cones.

Successful Teaching Strategies

Beginning	• Begin the child walking and dribbling before running with the ball. • Use partially deflated balls. They are easier to control. • Take short steps first. Control is more important than speed.
Developing	• Practise pretending to go in one direction then move in opposite direction. • Demonstrate how to use the sole of foot to drag the ball backward. • Suspend a 2 litre plastic bottle about 2cm off the ground. Practise tapping the bottle from side to side using both sides of the feet.
Consolidating	• Play modified games such as Keepy Off. • Design obstacle courses to dribble around and through. • Introduce speed by timing the activities. • Play Follow the leader while dribbling a ball.

Intervene if you see..

- The ball is kicked too hard thereby losing control.

TOOLS 2: ASSESSMENT STRATEGIES

Overview

There are many ways in which FMS can be assessed. Tools 1 provides you with detailed descriptions of 22 FMS and Observation Records that help in your observations of the skill criteria. Tools 2 provides you with a number of alternative strategies to gather information about a child's achievement of FMS. While we have endeavoured to describe many options, there will be other ways of assessing children's achievement of FMS. Add your own ideas!

Achievement of Fundamental Movement Skills will be able to be linked directly to Health and Physical Education learning outcomes. As the children undertake FMS learning experiences other learning outcomes may also be demonstrated. The strategies in Tools 2 will assist you in assessing children's achievement of FMS, their knowledge and understandings of FMS and physical activity, their attitudes and values about FMS and physical activity, ways in which they manage themselves and their own behaviour, and ways in which they work with others. You may also be able to gather information about children's achievements of other learning outcomes.

Information needs to be gathered about children's FMS performance in a range of settings, in different kinds of experiences and over time. Children should be given the opportunity to demonstrate their learning in a number of ways. A child may demonstrate a different level of skill proficiency for the same skill if observed in various settings with different tasks, focuses, equipment and levels of competition.

In order to assess children's levels of achievements in ways that are fair, valid, comprehensive, educative and explicit you will need to create meaningful learning experiences. As you think about the information you need to gather, you will also think about the experiences in which you can gather it. Suggestions for these can be found in Tools 3.

2 p111

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Learning Stories

A learning story is a way of recording observations. You may already record your observations using anecdotal records, running records, time samples and/or event samples. A learning story is a record of learning that may include one or more of these kinds of records. It can:

- be recorded by you, another adult, an individual child or a group of children;
- focus on a child, a group of children, an experience or a period of time; and
- be written as notes or a story, be drawn, or be dictated.

Learning stories give a little background information about what was happening, where and why. Possible learning outcomes are listed next to a space for the story to be recorded. You can then indicate parts of the story that demonstrate a particular learning outcome. See the example that follows.

Implications for planning can be recorded as well, indicating to you, the child and their families, areas for future focus.

Learning stories provide:

- A tool for children to reflect on their learning;
- A tool for you to record observations;
- A tool for families to understand what children are learning in an area that relies on physical performance of the skill; and/or
- A piece of information that, when it demonstrates learning, is a valuable addition to a portfolio.

p133

A blank Learning Story is provided in the Proformas section in Book 1.

<table>
<tr><th>Outcome demonstrated</th><th>Skill criteria</th><th>LEARNING STORY</th><th>Implications for planning</th></tr>
<tr><td>Health and Physical Education Learning Outcomes:
Interpersonal skills</td><td>Stands on side, head and eyes facing target area.</td><td rowspan="8">Name of Child: Sarah Student Name of Observer: Karen Teacher
Date: 6 May
Background:
Outdoor play stations were set up this week to focus on the overhand throw. A range of activities were developed and set up according to Instruction Cards which explained the equipment needed and the set up procedure.

Story:
Sarah was a member of a four person team responsible for designing a new learning centre.
The requirements were:
• the centre must use the overhand throw;
• the centre must help children to learn the proficient movement; and
• everyone must be able to use the centre.

The group designed a target game (Technology and Enterprise – Materials and Systems) using skipping ropes to mark the distance of a thrown object (children had the choice of a bean bag, a small rubber ball, a tennis ball and a small plastic ball). After a child had thrown the objects the skipping ropes were moved: one rope to mark the shortest thrown distance, one rope to mark the longest thrown distance and the other to mark the middle distance. If the next child threw a distance between the ropes, the ropes were not moved. The designers were very enthusiastic about their game and didn't want to leave it. They acted as monitors, testing out the game rules (Technology and Enterprise – Systems and HPE Interpersonal skills) and supporting the players. Returning the objects to the next thrower became a question. 'It's OK if we're here, but how will they all get back if we go away?' The children revised the rules (Technology and Enterprise – Systems) so that the thrower became the catcher.

Sarah noticed another child, Mary, throwing and told her that her feet were not in the right place (Health and Physical Education – Knowledge and Understandings and English – Speaking). Mary seemed to have a lot of trouble understanding what Sarah was trying to say. Sarah fetched two cut out feet, (Technology and Enterprise – Materials, Health and Physical Education – Knowledge and Understanding and Skills for Physical Activity), positioned them at the throwing point and asked Mary to stand on two feet and rock back and forth between them.

Sarah demonstrated the position of the feet
(Health and Physical Education – Skills for Physical Activity) and then demonstrated a throw. The throw was effective, but Sarah did not follow through the throw with her arm across the body.</td><td></td></tr>
<tr><td>Skills for Physical Activity</td><td>Throwing arm moves in a downward and backward arc.</td><td>Check hip and shoulder rotation</td></tr>
<tr><td>Knowledge and Understanding</td><td>Weight transferred into back foot.</td><td>Focus on arm across the body</td></tr>
<tr><td>Self-management Skills</td><td>Elbow bends as throwing hand moves behind head.</td><td></td></tr>
<tr><td>English Learning Outcome – Speaking: Speak with purpose.</td><td>Front foot steps forward</td><td></td></tr>
<tr><td>Technology and Enterprise Learning Outcomes – Materials: Design, adapt and use materials.</td><td>Hips then shoulders rotate forward.</td><td></td></tr>
<tr><td>Systems: Design, adapt and use systems.</td><td>Forearm and hand lag behind upper arm.</td><td></td></tr>
<tr><td>Math Learning Outcome – Measurement</td><td>Throwing arm follows through across the body.</td><td></td></tr>
</table>

Rubrics

A rubric can support your observations, provide a tool for recording them and help you in evaluating skill levels. A rubric can be re-used, adding levels of achievement as children's skill levels increase, or adding criteria for specific skills, concepts or attitudes.

To construct a rubric:

- Identify the levels of achievement to be recorded. Think about your group of children and the range of skills that might be demonstrated. Think of a 'name' for the group of children at the earliest level of achievement, a 'name' for the most able group of children, and at least two levels in between. In this Resource we have used the labels: Beginning, Developing, Consolidating, and Generalising.
- Identify the criteria of knowledge, understanding, skills, attitudes and values to be observed. These need to be fairly specific and can be derived from the descriptions of the skills (see example of a Simple Assessment Rubric for Overhand Throwing).
- Determine indicators that demonstrate each criteria at each level – using the Fundamental Movement Skills descriptors (Tools 1) and the Learning and Teaching Continuum (Table 3, Book 1) to support your judgements.

p3 2

p34 1

Example of a Simple Assessment Rubric for Overhand Throwing

	Beginning	Developing	Consolidating	Generalising
Feet	Stands front on to direction of throw.	Stands side on to direction of throw. Steps forward.	Runs up or crow hops before throwing.	Throws while playing in a game (moving).
Arms	Throwing arm lifts up and over shoulder.	Throwing arm moves downward and backward.	Forearm lag.	Throw is accurate over distance.
Body	Faces front.	Rotates to face front.	Split hip and shoulder rotation.	Trunk bends away from throwing side.

Example of a Rubric using Indicators from the Western Australian *Curriculum Framework* Learning Outcomes

Name of Child: Sally S	**Skill:** Foot dribbling (for example in soccer)		**Date:** 11 August	
Criteria	**Beginning**	**Developing**	**Consolidating**	**Generalising**
Listen with purpose	Respond to questions, instructions and statements.	Take turns in group discussions.	Participate in problem solving discussions.	Support opinions with some detail.
Apply a technology process	Experiment with different objects to achieve the same result.	Design and develop equipment or activities to enable the demonstration of a skill.	Develop and test models of equipment or activities to enable the demonstration of a skill by particular children.	Create and prepare design proposals to support the particular needs of other children.
Self-management skills	Make decisions based on positive and negative consequences.	Discuss actions to achieve positive and negative consequences.	Justify actions.	Describe how attitudes and beliefs affect decisions made.
Working with others	Follow the rules of an activity or game.	Devise rules that enable participation with others.	Negotiate a solution to a problem.	Resolve conflicts arising after reviewing rules and possible solutions.
Demonstrate physical skill of dribbling a ball with the feet	Can walk and dribble a ball.	Can dribble a ball with either foot, with inside and outside of feet.	Moves ball from one foot to the other. Lifts head to look around.	Uses arms to assist action. Uses dribble in games with set rules, such as soccer.

Sally joins in activities and particularly enjoys problem solving and cooperative games. We are working on testing out other ways of working and exploring more ideas before making final decisions about games rules and structures. Sally concentrates very hard on the ball when she is foot dribbling and sometimes is not aware of where other children are in a game setting. As she develops confidence in her ability to manage the ball this will become easier.

Profiles

A profile is a way of describing what was expected of a child in a task, skill or unit of work and what they actually achieved. Using positive, constructive language helps the child and family understand what the child has done and areas of focus.

Overview of Skill	Child's Achievement
We have been working on the skills of running, throwing and skipping. For each of the skills we have looked at the skill criteria and helped the children to understand the importance of them for proficient performance. In particular we have focused on the following. **Running:** • Appropriate leg, head, trunk and arm action; and • Passing a baton to a team member in a relay. **Throwing:** • Standing side on and stepping forward with the opposite foot to the hand from which the ball is thrown; and • Using the correct grip of the ball. We have applied the skills in activities and simple games.	Lily is improving her running style but her feet are still quite flat when landing. She holds her elbows quite stiffly and tucked into the body, rather than driving them vigorously backward and forward. She is now lifting her head up and looking forward. She still tends to lack self-assurance and confidence in running. When throwing a ball, Lily now stands side on to the direction of the throw. She is now concentrating on the correct arm movement but doesn't yet step forward as she throws to maximise the power. Lily is learning to understand and use the important criteria of the throw and can respond to questions. We have also tried using music to get the rhythm of the movement. Overall her confidence in throwing has improved. At the athletics carnival, Lily was confident in her running despite a sore leg. She threw a ball over 6 metres in distance and skipped continuously for 2 minutes.

Teaching Cards

Teaching cards are two sided cards that prompt teachers to observe the correct criteria of a skill, as well as identify any errors. They can be laminated for durability and written on with a whiteboard marker or graph pencil.

Teaching cards can be written for you or other adults, with cues for supporting children's learning. They can also be written for children, incorporating pictures of the proficient skill component, or pictures or symbols that remind the children of the appropriate cue.

OVERHAND THROW	
Teachable points	**Cues**
1. Eyes focused on the target	*Look where you're throwing*
2. Ball held in the fingers	*Rabbit ears*
3. Non-throwing arm points at the target	*Point where to throw*
4. Stands side on to direction of throw	*Side on*
5. Throwing arm move in a downward and backwards arc	*Down and back*
6. Opposite foot to throwing arm steps forward	*Big-step*
7. Hips then shoulders rotate forwards	*Hips then shoulders*
8. Elbow bends as throwing arm moves behind head	*Bend your elbow*
9. Forearm and hand lag	*Lead with your elbow*
10. Throwing arm follows through across the body	*Follow through*

OVERHAND THROW	
Intervene if you see	**Cues**
1. Standing front on to target	*Side on*
2. Ball held in the palm rather than the fingers	*Rabbit ears*
3. Stepping forward with the foot on the same side as the throwing arm	*Side on, now step*
4. Throwing arm lifting up and over the shoulder rather than down and back	*Down and back*
5. No hip and shoulder rotation	*Hips then shoulders*
6. Ball released too early or too late	
7. Inadequate follow through	*Follow through*
8. Non-throwing arm not used for balance or identifying target	*Lift your front arm*

Photographs, Images and Drawings

Photographs and drawings provide visual support for children's reflections. They can be used:

- instead of word descriptions as a record of the skill;
- to prompt word descriptions ('Tell me what you can see in the photo/have drawn');
- to support word descriptions ('Tell me what is happening in the photo/ your drawing'); or
- as a catalyst for verbal explanation ('Tell me what is right and wrong about the way you are running').

Photographs and drawings can also provide records of children's achievements that can be shared with families through newsletters, displays and in portfolios. They are especially useful for recording FMS because they show children in action.

Photographs can be expensive. Increasingly digital cameras are being used instead.
A digital image can also be manipulated in many ways:

- as a prompt for reflection;
- to include in a newsletter;
- to send home as a postcard;
- to include in a portfolio; or
- to include in a display.

Drawings and diagrams are another inexpensive way to record a skill and to encourage reflection. They can be drawn by the teacher, other adults or the child.

Videotape

Videotapes can be used to monitor and assess whole class movement patterns and interactions or individual children's movement. For example a recording of an outdoor play session will help you identify those children who are not fully participating in physical activity opportunities. A videotape of a child performing a FMS allows you to pause or slowly pulse forward the tape in order to closely analyse the pattern.

Jo

I attempted to assess the girls' running using the observation criteria while they were trying to run as fast as Cathy Freeman. Ahh!

I found this difficult. I would put my eys down to record and the next girl had whizzed by and I had missed her... I arranged to video the girls and completed my observations using the video.

Talks with Children

You can supplement your observations of children with discussions or conferences with them, either individually or in small groups. Talking with children is particularly important if you are trying to make judgements about things that are less easily observed, such as understandings, attitudes and values.

When talking with children, try to:
- ask only one question at a time;
- make questions open;
- ask genuine questions to find out things you don't already know;
- make sure questions are not 'leading' or value laden;
- have someone ask the questions in the child's first language; and
- ask questions requiring children to describe, explain, differentiate, synthesise and analyse, not only label or list.

Conversations can be recorded on an audiotape, as a learning story, or by using a self-reflection format (see some of the examples that follow).

Sally

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.

Audiotape

Audiotapes can be used to record conversations with or between children about their learning experience. It can be helpful to:
- label the tape with the names of the children interviewed;
- note the starting point for the conversation (if your recorder has a revolution counter);
- listen to the tape in the car on the way home; and
- transcribe only the parts of the tape that are really useful.

Self-reflection

What runners do:
Run on a narrow path
- Lift their knees
- Keep their eyes looking forward
- Bend their elbows
- Drive their arms

Self-reflections enable children to describe their own learning. Self-reflections are particularly important as children begin to conceptualise the movement skills.

Self-reflections can be undertaken informally throughout an activity session ('How are you managing?' 'How effective is your throw?'), more formally in a debrief or conference with a child, or in written form.

Self-reflections are supported when children:
- discuss the skill and its component parts;
- set personal goals;
- report about their performance describing specific achievements; and
- review their goals as part of the reflection process.

Recording formats need to encourage thinking and reflection. They can be used by the children to write or draw their responses, or by an adult who records what the child dictates.

Some formats, for self-reflection follow.

STORY FORMAT 1					
Date:					
Who?	**Did What?**	**How?**	**When?**	**What did you learn?**	**How did you feel?**

STORY FORMAT 2		
Date:		
Beginning	**Middle**	**End**

REFLECTION 1	
What do you do well?	
What is the most recent thing you have learned to do?	
What might you practise or learn next?	
How could you show your learning to someone else?	

I CAN

Name _____

I know _____

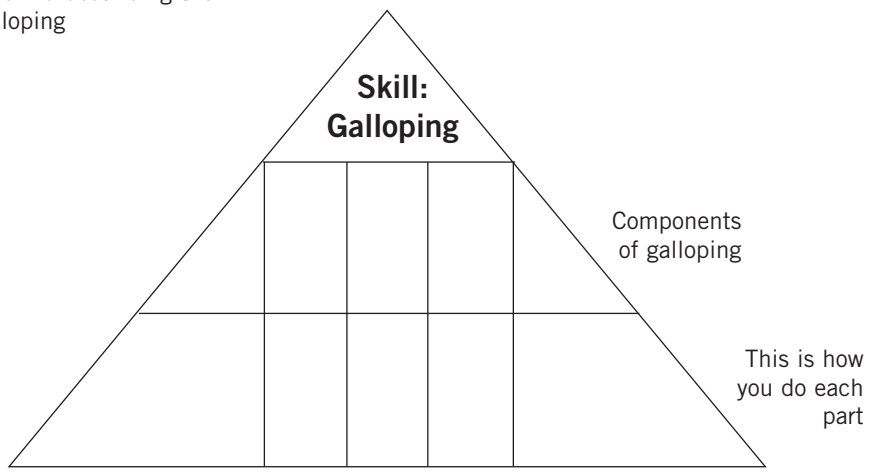
I would like to _____

This is what I will do to learn now _____

_____

PYRAMID

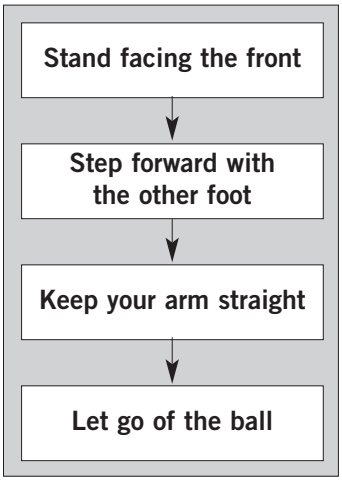
Draw a pyramid describing the skill of galloping



JOURNAL				
Name:				
Date	**My goal–What I want to achieve**	**By when–When I want to have achieved my goal**	**My achievements**	**Dates of my achievements**

FLOW CHART

Construct a flow chart with pictures, showing the way you throw a ball underhand



LEARNING LOG			
Name:			
Date started	**Skill**	**Activities completed**	**Comments**

PERSONAL REPORT

I think I am a _____ thrower because _____

I need help to _____

_____

HELPING ELMO

What cues would you suggest to help Elmo become a better (climber)?

_____

_____

_____

_____

_____

REFLECTION 2

Name:

How do you feel about your ability to:

1. _____ ✓ - ×
2. _____ ✓ - ×
3. _____ ✓ - ×
4. _____ ✓ - ×
5. _____ ✓ - ×

COGNITIVE REINFORCER

Look at this picture of a child kicking a ball.

List some games you can play which involve kicking a ball.

1. _____
2. _____
3. _____
4. _____

What do you need to remember to do when kicking a ball?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Peer Reflections

Children can be asked to observe each other's skills. This helps them to learn the skill criteria and improves their understanding of the skill. Children need to be taught to give appropriate feedback. See the section on Sharing Information with Children in *Book 1: Learning, Teaching and Assessment*. While this section was written to explain the way in which teachers need to give feedback the same principles apply to children giving feedback to each other.

p46

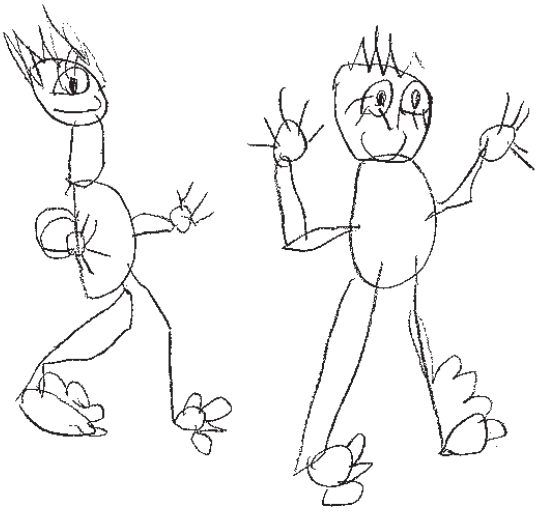
Some peer reflections will occur incidentally during a learning experience either directly from the children themselves ('Hey, your arms are like an aeroplane when you're walking on that beam!'), or with prompts from the teacher ('How many of you have partners who are using their arms to help them balance?').

Peer reflections can be tape-recorded or recorded on paper as valuable additions to the information children, teachers and/or families have about children's learning. Useful recording formats prompt thinking and encourage reflection, rather than having children fill in a worksheet.

Young children can dictate their reflections, circle choices or draw pictures. Older children can record reflections in writing.

A variety of recording formats for peer reflections follow.

Breena drew Aimee



Amanda drew Asha

BRAINSTORM AND CATEGORISE

Work with a partner to brainstorm how to do a punt kick. Write each step on a card. Group the cards so that the parts that go together are next to each other. Make a label for each group. Put all the groups in order.

ENCOURAGING QUESTIONS

Ask your partner the following questions about the game you invented.
Record your answers

What happened in the game?	
Why?	
What was surprising?	
What was fun?	

Sally's throwing story

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'.

GROUP STORY

Work with a group of people to tell (draw or write) a story about the skill of _____

STUDENT QUIZ
Make up a set of questions about the skill of
_____
_____
_____
_____
_____
_____
Ask your partner these questions.

CHAMBERS			
Interview your partner about their ball skills. Ask them about catching, throwing overhand, throwing underhand, and the chest pass. Record their answers.			
The ball skills my partner likes are	**The ball skills my partner doesn't like are**	**My partner is puzzled about how to**	**My partner thinks there is a pattern in their performance of the skills. They always**

PARTNER SKILLS CHECK

Tick each time your partner does that part of the skill correctly

SKILL: RUN				
NAME OF CHILD:	NAME OF OBSERVER:			
Picture of Component 1 – and name of step	 Try 1	 Try 2	 Try 3	 Try 4
Picture of Component 2 – and name of step	 Try 1	 Try 2	 Try 3	 Try 4

FIRST022 | Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment

TOOLS 3: LEARNING EXPERIENCES FOR FMS

Overview

There are many ways in which FMS can be learned, and applied. While we have endeavoured to describe many options, there will be other ways of helping children to learn FMS. Add your own ideas!

The learning experiences in this Resource have been grouped under the headings of:

- Child-structured experiences; and,
- Teacher-structured experiences.

Each of the experiences are described in detail and some examples of ways to use the learning experience to develop FMS are given.

It is important that learning experiences be used as opportunities for gathering information about children's learning. Assessment is an on-going process that is made more fair, valid and educative if it is undertaken during experiences that are relevant and meaningful for the children. As you plan the experiences, choose assessment strategies from *Tools 1* and *Tools 2* to help you to continue to gather information about children's achievements.

Child structured Learning Experiences

Teachers provide the space, equipment, boundaries and expectations for children in all school situations, indoors and outdoors.

Teachers support child structured experiences by:
- providing a variety of experiences;
- inviting children to choose where they will play or work, how long they will play or work at any one task and who they will play or work with;
- providing time, a variety of equipment and activities;
- helping the children to develop rules; and
- talking about how to include other children.

Observing children during experiences that the children structure for themselves enables you to confirm observations made in the classroom and in teacher-structured settings, to notice children who are avoiding physical activity and to make judgements about a child's levels of achievement.

Playground play

The playground is an area where children may structure their own play. Examples of playground play include hopscotch, chasey (tag), and 'elastics'.

A successful playground:
- includes a range of play settings such as quiet and active areas, group and individual areas;
- has opportunities for creative and exploratory play, dramatic and social play, complex and challenging play;
- enables choice, problem solving, decision making and rule-making;
- has zones which are suited to different skill levels;
- is safe, secure, durable and suited to the site;
- is planned to enable a flow of activities;
- is flexible, adaptable and expandable;
- acknowledges children's different backgrounds to indicate a valuing of what they bring to the situation; and
- can be supervised easily.

p116

Advice regarding equipment and playground markings can be obtained from the following suggested texts listed in *Appendix 3*.
- The Kindergym Crew (Australian Gymnastic Federation, 1993);
- 100 Playground Markings and Games (Farkota, 1996);
- Sportstart (Meaney, 1991); and
- Play Pack (Schiller, 1996).

Examples of Playground Activities

Playground activities	Space and equipment	Other learning outcomes that may be demonstrated if the learning experiences are structured appropriately
General play	Various	• Solving problems • Understanding our world
Chasey or Tag games	Large open area	• Patterns and relationships • Speaking and listening • Natural and social systems – rules and rule making
Climbing and social play	Climbing apparatus	• Creativity
Hopscotch and its variations	Markings for games	• Mathematics – measuring, estimation, counting
Skipping games – often with rhymes	Ropes	• Speaking & listening • Singing
Chinese or French skipping	Stretch ropes – 2-3 m lengths of elastic tied in a loop	
Ball games	Blank wall	
Follow the leader	Lines to follow, foot prints, animal prints	
Rolling	Grassy hill	• Investigating feelings, fast, slow, reactions
Wall targets	Markings on wall – bulls eye, grid with numbers Balls	• Counting

Invented Games

Creating new games from known ones, or incorporating specific skills into old ones enables children to participate in games that are more or less challenging for them. Changes can be made to:

- the number of players;
- the size or shape of the space;
- the skills to be used;
- the game's objectives;
- the equipment;
- the rules; and/or
- the levels of cooperation.

Examples of variations on chasing games

No. of players	Size or shape of space	Skills	Objectives	Equipment	Rules	Level of cooperation
20 to 30	Square (10m x 10m)	Running Dodging	To catch other players and not get caught.	None	Everyone is 'It' and can try and catch everyone else. When you are tagged you must stand still.	None
20 to 30	Square (10m x 10m)	Running	To have everyone caught.	None	One person is 'It'. When they catch someone, the new person holds onto one of their hands. Now two of them can catch with their outside hands. The 'blob' is increased on the edges. Inside people cannot catch.	Some
5 to 10	Triangle	Running	To run from inside the triangle to the outside without getting caught.	Markers for apexes of triangle	Three catchers stand next to markers. Rest of the children stand inside the triangle. Catchers can only run along the line between the apexes. On 'Go' children try to run out of the triangle.	Some

Movement to Music

Children will often move spontaneously to music. You can provide streamers and scarves to encourage arm movements. Choose music appropriate to the skill. Choose music from different cultures. Music played during skill development sessions can also support some children in learning a skill.

Examples of Music that Support FMS

Fundamental Movement Skill	Supportive Music
Static balance on one foot	Bette Midler *Wind Beneath My Wings*; Lloyd Weber *Memory*; Christine Anu *My Island Home*
Beam or line walk	Kabalevsky *The Clown*; *Chariots of Fire*; Brubeck *Unchained Melody*
Climbing	Greig *Hall of the Mountain King*; Ravel *Bolero*
Forward roll	*Rainbow Connection*
Sprint run	Manfred Mann *Doo Wah Diddy Diddy*; *Popcorn*; *Power Rangers Theme Song*; Midnight Oil *Beds are Burning*
Hop	Mary Poppins *Spoonful of Sugar*; *Bananas in Pyjamas*; Christine Anu *Taba Naba*
Jump for distance	Village People *Go West*
Jump for height	Jefferson Airplane *Up, Up and Away*; *Star Wars Theme*
Skip	Mary Poppins *Let's Go Fly A Kite*; *Teddy Bears Picnic*; Cher *Believe*
Gallop	*William Tell Overture; Happy Trails to You*
Side gallop	*Brown Jug Polka*; Beach Boys *Kokomo*; Les Miserables *Do You Hear the People Sing*; *Gilligan's Island Theme Song*
Dodge	*Danger Zone; Teletubbies Theme Song*
Leap	*The Grand Old Duke of York; Music Box Dancer*; Yothu Yindi *Treaty*
Catch	The Seekers *Morningtown Ride*
Overhand throw	*Shoo Fly Don't Bother Me*; O'Keefe *Shout*
Underhand throw	*Sing a Rainbow*
Chest pass	*If You're Happy and You Know It; St Elmo's Fire*
Lofted soccer kick	*Hot Diggity; Limbo Rock; Running Bear*
Drop punt	*Up There Gazely*
Two handed strike	Coombes *Juicy Juicy Green Grass*
Hand dribble	*Macarena; Twinkle Twinkle Little Star*
Foot dribble	*Baby Elephant Walk*; Mussourgsky *Ballet of the Unhatched Chicks*

Dramatic Play

Children use imaginative play to explore their ideas. Teachers can build on children's interests by:

- adding props;
- making suggestions about roles or play themes; and
- joining in the play.

A 'prop box' can provide starting points for children's dramatic play. For example, a hat box enables children to assume a range of characters leading to different kinds of physical movement.

Prop boxes can be used indoors or outdoors. Fixed playground equipment can be transformed into a tent, cubby, cave, burning building or outdoor shelter.

Examples of Prop Boxes

Prop Box Ideas	Movement Skills Which Can Be Encouraged
Beach Box – hats, umbrella, towel, sunscreen, bucket, ball	Swimming, digging
Racing Box – motorcycle helmet, flags, witches hats	Racing, speeding, turning corners, dodging, rolling
Firefighting Box – helmets, hose, yellow raincoat, boots	Sliding down poles, climbing ladders, throwing a hose
Farm Box – farm hat, shovel, pick, hammer	Shovelling, hammering
Olympics/Commonwealth Games Box – medals, ribbons, starting 'pistol', whistle	Any or all depending on available small and large equipment
Explorer's Box – sunhat, walking stick, carpet squares, long strip of blue fabric, chalk, helmet with light	Leaping, climbing, jumping
Windy Day Box – streamers attached to the rim of a circular plastic lid, streamers attached to a wand, pinwheels, flags	Running
Dinosaur Box – large plastic dinosaurs, dinosaur tails, wings	Running, leaping, jumping
Circus Box – ballet shoes, small umbrella, round plastic tub, tightrope, ball, clown shoes, clown's nose	Balancing, throwing, catching
Tarantella Box – tambourines, ribbons, shawls, scarves, a large plastic spider	Hopping, jumping, running, side galloping, kicking
Indonesian Mask Box – masks, paper plates, paper bags	
Aussie Box – football jumpers, football, red, green and purple streamers, gold and blue streamers, green and gold streamers, piece of sheet for 'Go Dockers!' or 'Aussie, Aussie, Aussie' banners	Kicking, running, jumping
Camping Box – broom, soft drink cans, shovels, billy, aluminium foil, coloured cellophane	Lifting, carrying, throwing, sweeping

Teacher structured Learning Experiences

Teacher structured experiences may require participation from large groups of children, small groups, pairs or individual activity. Teacher structured learning experiences can be used with large groups of children to set out the boundaries for behaviour, to 'tune' children in, to introduce skills, to apply skills, to cool down, for debrief and for reflection. Skill practice is usually better undertaken in small groups, pairs or individually.

Teacher-structured experiences should be playful. They should include the elements of:

- choice;
- social support;
- relevance; and
- purpose.

Choice is facilitated when there are several activities developing different skills or skill criteria or requiring the children to work in different ways. You might choose children to work in a group on an activity for ten or fifteen minutes and rotate the groups. A way of providing more choice is to allow children to begin with a group of children but move on to other activities when they have completed the task. In this way, the children who want to stay at a task and practise it for a long time can do so, while those who wish to sample all the experiences can move more quickly between activities. At other times you might choose a group of children to begin working on a teacher-directed task while the remainder of the group choose the activities they will undertake. You might also allow some time for free exploration of the activities and then call a group of children to practise a skill with teacher direction.

Experiences can be structured so that children provide **social support** for each other. Experiences can require children to share materials and ideas, solve a problem or help each other to complete a task. Social support is less likely in situations where children are waiting for their turn, working alone or competing to complete a task best or first.

The **relevance** and purpose of experiences need to be clear to the children. Choosing a focus skill which is valued by the community and the families, is useful for the children in their playground play or enables them to undertake activities more competently in school events helps to increase the relevance of learning FMS.

When children and families share in goal setting, **purposes** are those of the children not just those of the teacher.

Obstacle Courses

Obstacle courses are pathways requiring children to move through a range of activities using locomotor and body management skills. Obstacle courses may include fixed or mobile playground equipment, playground markings, paths and small equipment such as balance boards, hoops, markers and ropes.

Examples of Obstacle Courses

Run	Run around markers, chairs, hoops and boxes, between skipping ropes and along chalk markings as quickly and safely as possible.
Jumping	Jump from the monkey bars onto a mat, jump over a low rope, jump from hoop to hoop, jump to touch a mark on a wall.
Line walk	Walk along a snaking rope, along a bench, from chair to chair, along the edges of the sand pit and along a chalk marking.
A beach trip	Sit on each of six chairs in a row, walk over six markers, sit in six hoops, crawl through the sand pit, jump six times on a mini trampoline, 'swim' between ropes.
Firefighters	Climb onto playground equipment, slide down the pole, run along a rope tied at waist height from the playground equipment to a tree.
The digestive system	Enter through a tyre hanging from a tree. Walk on a rope that travels randomly round and across a small area (chewing). Walk up an inclined beam to an A frame. Climb over the frame and then back under the frame. Crawl through a hoop leaning up against the frame. Follow a path of hoops traveling back and forth, then jump over markers in a path. Finish crawling through a tube.

Circuits

Circuits are a series of stations focusing on different aspects of FMS or fitness which children undertake for short periods of time (for example, two minutes before moving onto the next station). Children are distributed around the circuit and might, for example, run on the spot, crab walk, jump rope, run in a zig-zag between markers, march with a drum and throw and catch a beanbag.

A different kind of circuit has the children in a circle doing the same activity for two minutes, then running for 30 seconds and doing another activity (see Janet's story).

Examples of Circuit Activities

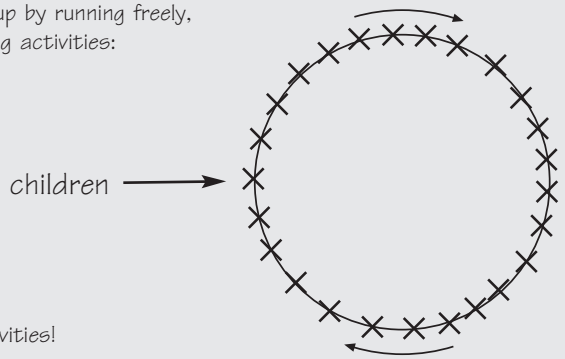
Rabbit hops	**Knees up** – slap knees as you march in place	**Jumping over boxes**	**Mirrors** – children make the same body shape as their partner	**Ball pass** – pass the ball back and forth to a partner
Heel lifts – raising up on toes and lowering	**Arm circles**	**Walking on stilts along a rope pathway**	**Dribbling** – using different sized balls	**Throw a ball into each of six hoops or tyres**
Windshield wipers – arms spread out from side, twist in one direction and bring arms together, twist in other direction and bring arms together	**Wall toss** – toss a ball against a wall, try self or partner catches	**Balance** – roll a dice to show how many body parts are to be on the ground	**Bounce and catch** – different sized balls as many times as possible	**Clap and catch** – throw the ball up in the air and clap as many times as possible before you catch the ball again

Janet

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!



Learning Centres

A learning centre is a collection of materials gathered together for a purpose that enables children to engage in activities at their own level, at their own rate, in their own way, to achieve learning outcomes. Learning centres integrate concepts, skills and values within and across learning areas, and may include fundamental movement skills.

Learning centres provide the opportunity for using children's different intelligences and learning styles and enable children to transform their understanding using different media.

Some concepts related to FMS that lend themselves to a learning centre approach include balance, movement, rhythm, space, distance, force and time.

The concept of 'balance' is the focus of the sample learning centre program that follows.

Example of Developing FMS through Learning Centres

Focus: Balance	**Science Learning Outcomes that may be demonstrated –** Investigating; Science in Daily Life

Warm up: Children stand in a space by themselves. Children lean forward and back as far as they can go without losing their balance. Children balance on different body parts. Children balance on 2, 3, 4 body parts. Bring body parts close together. Spread body parts far apart. What happens to balance? Make a twisted shape, a curved shape. What helps you to keep balanced? Walk forward and backward using large and small steps. Walk on lines. Walk with beanbag on head. Hop, run, skip to music stopping on one foot. What helps you to keep balanced?

Indoor/outdoor centres	**Outdoor centres**
Socio dramatic: Mission Impossible **Purpose:** To find the hidden clues **Equipment:** Hide a series of cards with symbols through an indoor obstacle course including: cardboard boxes which they must step in and out of, a tunnel of chairs which they crawl through, masking tape lines to walk on, cushion to jump over and on, footprint stepping stones.	**Obstacle course:** **Purpose**: To develop skill of dynamic balance **Equipment:** Low balance beams, footprints, ropes, low benches in a sequence, lines in playground.
Music and movement: Are You Balanced? **Purpose:** To encourage self-expression **Equipment:** Space with tape recorder. Record series of 'balancing music': Kabalevsky's *'The Clowns'*, Whitney Houston *'That's What Friends Are For'*.	**Fixed equipment:** Monkey bar **Purpose:** To develop skill of dynamic balance
Sand: See saws **Purpose:** To develop the concept of balance **Equipment:** Balance, containers for pouring, triangular blocks and long pieces of wood (for making seesaws).	**Stilts:** **Purpose:** To develop skill of dynamic balance **Equipment:** Stilts, bean bags.
Construction: Weighted blocks **Purpose:** To develop the concept of centre of gravity **Equipment:** Tape a piece of lead in a corner of a cardboard box, seal the box and cover it. Place lead weights at different parts of different boxes. Add these blocks to the block area.	**Open space** **Purpose:** To explore balance on hands **Equipment:** Picture prompts for bunny hops, donkey kicks, hand stands, cartwheels, headstands.
Collage: Creating balance **Purpose:** To explore balance in images **Equipment:** Prepare three samples on large black paper, one with all objects on one side of the paper, one with objects 'balanced' on the paper and one symmetrical. Children place objects on black paper, creating their own collages.	**Open space** **Purpose:** To develop skill of static balance **Equipment:** Picture prompts for balancing on different body parts.
Stations **Purpose:** To explore the idea of balancing resources **Equipment:** Allocate hoops to be a shop, a health centre, a bank, a garden, and other places of relevance in your community. Make three sets of cards: two with pictures of money, food, etc, the third with a picture of a movement. Place one set of resource cards in the right hoops (food in the shop, money in the bank). Children draw a card from the second set of resources and a FMS card. They move using their FMS to the right 'place' to get their resource. What do we do when the resources run out?	**Drawing:** Balancing jobs **Purpose:** To explore balance in responsibilities **Equipment:** Paper and markers. Draw a picture of each of the people in your family. Show what jobs are their responsibility. Who else could help get the jobs done?

Warm down: Balance activities with a partner. Create a balance statue where each person is partly supporting another. Now move your statue around the room.
Debrief: How did you balance today? What does being balanced feel like?

Play Stations

Play stations are activities which focus on the development of fundamental movement skills through providing sufficient equipment for a group of approximately six children to attempt, practise and consolidate specific skills at two or three levels of difficulty. At each play station, children follow verbal instructions, diagrams or simple task cards to 'play' at developing FMS.

To maintain high levels of participation by all children, several sets of similar equipment are provided within each station. To encourage the children to work at an appropriate level, the equipment within a station is set up for two or three levels of difficulty (for example, rebounders set up at different distances from the thrower).

Play stations can be used by the children:

- with teacher or adult direction;
- with the support of task cards;
- with the support of a skilled peer;
- in small groups; or
- independently.

Play stations are best implemented over a five or six week period providing an element of continuity whilst simultaneously encouraging skill development, responsibility and challenge. During each week of the program the number and type of play station will vary. Some of the stations will be teacher directed, some structured to facilitate skill practice, and others to encourage the children to play freely with the equipment and design their own games.

Organisational tips for play stations:

- allow 5-10 minutes to explain the stations and the activities;
- teach the children how to set up and pack away equipment;
- provide different difficulty levels of activity within each station;
- provide diagrams of each station so that equipment can be set up to enable children at different ability levels to work;
- where possible, schedule for different classes to use the same stations;
- provide task cards that explain the purpose, activities and sequence of the stations;
- encourage children to suggest or design more complex tasks or other stations; and
- occasionally choose groups for the children to work in for the lesson and rotate groups through the play stations.

Play stations can be set up to develop a single skill or a group of skills. See the examples which follow of developing overhand throwing and developing object control.

In planning play stations or learning centres, you can:

- plan six learning experiences to be individual play stations or learning centres; or
- plan two experiences:
  - One that includes an initial focus criterion for the 'beginning' children, a fine tuning criterion for the 'developing' children and a challenge for the 'consolidating' children; and
  - One that includes a different initial focus criterion for the 'beginning' children, a challenge for the 'developing' children and an application with variations for the 'consolidating' children.

Example of Play Stations for Different Levels of Development - Kick for Distance

Beginning	Skill development activities (initial focus criterion) Step and kick for distance. Ball is balanced on a beanbag. An outline of a foot is placed next to ball to indicate where to place the support foot. Ask: *How far can you kick?*	Skill development activities (initial focus criterion) With a partner kick a balloon to each other. Ask: *How many kicks can you do without touching the balloon with your hands or letting it touch the ground?*
Developing	Skill development activities (fine tuning components) Kick a soccer ball to hit a wall before it touches another surface. Child selects the distance to kick.	Application activities (involving a challenge) Kick a soccer ball between 2 markers or into a soccer goal. Child selects the distance to kick.
Consolidating	Challenge Run and kick a soccer ball as far as you can. Place a marker where the ball lands. Ask: *What is the greatest distance you can kick the ball?*	Application (with variations) Practise a drop punt with a soccer ball. Kick the ball to a partner. Ask: *How many times can you kick to each without the ball touching the ground?*

Example of Developing Overhand Throwing through Play Stations

Focus: Overhand Throwing
Focus learning outcomes: Health and Physical Education – Skills for Physical Activity, Self-management Skills
Other learning outcomes that may be demonstrated: Problem solving; and Technology Process
Tuning-in: Children stand in a space by themselves. Arm circling - together and in different directions. Stretch up high, stretch down low. Donkey kicks. Bunny hops. Find a partner. Facing each other with toes touching, hold hands and lean backwards. How far can you go? Try it again back to back. Jump up and down and clap hands above your head. Where else can you clap your hands?
Review: Criteria for overhand throw

Station	Task	Equipment/ materials
Tennis balls	Throwing past the markers. Work in pairs.	6 markers 6 tennis balls
Accuracy throw	Throw at a target. Partner retrieves ball. Each time child is successful they take a step backwards. Each time not successful they take a step forwards.	2 wickets or bins 6 small balls
Invented game	Devise a throwing game to play with provided equipment.	Hoops Beanbags Skipping ropes Baskets
Target balloons	Attach balloons to a fence or wall. Children aim to hit balloons. Vary distance of throw.	12 balloons 12 beanbags
Rebound ball	Throw ball at wall. Throw ball at wall and have partner catch the ball.	Wall Tennis ball
Bean the Ball	Children roll a ball and then run after it trying to hit the ball with a thrown beanbag.	6 Balls 6 Beanbags

Assessment rubric

	Beginning	Developing	Consolidating	Generalising
Feet	Stands front on to direction of throw.	Stands side on to direction of throw. Steps forward.	Runs up or crow hops before throwing.	Throws while playing in a game (moving).
Arms	Throwing arm lifts up and over shoulder.	Throwing arm moves downward and backward.	Forearm lag.	Throw is accurate over distance.
Body	Faces front.	Rotates to face front.	Split hip and shoulder rotation.	Trunk bends away from throwing side.

Example of Developing Object Control through Play Stations

Focus: Object Control

Major learning outcomes: Health and Physical Education – Skills for Physical Activity

Other learning outcomes that may be demonstrated: Science Energy and Change

Tuning-in: Children stand in a space by themselves. Arm circling- together and in different directions. Stretch up high, stretch down low. Jumping beans – jump with bean bag between feet or ankles. Whipped beans – pass beanbag around body as quickly as possible (at waist height and then at ankles, knees, hips, waist, neck). Musical whipped beans – pass beanbag around body in time to music.

Station	Task	Equipment/ materials
Bounce pass	Two handed bounce pass to a partner. Try to bounce ball in a hoop placed on the ground between 2 children.	Volleyball or Basket ball 6 Hoops Other ideas: *Sport It* pp 41-41
Underarm throw	Beanbag toss underarm into hoops. Fill the bin. Throw to a partner. Corner spry.	30 bean bags 4 hoops Bin Other ideas: *Sport It* pp 62-63, 66-67
Catch	Seal clap – throwing beanbag into air, clap and catch the beanbag. Increase number of claps. Throw and catch to a partner – if successful take a step backwards, if unsuccessful take a step forwards.	12 beanbags Other ideas: *Sport It* pp 85-95
Kick	Foot dribbling in space or around markers. Kicking through markers to partners. Kicking to hit targets on a wall.	2 Slightly deflated balls 4 Inflated balls 6 markers
Strike	Hitting a soft ball with cardboard or newspaper bats, in space or around markers. Hitting from a tee with tee-ball bats.	3 Tees or markers 6 tee-ball bats 6 Soft balls (paper, nerf, stocking) 6 Cardboard or newspaper bats
Dribbling	Design own obstacle course, move ball through course using foot, stick or hand.	Whatever is available 6 hockey sticks

Closing activities: Rocking and rolling to music, with partner, on own - different directions, speeds, levels
Using a peer reflection format interview a partner about their ball skills (for example, 'Chambers' in Tools 3).

Assessment rubric	
Beginning	Demonstrates understanding of the purpose of object control skills. Focuses with eyes on object. Achieves control of ball working alone.
Developing	Some accuracy in object control. Achieves control working with a skilled partner.
Consolidating	Controls object with accuracy over distance. Demonstrates rhythm of movement. Achieves control working with a peer.
Generalising	Accurately controls object during game. Maintains control while reacting to variable of distance, target and other people.

Skill Practices

Skill practices are experiences that enable children to focus on a single skill or a few skill criteria. They may be structured by the teacher and incorporated at any point of an activity session, be incorporated into play stations or circuits or be used as a transition activity. Skill practices can also be structured by children are often used to practice a skill independently. For example, a child may practise throwing a ball against a wall and catching it again and again.

In skill practices teachers need to provide:

- clear instructions about the task;
- equipment for all of the children in the group to do the task at the same time; and
- immediate and specific feedback.

Examples of Skill Practices

Jump	Jump as high as you can. Jump to the music or to drumbeats. Bend your knees when you land so that your landings are very quiet. Jump in and out of a hoop.
Catching	With a partner, sit on the ground facing each other. Roll the ball to each other and catch it. Toss a beanbag in the air and catch it. Toss a ball but not very high and catch it. Practise soft catches – reach and pull the ball toward you. Bounce and catch. Throw a ball against a wall and catch it.
Throwing	Throw at a can and knock it over. Throw beanbags into a hoop. Throw beanbags through a hoop suspended from a tree or the monkey bars. Throw over a box.
Striking	Balance a balloon on a paddle. Bat a balloon with the paddle. Keep it in the air. Strike a ball suspended from a tree, a totem tennis or the monkey bars. Hit a ball off a tee.
Dodging	Run around the room avoiding bumping into people. Run around objects, hoops, chairs, avoiding stepping on anything or bumping into people. Run until you hear a signal and then change direction. Run until you hear a signal, pretend to change direction and move in another direction.

Problem Solving

In problem solving, teachers pose a question and invite children to find solutions. Problem solving can be called guided discovery (find an answer to this question), guided exploration (find a way to do this task), divergent problem solving (find as many ways as possible to solve this problem) or convergent problem solving (find a solution to this problem).

Examples of problem solving questions

How many ways can you balance on two hands and one foot?

Can you balance on one hand and one foot?

Can you balance on just one foot?

Can you balance like Sam?

What is Sam doing to help him balance?

Is Sam holding his arms out to the side like an aeroplane?

Who else can balance like Sam and count to 5?

How many ways can you balance on 4 body parts?

How many different body parts can you use to hit a ball?

How many things can you and your partner do with the hoop?

How would you move to this music?

Can you pass the ball to your partner without touching it with your hands?




Task Sheets

Task sheets are lists of progressively more difficult activities, including child-designed activities, which children complete individually or with others. It is important to keep language very simple in order to cater for children at risk in reading.

Example of a Task Sheet

Task sheet for Balance		
Name:		
Date Done (1)	**Date Done (2)**	**Challenge**
		I am able to walk forward the length of a line marked on the playground keeping my feet on the line.
		I am able to walk backward the length of a line marked on the playground keeping my feet on the line.
		I am able to walk heel-toe forward the length of a line marked on the playground keeping my feet on the line.
		I am able to walk heel-toe backwards the length of a line marked on the playground keeping my feet on the line.
		I am able to walk heel-toe forward with my hands on my hips the length of a line marked on the playground keeping my feet on the line.
		I am able to walk heel-toe backwards with my hands on my hips the length of a line marked on the playground keeping my feet on the line.
		I am able to walk forwards on my tip-toes the length of a line marked on the playground keeping my feet on the line.
		I am able to walk backwards on my tip-toes the length of a line marked on the playground keeping my feet on the line.
		I am able to walk forward the length of a line marked on the playground with a beanbag on my head keeping my feet on the line.
		I am able to walk backward the length of a line marked on the playground with a beanbag on my head keeping my feet on the line.
		I am able to walk forward on a beam without falling off.
		I am able to walk backward on a beam without falling off.
		I am able to walk forward on a beam with a beanbag on my head without falling off.
		I am able to walk backward on a beam with a beanbag on my head without falling off.

Task sheets can individualise instruction by enabling children to work on specific tasks on a sheet, or to work on different task sheets.

Contracts

Contracts are negotiated agreements between a teacher and a child or group of children that can operate over one, several or many lessons. They include an outline of what will be done, when, why and with whom, as well as reflection or evaluation questions.

Contracts are very useful with children who are already proficient movers or as a way of individualising programs after basic skills and a range of activities to develop the skill have been taught. Children record their goal, activities they will do, time for each activity and the name of someone they will work with.

Example of a Contract

Name:		**Contract period:**	
Time	**Activity**	**Goal**	**Partner**
What was your favourite activity? Why?			
Did you accomplish your goal?			
What do you need to work on in the next sessions?			
How did you and your partner work together?			

Peer Teaching

Peer teaching encourages children to learn from each other. One child acts as the teacher, one or more others as the learner or learners. Peer teaching has many advantages as it:

- involves the whole class;
- provides immediate feedback for individual children;
- promotes shared responsibility for learning; and
- develops children's understanding of the skill since they need to know the skill in a different way when they guide others.

The child teacher checks for correct or proficient performance of a skill. A peer evaluation recording format can support this process (see Tools 2: Assessment Techniques).

Long Walk or Run in the Neighbourhood

Walking or running in the neighbourhood orients children to their environment, is inexpensive and links easily with many other topics of study. Take the opportunity to look at plants, pets, houses, local shops, cars, clouds, and puddles. Talk about safe routes to school and road safety. Look for signs that help us to find our way around.

Ten minutes of fast walking, marching or jogging raises the heart rate 60% to 70% of the maximum and develops cardiovascular fitness.

After a run ask:

- Can you feel your heart beating faster?
- Can you hear your friend's heart beating faster (by putting your ear against their back)?
- How does it feel when your heart is beating faster?

Games

Games are activities that have rules or structures. There are many different types of games. Games can enable children to apply basic skills and concepts, practise a skill or a small number of skills, include some of the skills, rules and strategies associated with more formal sports, or develop sportsmanship. Children need to learn how to win and lose graciously.

Games need to be chosen carefully so that they are appropriate for the children's physical and social skill level, strength and size. Ensure the game:

- is in an appropriately sized space;
- has boundary lines set outside the play space;
- uses appropriately sized, weighted and hardness of balls, bats and equipment;
- has clear and understandable objectives;
- begins in a stable or predictable environment (initially) and moves to an open, or less predictable environment as skills improve;
- involves a high activity level from as many children as possible;
- involves strategies which the children can identify, explain and learn;
- has rules that enable the game to keep going and ensure success for all children. This means avoid 'getting out' games;
- focusses on skills rather than competition; and
- can be conducted without adult supervision.

The games in this section are usually introduced by a teacher, but enable the children to undertake the game at their own pace and level. These games are easily transferable to the playground.

Simple Games

'Simple' games are easy to play, have a few, easy to follow rules, require little or no equipment and are easy to modify. They are designed to apply skills in controlled and predictable situations. You will find simple games in all activity books under headings such as tag games, circle games, line games, active games and educational games. Simple games provide an effective way for children at beginning levels of skill competency to apply their skills.

Examples of Simple Games

Skill	Simple games
Balance	What's the time Mr Wolf?
Hop	Red Rover The many variations of hopscotch
Jump	Sack racing – standing inside a sack children jump to a marker and back again. Leap frog Jump rope
Running games	Run and touch Here, there, where Name tag – a child's name is called. All the other children try to tag them.
Dodge	Scarecrow Fox and Hen Most tag games
Overhand throw	Falling stars – child throws a ball to a wall. On the rebound another child catches it.
Underhand throw	Keep in, keep out – 1 person stands in a hoop with 10 to 12 beanbags, three or four other people standing around outside the hoop. The person in the hoop tries to keep the beanbags out of the hoop and the other players try to get the beanbags in the hoop.

Cooperative Games

Cooperative games are those games which enable children to work positively together toward a common goal in the same space, time and/or with the same materials. Cooperative games are often listed as trust games, group initiatives or problem solving games.

Examples of Cooperative Games

Skill	Cooperative games
Locomotor	**I am –** children stand in a circle and take it in turns to walk into the centre of their circle and make a shape, perform a skill or declare their name. The other children watch, take a step into the circle and repeat the movement. **Human machine –** as a group children make a machine or a kitchen appliance. **Clown walk –** in partners or small groups, children stand with arms around each other's shoulders. Children then walk or run together. Try big steps left and right. Try other funny walks.
Balance	**Group statues –** one child assumes a posture and the other children add to the statue (show pictures of group statues as starting points). **People pyramids –** kneeling pyramid. **One, two, three, shape –** on 'shape' children make a circle, triangle, square, etc. with their bodies. **Hoop stand –** five children hold a hoop sitting in a circle and pull themselves to standing. **Toe fencing –** partners hold each other's elbows and try to touch the other person's toes three times without being caught themselves. **Yurt circle –** stand in a large circle holding hands and arms stretched. Alternate people lean in and out of the circle as far as they can. **People to people –** with partners, children stand toe to toe, elbow to elbow, knee to knee, responding to the call of the teacher or director. After several sequences, call 'people to people' and the children find a new partner. **Rocking –** with partners sit on floor holding hands. Rock backwards and forwards to 'Miss Mary Black'.
Run	**Dragon's tail –** 3 people form a line holding each other (the dragon). Tuck a scarf in the back waist band of the last person in the line. First person in each dragon tries to catch the dragon tail of another dragon. **Blob –** begin with one person as 'It'. When they tag someone the new person holds on to them. The 'blob' grows as more people are tagged. **Triangle tag –** in groups of four, three people form a triangle holding hands. The fourth person tries to catch one person in the triangle without going over, under or through the triangle.

Skill	Cooperative games
Run	**Broken spoke –** children sit in rows facing into the centre like the spokes of a bicycle. One child walks around the outside of the bicycle. They touch the person on the end of the spoke and say 'Come with me' or 'Go away'. The children in that spoke jump up and run around (or jump over the other spokes, depending on skill level) the other children. Last person seated is the next selector.
Crawling	**Snake in the grass –** begin with one snake lying on the floor and all the other players touching the snake. On a count of three the people run from the snake who tries to tag them. Each person who is tagged becomes another snake.
Ball skills	**Group juggling –** throw a beanbag around a circle of five children in a set pattern (players decide the pattern). Throw a different coloured beanbag around the circle in a second pattern. Try to throw both beanbags in their own pattern (the aim is to keep both beanbags going). **Pass the ball –** children in groups of five line up with legs apart, pass the ball through the tunnel and then back over their heads. **Planet pass –** children in groups of five or six lie on backs. Pass the ball down the line. First person to pass the ball jumps up, runs to other end of the line and lies down ready to receive the ball. As each child passes the ball down the line they jump up, run to the end of the line, lay down, receive and pass the ball and then run to the end of the line again. Continue in this pattern. How far can they take the ball?

Modified Games

Modified games are formal games that simplify the rules, equipment, space or procedures used in playing sports. They use open settings that are similar to sport situations and require combining FMS in response to the changing environment, for example, run, dodge, leap and catch. Examples include Nettaball, Modcrosse and Kanga cricket.

Modified games are not suitable for most early childhood programs with children up to the age of eight years. Children need to be demonstrating skills at a consolidating level before the introduction of formal games.

Poems, Rhymes and Songs

Many poems, rhymes and songs accompany movement activities. For example, Hokey Pokey, Simon Says, Heads, Shoulders, Knees and Toes, and Knees up Mother Brown are performed in a group with walking, running and other locomotor movements.

Some poems, rhymes and songs are written with actions. Look for 'action rhymes', 'rhymes and raps' and 'action songs'.

Explore the cultural backgrounds of the children in your group and include poems, songs, raps and rhymes that reflect these. Invite community members to teach poems or songs in different languages and have the children share these.

Children often use rhymes or raps in their playground play. Listen for the songs, calls and rhymes they make up in their play and use these in activity sessions. Many children sing the jingles from commercial advertisements as the modern day 'nursery rhyme'. These too can be used. You can also adapt jingles, poems and songs to help the children understand a physical movement.

Sally used 'Brother Come and Dance with Me' from Hansel and Gretel to make a song about standing side on for the overhand throw.

'With my body I face the front, With my body I face the side (change), Face the side (change), Face the side (change) Turn around and start again.'

Examples of Poems, Rhymes and Songs

Locomotor Skill	Poems, rhymes or songs
Beam or line walk	On a Little Piece of String, Baby Mine, Somewhere Out There
Climbing	Incy Wincy Spider, The Bear Went Over the Mountain, Wee Willie Winkie
Forward roll	The Wheels on the Bus, Inchworm, Jack and Jill
Sprint run	The Gingerbread Man, Scooby Doo, Sailor Moon It's a New Day or Carry On
Hop	Here Comes Peter Cottontail, 1 Potato, 2 Potato, Tigger's Song
Jump for distance	Hey Diddle Diddle, Sailor Moon My only Love, Little White Duck
Jump for height	Jack be Nimble, Jack be Quick, High Hopes
Skip	Skip to My Lou, Mulberry Bush, Jack and Jill Went Up the Hill, Billy Boy, If All of the Raindrops, Waltzing Matilda
Gallop	To Market, To Market, Polly Wolly Doodle, Pop Goes the Weasel, Yankee Doodle, Another Cuppa (Wiggles)
Side gallop	Ring a Ring O' Roses, We're Off to See the Wizard
Dodge	Hickory Dickory Dock, Go In and Out the Window
Leap	Sailor Moon, Rainy Day Man, Do Re Mi, How Much Is That Doggie in the Window?

Aerobics

Aerobics uses simple combinations of locomotor and stretching activities which are performed to music. Gentle warm up exercises such as arm swings and circles, reaching, walking, grapevine steps, sitting and standing stretches are followed by more vigorous movements such as jumping, hopping and running on the spot. Usually the beat of the music is slower in the beginning and ending exercises and faster in the 'aerobic' part of the session.

Teachers often model the steps which the children copy, practising the same routine so that the children know what will happen next. Change each movement after eight to sixteen repetitions.

Aerobic steps to include:

- touch back. Step to side touching the floor behind the body with the ball of the foot. Repeat to other side;
- heel touches. Alternately touch the heel to the ground in front of the body;
- march on the spot;
- jog on the spot;
- grapevine step. Step to right, bring left foot behind the right, step out to right, bring left foot behind right;
- cross elbow touch. Lift knee of one leg up to touch elbow on opposite side; and
- step kicks. Step to side and kick leg out with toes pointed. Stretch arms out to the side.

Dance

Dance is an extension of spontaneous movement to music. Through dance children learn to control their movements to rhythms by changing the speed and force of their movements. They learn to move in relation to others.

Social dances are sets of movements, figures or steps associated with a culture, ritual or social occasion. They may be performed without partners (for example, line dancing), with partners (for example, ballroom dancing), as couples within groups (for example, square dancing), or as groups (for example, circle dancing). They may tell a story or be performed as part of a ritual (traditional dances).

Talk with families and other members of your community to find out what dances might be included in your teaching and learning program.

Examples of Dances

Birdie Dance (individual dance) – *Open and close fingers four times. With arms under armpits, move elbows up and down for four beats. Ruffle tail feathers side to side for four beats. Clap your hands four beats. Fly around the room for 16 counts (or hold hands in a circle and side gallop for 8 counts one way and 8 counts back again).*

Barn dance (a couple dance) – *Partners hold hands and walk forward three steps starting with outside foot, and kick inside foot on 4. Walk backward 4 steps. Partners let go of each other and take two slide steps sideways away from each other and then two slide steps together again. Hold hands, face each other and take two slide steps sideways and two back again. Waltz round three times and be ready to start again.*

Aboriginal Animal Dance (group or pair dance) – *Most large animal and bird dances deal with the chasing and killing of the animal represented. One person can be the animal the other the hunter.*

Hora (circle dance) – *Single circle, hands joined. Step sideways on the left foot, cross the right foot behind the left, step left again, hop on the left foot swinging the right foot in front of the left. Step sideways right, cross the left foot in front of the right, step right, hop on the right foot swinging the left foot in front of the right.*

Gymnastics

Gymnastics may include tumbling and rolling stunts, rhythmic movements using balls, hoops, ribbons and activities with equipment such as beams and gym mats. Gymnastics at this level should be fun and children should feel safe.

Examples of Gymnastic Experiences

Skill	Equipment	Activities
Balance	A small box or low beam	Can you balance with 2 body parts on the box? Can you balance with feet on the beam and hands on the floor? Now can you move sideways?
Balance	Hoops	Form a circle and join hands. One person starts with the hoop over their arm. Pass the hoop around the circle without letting go of hands.
Balance	Ribbons	What patterns can you make in the air? Circles? Spirals? Snakes?
Catch	Ribbons	Throw the ribbons in the air and catch them.
Roll	Gym mat, music	Move around the area to music. When it stops find a mat, curl up like a ball and rock to and fro, do a log roll, or an egg roll.

Sports

Some sports have rules and regulations that make them unsuitable for early childhood programs. Children who demonstrate a 'generalising' skill level are ready for games that vary pathways, force, levels, speed, direction and relationships.

Outdoor Pursuits

Some outdoor pursuits such as bush walking, simple orienteering and aquatics are suitable for young children. These activities support the development of FMS, promote fitness and physical activity, and encourage an appreciation of the outdoors.

Performance Tasks

Performance tasks are experiences that enable children to demonstrate their knowledge, understandings, skills, attitudes and values. Performance tasks 'put things together' and enable you to gather information about the children's achievement of a skill and specific identified learning outcomes. Performance tasks may require the children to work independently or collaboratively for a few minutes at the end of a session, or for a longer period at the end of a unit. They need to be relevant, meaningful and motivating to the children.

p102

It can be useful to use a Rubric, Learning Story, Self-reflection or Peer-reflection to gather information about the children's achievements in a performance task.

Examples of Performance Tasks

Locomotor	Design a sequence of four movements. Each movements should last for 8 counts. Repeat the sequence 4 times.
Locomotor	Move around a track using the skills I call out.
Forward roll	Design a sequence that begins with a balance, ends with a balance and has a roll or rolls in the middle.
Balance	Perform a series of balances on a carpet square, holding each one for a count of 3.
Throw	Find a way to knock a box over by throwing a ball or beanbag.
Striking	Set up two tees on either side of a skipping rope. Invent a game that involves striking.

TOOLS 4: FORMATS FOR SHARING INFORMATION

Overview

You will have gathered a lot of information about the children and their skills during the learning experiences. In this section, a range of ways to share the information with the children and their families, other teachers, the school, and the community is presented. The information may be shared informally or formally and using visual, verbal or written formats. While we have endeavoured to describe many options, there will be other ways of sharing information about FMS. Add your own ideas!

Sharing Information with Children

One of the most important audiences for the information you gather is the children. Providing information to them about skill criteria that they are proficiently performing ensures that the assessments you make are explicit and educative. *Book 1, Learning, Teaching and Assessment* includes information about providing appropriate feedback to children.

p46

Other strategies for sharing information with children include:

- postcards;
- letters;
- certificates;
- portfolios; and
- child/teacher conferences or chats.

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 skill levels 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. *Book 1, Learning, Teaching and Assessment* includes information about collaborating with other teachers.

p47

Other strategies for sharing information with other teachers include:

- notes;
- class lists derived from observation records;
- portfolios;
- reports;
- school assemblies;
- at-the door chats;
- carnivals; and
- school displays.

FIRST022 | Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment

Sharing Information with the School

Collating classroom information in a format that enables schools to map children's levels 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.

p48 1

Book 1 Learning, Teaching and Assessment includes information about interpreting assessment information.

Other strategies for sharing information with the school include:

- portfolios; and
- reports.

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.

p49 1

Book 1 Learning, Teaching and Assessment includes information about sharing information with other adults. All of the strategies in this section may also be useful.

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.

p51 1

Book 1 Learning, Teaching and Assessment includes information about sharing information with other adults. Other strategies for sharing information with the community include:

- newsletters;
- school assemblies;
- carnivals;
- family games days;
- dance nights;
- participation in community events;
- school displays; and
- community displays.

Postcards

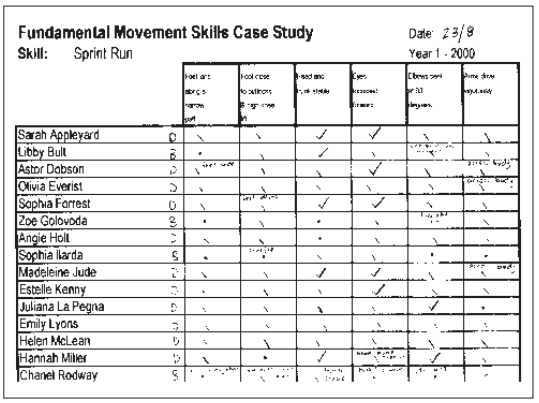
A brief note written on a postcard provides an immediate, informal way of informing families about a child's achievement. Postcards can include a digital image of the child performing a skill and a note about the skill criteria being demonstrated.

Notes

A brief informal note provides immediate information about an area of concern and enables you to share information quickly and informally. Remember that any written information about a child may be read by people who may not share a common understanding of the words you use. Clear information about skill criteria, interpersonal skills or self-management skills can, however, support other adults who may be working with the child.

Class Lists

The FMS Observation Records can provide a quick way of creating class lists which enable you to share information about a group of children with other adults. Notes about a child's skill achievement, additional support they require to demonstrate skill criteria or ways in which they work with other children may provide useful information for other teachers.



Fundamental Movement Skills Case Study Date: 23/8

Skill: Sprint Run Year 1 - 2000

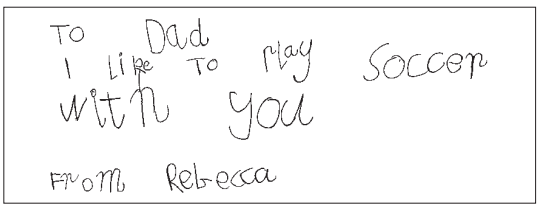
Sarah Appleyard	✓	✓	✓	✓		
Libby Bull			✓			
Astor Dobson				✓		
Olivia Everist						
Sophia Forrest			✓	✓		
Zoe Golovoda						
Angie Holt						
Sophia Ilarda						
Madeleine Jude			✓	✓		
Estelle Kenny				✓		
Juliana La Pegna					✓	
Emily Lyons						
Helen McLean						
Hannah Miller			✓		✓	
Chanel Rodway						

Letters

Letters can also provide immediate information to a family about a child's success or progress. They are particularly useful for sharing 'good news'.

You might use a letter as a way of sharing information about each child's knowledge, skills, attitudes, values and effort at the end of first term. Children can set personal goals for their skill performance, physical activity levels, fitness levels, personal confidence or participation in activities at this time. Families can also be asked to share their goals for their child's achievement.

Letters can also be written by the children describing the achievement of particular skill criteria, a game they invented, or a highlight of a session. Letters might be written as invitations to school carnivals and family games days or as a thank you to people who helped the children learn a new skill.



TO Dad
I like TO play Soccer
with you
From Rebecca

Newsletters

Newsletters may be sent from the school, with additions from your learning program, or by your own classroom. Newsletters are a useful way of describing the overall learning program and the learning focuses. They can include photographs, writing samples, quotes from the children, drawings, self and peer reflections.

Certificates

Certificates are a way of recognising individual effort or achievement. They can be given individually and privately or publicly at a class forum or school assembly. Talk with families and assistants about the most appropriate way of giving certificates. Public recognition is sometimes seen as embarrassing and shameful – even when it is positive!

Certificates can also recognise group achievements. For example, the school might give recognition for participation of all the children in a class at a family games day.

Portfolios

Portfolios are a useful way to show exactly what a child is doing, to chart progress, to encourage children to reflect on their learning, to encourage communication with families, to show families the breadth of the school curriculum and to re-educate families about schools and education in the new millennium. A portfolio can be presented in many different ways. For example, information can be collected in a scrap book, in a file with plastic pockets, in a manila folder, in a cereal box, or in a milk crate.

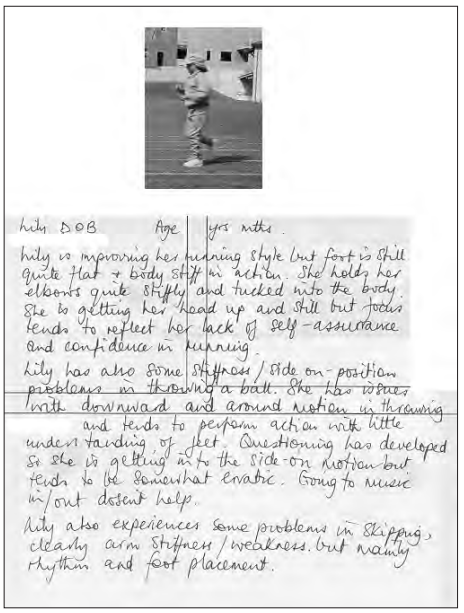
Information gathered for inclusion in a portfolio needs to meet the purpose of the portfolio and be meaningful for the children. Portfolios are not a collection of worksheets.
Portfolio items can be, for example:

- photographs of children performing FMS;
- drawings of children recalling the way to perform a particular skill or recording a game they have invented;
- diagrams of games or activities recounting the children's experience in a particular session;
- recounts of skills, games or activities undertaken alone or with others, and either written by the child, a group of children or scribed by an adult;
- self-reflections (see *Tools 2 Assessment Strategies*);
- peer reflections (see *Tools 2 Assessment Strategies*);
- teacher observations recorded on Observation Records, (see *Tools 1 FMS Skill Descriptions*); Learning Stories, Rubrics or Profiles (see *Tools 2 Assessment Strategies*);
- interviews transcribed as Learning Stories, or included on audio or video tape (see *Tools 2 Assessment Strategies*).

Show portfolios showcase the child, showing the child's strengths – any items in a portfolio with this purpose need to be celebrations of achievement, such as performing a difficult skill criterion or striking a ball for the first time.

Best work portfolios show the best a child is able to do, even in areas of weakness – any items in this kind of portfolio will be the neatest, most proficient the child is capable of and may be captured by a skilled photographer or in a self-reflection.

Learning or developmental portfolios show what the child has learned over time – any items in this kind of portfolio show the learning and development of individual children. Often two samples showing similar outcomes at different levels will be placed side by side so that the learning is evident. For example, you might place a photographs of the child performing a skill taken on the first day of teaching the skill, and another photographs taken after the teaching points have been explicitly taught and the child has had opportunities to practise them.

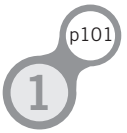


Working portfolios show the growth and development of the child's thinking, skills, attitudes and values – items in this kind of portfolio are not always the 'best', but demonstrate thinking, skills, attitudes and values and are sequenced chronologically. For example, photographs, teacher observations, self-reflections and drawings would be included in the order in which they were done if they demonstrate growth and development.

Multiple intelligences portfolios show the way a child learns in the areas of logical, spatial, musical, kinaesthetic, environmental, cultural, interpersonal, intrapersonal and linguistic thinking – items in this kind of portfolio show the different ways in which a child has learned. For example, there may be photographs of children running in a dance or to music, running outside, reflecting on running by listing the skill criteria and working with a partner in a running game.

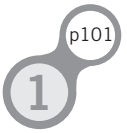
Documentary portfolios show the learning process by providing snap shots of children's learning at intervals and enabling the reader to compare skill levels demonstrated at different times and in different contexts. For example, photographs, teacher observations, self-reflections and drawings would be collected every two weeks. Items might be collected outside in a physical activity session and, on another occasion, inside in a transition activity.

Unit portfolios show the learning of a child in a particular unit of work or project – items in this kind of portfolio often relate to an integrated topic. For example, an item showing children using FMS in a topic related activity might be included (Forster and Masters, 1996, Fogarty, 1996).



There are many combinations and variations on these themes. Teachers need to determine which type of portfolio best achieves their desired purpose and the needs of the families and community.

Reports



Reports are summaries of children's levels of achievement. To be meaningful reports 'profile' a child, briefly describing their strengths and areas of concern. Reports do not need to include numbers to be meaningful. Families report (Martin, 1997) that they want to know three things:

- What is my child doing?
- Is that OK?
- What can you/we do about it?

The second question (Is that OK?) can be answered by:

- noting the child's growth and development;
- providing families with a rubric showing the expectations for levels of achievement and indicating the child's performance; or
- noting that they are 'progressing well' or that this is 'an area of concern'.

It is important that strengths as well as areas of concern are built upon. For example, the report may include the FMS skill criteria the child has mastered for each focus skill, and the ones they are working toward.

YEAR 2

Strand/outcome: **Skills for Physical Activity**
Substrand: **Movements Skills**
The students were exposed to a number of different locomotion activities in which fundamental movement skills including running, jumping, hopping, skipping were emphasised in structured and creative play. Basic object controlled skills such as throwing, bouncing and trapping have been introduced to afford students the opportunity to explore a wide range of physical skills.
Substrand/outcome: **Activity and Games Strategies:**
Students have been able to experiment with different ways of moving, changing speed, direction and levels during small group games and in educational dance lessons.
Strand/outcome: **Self-management Skills:**
Students have been encouraged to recognise that many people have health and physical activity goals, and those personal decisions have positive and negative consequences.
Strand/outcome: **Interpersonal Skills:**
Students have been given as many opportunities as possible when interacting with others to work effectively in pairs and small group situations.

Parent, Child and Teacher Conferences

Three way conferences enable children to share responsibility for sharing information about their learning. Portfolios are often used as a way to focus children's thinking. Children are best able to share information if they:

- are clear about the information to be shared;
- have physical prompts (portfolios, pictures, reflections) to talk about;
- have viewed and reviewed the materials before the conference; and
- have information which is about their individual skill performance as well as information about the whole class program.

Three way conferences are another way of ascertaining family goals and expectations for their child. Families may have information about the child's physical activity at home, areas of strength and interest, aspirations for children's physical achievement or fears about their child participating in physical activity.

Child and Teacher Conferences

Child and teacher conferences can be formal, scheduled meetings or informal chats. They are opportunities for teachers and children to share information.

p93 2

You might organise a child and teacher conference after a week of observing their skills. You might ask the child to reflect on their goals, share the things they think they have learned and talk about any areas of concern. Conferences can be documented as learning stories (see *Tools 2 Assessment Strategies*) for inclusion in a portfolio, or letters to be sent home as an informal record of achievement.

Family Information Sessions

One way of sharing actual parts of the learning program with families is to involve them in activity sessions conducted at a suitable time for the community (during school, after school, evenings, weekends). FMS activities could be the focus for one of these sessions during the year.

School Assemblies

Assemblies provide an ideal way of showcasing physical activities. Rather than assemblies being 'an event' they can be used as another way of sharing information about the learning that is happening at school. Children can show a sequence of movements they have created, demonstrate an invented game, sing a song they have written, display drawings or paintings they have completed or perform a short play.

Parents in the Classroom

One of the simplest ways of sharing information with families is to encourage their participation in the FMS sessions. In this way they see their own and other children undertaking activities, see the program in action and can contribute to the learning program.

At-the-Door and In-the-Community Chats

A lot of information about children's learning is shared at the door or when you 'bump into' a family at a shop or walking down the street. Sharing information about children's achievement of FMS shows families that you value FMS and physical activity and that FMS is part of the children's learning program.

Staff Room Chats

Sometimes it is useful to share information about a child with another teacher in a brief staff room chat. You might share a particular highlight or area of concern, or request another teacher to observe the child in order to help to identify their level of achievement in a particular area. This strategy is particularly useful for teachers who are seeking additional information about the learning achievements of a kinaesthetic child. It is often the teacher of physical education who sees the learning of a kinaesthetic child, not only in FMS or other skills for physical activity, but also in speaking, listening, working scientifically, investigating and active citizenship.

Carnivals

While carnivals have been thought of as events, they can also be used to show learning and development. To be effective carnivals need to involve as many people at one time as possible. Tabloid sports, circuits, play stations and learning centres are all viable formats for a carnival. If points are to be earned, each child might receive points for completion of a task.

In order to show learning and development, carnivals might be preceded by a family information session, a family games day or the showing of a video taken earlier in the year when the children were first practising FMS.

Family Games Days

Family games days provide a less formal way of explaining to families how FMS are developed in the learning program. Families might be asked to share games that are special or important to them as well as participating in the regular learning experiences provided for the children.

Dance Nights

FMS are incorporated in many dances. Families might be asked to share dances they know with other families in a 'dance night'. Dances from many cultures might be learned or demonstrated.

Participation in Community Events

There are hundreds of events, 'weeks' and projects in which schools can participate. They provide an opportunity for schools to link more closely with the community and to showcase the school's programs. Relevant events for showcasing FMS include:

- Children's Week – conduct a family games day or set up a community display;
- Education Week – invite families into the classroom or conduct a school morning in a community venue;
- Physical Education Week – organise a series of play stations or circuits in a local park and encourage community participation;
- Disability Awareness Week – set up Paralympic sports activities such as goal ball or sitting volleyball;
- Multicultural Week – invite families to share games from other cultures with the children;
- National Heart Week – focus on aerobic activities that raise heart rates, such as sprint run, dodge, skip and jump.

School Displays

Displays of children's FMS using photographs of children performing the skills, some self and peer reflections and links to learning outcomes are a way of promoting physical activity and sharing information about children's learning.

Community Displays

Displays can also be taken into community centres such as shopping centres. Demonstrations by children of FMS, and involvement of passers-by make community displays more interesting and can promote physical activity as well as the value of schools in contributing to children's health and fitness.

TOOLS 5: STAY IN STEP SCREENING TEST

Overview

Some children have difficulty mastering FMS. Their movement appears, awkward, erratic and lacks smoothness and rhythm. After observing them in a variety of contexts, you may become concerned about their inability to demonstrate progress in their learning. These children have a motor learning disability and need additional support in the classroom and playground. The section on *Children with Movement Difficulties* in Book 1 provides further information.

The results of the *Stay in Step* screening test may be used to support your concerns and provide additional information that you can share sensitively with the child's family and other teachers.

FIRST022 | Fundamental movement skills: Book 2 - The tools for learning, teaching and assessment

Stay in Step

Stay in Step is a screening test that provides quantitative information about children's gross motor coordination (Larkin & Revie, 1994). Quantitative measures, such as those in the *Stay in Step* screening test, focus on the outcome or product of a movement; for example how many seconds it takes to run 50 metres or how many centimetres hopped.

p52 1

Stay in Step is best used to support observations of children with low levels of movement skill and **not** to assess your whole class. If the results reinforce your concerns about the child, read the section of *Children with Movement Difficulties* in Book 1 to decide how you can best support the child.

Note: The test items are representative of gross motor skills and designed so that results on all four items are considered together when interpreting the overall performance of the child.

Instructions for Test Administration

The administration of *Stay in Step* is greatly facilitated if you can enlist the support of an assistant (colleague or parent). The administration and scoring procedures must be followed precisely in order to ensure the results are reliable. It is necessary, therefore, to instruct assistants on the importance of carefully following the test protocol. Lenient scoring may result in a child who needs help not being identified, and harsh scoring may result in competent children being identified as needing help.

Even though the four tasks are simple and relatively easy to administer and score, it is recommended that the administration procedures be practised with children who will not be screened before the actual assessment takes place. Detailed instructions for administering the four tests are included. Excess and restrictive clothing should be removed and the children should wear sports shoes.

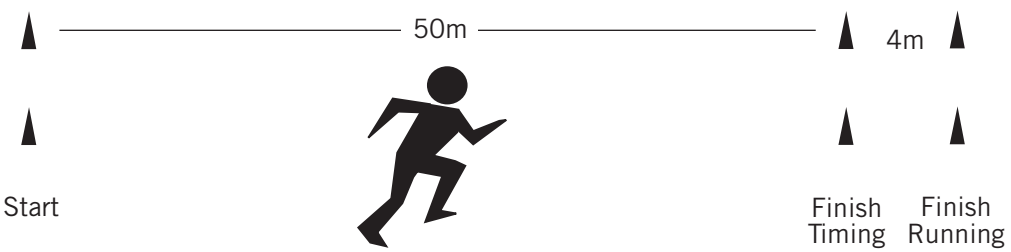
Prior to testing, you will need to check that the children are free from illness or injury. Even something as minor as a light cold may result in a poor performance. These children should be tested on another day.

Equipment

To help the testing run smoothly, ensure that the following equipment is ready for use:

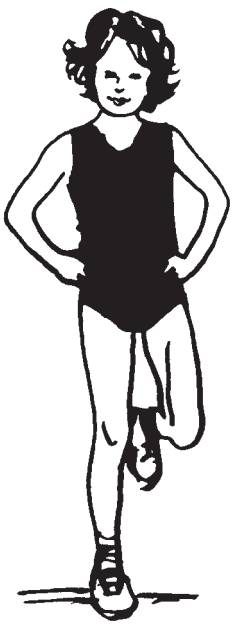
- stop watches (tenths of a second);
- a regulation-size volleyball;
- measuring tapes;
- chalk or take-off plate for the hop or a carpet with markings;
- marker cones for the start and finish lines for the run (see diagram below); and
- recording sheets and pencils.

Markings for the 50 metre run



Test Item One: Balancing on One Foot

Purpose	To test postural stability while balancing on one foot with eyes open. This skill requires information from the eyes, the inner ear (vestibular receptors) and the muscles, tendons and joints (proprioceptors).
Equipment	Stopwatch and a firm level surface
Task description	The child is first asked to *Stand on your favourite foot for as long as you can or until I tell you to stop* ("favourite" is used in order to determine the preferred leg. Mentioning the words "right" or "left" can result in a right or left-biased response).
Starting position	The child should stand in a clear space away from furniture and walls. Hands are placed on hips and weight is on the preferred foot ready for the instruction *ready, lift*.
Demonstration	The tester demonstrates the one-foot balance, explaining that the non-support leg is held away from the balancing foot and the hands are placed on the hips before the leg is raised.
Practice	No practice is given prior to the formal trials.
Test	Two trials may be given for each leg. The second trial is given only if the child scores less than 40 seconds on the first trial.
Scoring	Record the times for all balance attempts on the score sheet. Timing is stopped if: • the non-support leg touches the floor in order to recover balance; • the child moves about (hops or slides) on the support leg in order to retain balance; • the non-support leg rests on the support leg for added hip stability; • one or both hands are removed from the hip in order to regain balance or prevent falling; or • the child balances for 40 seconds. Total the best time for each foot - a maximum score would be 80 seconds.



Test Item Two: Volleyball Bounce and Catch

Purpose	To test bouncing and catching ability with a large ball. This skill requires eye-hand coordination, postural stability, body positioning and control of force over the ball.
Equipment	• Stopwatch • Standard volleyball • Firm level surface.
Task description	The child is asked to bounce and catch the ball with both hands as many times as possible within the set time of 20 seconds.
Starting position	Stand in an upright position holding the ball with both hands at waist level. The child should stand in a clear space away from walls and furniture. The floor surface should be smooth and even.
Demonstration	Points to be emphasised while demonstrating are: • the ball is to be caught each time and not just allowed to drop; • a pat bounce action is not allowed; and • the ball is to be caught each time at approximately waist level.
Practice	Give the child three practice attempts to bounce and catch. If the child doesn't follow the procedure interrupt immediately and remind the child or demonstrate the procedure again.
Test	One timed trial of 20 seconds.
Scoring	• The number of catches completed within 20 seconds is recorded. • A deflected ball should be retrieved and bouncing continued until the time is up (misdirection of the ball will result in the ball bouncing on the feet or out of reach, mistiming the catch may result in fumbling or dropping the ball). • Pat bounces are not scored. When the child reverts to patting the ball he or she has lost sight of the task. • The ball is to be caught each time at approximately waist level (too little use of force results in a ball which may not rebound to waist height, while too much force may result in a ball which rebounds too quickly and is difficult to catch).

Test Item Three: Single Hop for Distance

Purpose	To test the explosive movement of a hop for distance. This test requires dynamic balance, coordination and leg power.
Equipment	• A take-off mat with a "footprint" outline. • A tape measure secured at right angles to the starting line at the end closer to where the child is positioned. • A marker for distance hopped (chalk or other) • A metre rule or similar for lining up the distance hopped to the tape measure (crossbar). Alternatively mark the back of a carpet strip with centimetre increments. Ensure it is secured to prevent sliding.
Task description	From a stationary position on one leg the child hops for distance. Both legs are tested.
Practice	The identification of the preferred leg serves as a practice. To identify the preferred leg the child stands behind the starting line closest to the measuring tape. The child is asked to hop on the spot on his or her favourite leg. Note this preferred leg. Then give a practice on the other leg. Do not mention the words "right" or "left" as this can result in a right or left-biased response.
Demonstration	• The tester demonstrates the task from the starting line, being sure to demonstrate using the child's identified preferred leg. • On get ready, make sure that the preferred foot is in the footprint with the toe right to the edge. • On lift, lift your other leg ready to hop. • The demonstrator then says, *When I say hop, see how big/long a hop you can do* (the tester hops and holds balance). • *Now remember, just one big hop*.
Test	• Following demonstration on the preferred leg, two trials are given on that leg. This is followed by two trials on the non-preferred leg. • To start the first trial, give the "hop" instruction as you see the child lift the non-support leg. This reduces the emphasis on the initial balance. • If the child fails on the first hop and appears not to have understood the instructions, repeat the demonstration before giving the second trial on that leg. Two fails on the same leg scores a zero. • Two trials are then given on the other leg. Before giving instructions say, *You are now going to see how big a hop you can do with the other leg. Show me which leg you are going to lift up this time* (check to see that the child has identified the correct supporting and hopping leg and adjust if necessary).

- *Remember, when I say "get ready" make sure that your foot is in the footprint with your toe up to the edge.* Pause. *Get ready, lift, hop.* If the wrong foot is lifted, stop the trial, ask the child to lift the correct foot and start again. Two trials are performed on this leg.

Rule

The child must take off and land on one and the same foot and balance momentarily on that foot.

Scoring

Measurement is made from the toes of the foot at the starting line to the heel of the foot on landing. A mark is made and the ruler lined up between the mark and the measuring tape.

- All four attempts are recorded in centimetres. The best score for each leg is totalled to give the final score.
- The arms may assist the hop.
- The hopping leg may bend in preparation for take-off.
- Difficulty in hopping on the non-preferred leg might result in the child camouflaging this problem by using the preferred leg in all trials. After correction, continued use of the preferred leg results in a zero score for the non-preferred foot.
- If the lifted leg catches up to create a two-foot landing, a zero score is recorded.

Test Item Four: 30 Metre or 50 Metre Run

Purpose	To test running speed. This test requires dynamic balance, coordination of arms and legs and anaerobic power.
Equipment	• Stopwatch • Markers for the start and finish lines.
Starting position	Stand in a ready position with one foot placed behind the starting line. Markers are placed four metres beyond the finish line and indicated as the "finish" of the run in order to encourage the children to cross the actual finish line at top speed.
Task description	The child is asked to run as fast as possible to the markers at the end of the track. Sports shoes are kept on. Children aged four years run 30 metres. Children aged five years have the option of 30 or 50 metres, and children aged six and seven years run 50 metres.
Practice	There is no practice attempt at this task.
Test	The child should be encouraged to run as fast as possible, as only one trial is conducted.
Scoring	• The time taken to complete the distance to the actual finish line is recorded to the nearest tenth of a second. • Testers should work in pairs with one tester at the starting line (the starter) and the timer standing at the 50 metre mark. • The starter raises an arm and the timer responds with a raised arm. • The starter gives the commands *ready, go*! and the arm is dropped on go! • A poor score may result from: – trunk rotation; – arms swinging across the body; – wide gait; – heavy landings; – short strides; or – falling because of poor foot or head positioning.

Converting Test Scores to Ratings

The scores on the test items can be categorised into five performance levels: very low; low; medium; high; and very high. The cut-off points for each level, organised by age and gender are available on pages 167-170. Record the ratings for each test item on the *Stay in Step* score sheet.

Retesting

If time is available, those children identified as being at risk should be retested to ensure that they were not just having a "bad" day.

In or Out of Step: Which Children need Help?

Sometimes a poor score does not reflect a movement coordination disorder. Factors which may contribute to poor scores include minor illnesses, obesity, lack of concentration, environmental deprivation, orthopaedic problems, visual impairment, family stress, cultural practices and medication. If it is known that any of these factors are present there should be a cautious interpretation of the scores.

Individual Profile

p52 1

Very low or **low** scores on three or four test items, such as the example below generally means that the child has a problem with the execution of movement skills and would benefit from a movement enhancement program. Ideas for such programs are discussed in the section *Children with Movement Difficulties in Book 1.*

Name	Balance	Bounce and Catch	Hop	30 m run
Sallyanne	very low	medium	low	very low

A **very low** or **low** score in two test items, shown in the example below requires consideration of the movement skills concerned. A problem in one movement category may be confirmed by testing other skills in the same category. In any case, these children need encouragement to participate in the activities in which they are weak. If these low scores are accompanied by borderline scores in other tasks, a movement enhancement program may be warranted.

Name	Balance	Bounce and Catch	Hop	50 m run
Caillin	low	medium	very low	high

A **very low** or **low** score in one test item, shown below, may reflect a lack of experience or a specific deficiency. For example, a poor score on bounce and catch may reflect visual impairment or simply a lack of opportunity to practise ball skills. If there is a visual impairment (or other specific problem) referral to the appropriate specialist is important. From the physical education perspective, the child should be encouraged to develop areas of strength and be given opportunities to practise ball control skills in class time or during play time. Further investigation is required before generalising beyond the specific task tested.

Name	Balance	Bounce and Catch	Hop	50 m run
Kris	medium	very low	high	medium

STAY IN STEP SCORE SHEET

Name	Age	Class	Sex M / F	Date

Balance (max 40 sec)		Bounce and Catch (no. in 20 sec)	Hop (cm)		50m Run (to 0.1 sec)
Right Leg			**Right Leg**		
1.	2.		1.	2.	
Best:			Best:		
Left Leg			**Left Leg**		
1.	2.		1.	2.	
Best:			Best:		
Total:	Rating:	Rating:	Total:	Rating:	Rating:

Rating Categories for 4-year-olds

Four Year Old Girls

CUT-OFF POINTS

Test Item	Very Low	Low	Medium	High	Very High
Balance (sec)	≤ 9	10–16	17–33	34–59	≥ 60
Bounce and Catch (no)	≤ 2	3–5	6–12	13–16	≥ 17
Distance Hop (cm)	≤ 19	20–31	32–70	71–91	≥ 92
30 Metres Run (sec)	≥ 10.5	10.4–10.0	9.9–8.5	8.4–7.9	≤ 7.8

Four Year Old Boys

CUT-OFF POINTS

Test Item	Very Low	Low	Medium	High	Very High
Balance (sec)	≤ 4	5–9	10–28	29–41	≥ 42
Bounce and Catch (no)	≤ 4	5–7	8–13	14–16	≥ 17
Distance Hop (cm)	≤ 12	13–38	39–83	84–121	≥ 122
30 Metres Run (sec)	≥ 10.0	9.9–9.2	9.1–8.0	8.1–7.4	≤ 7.3

Rating Categories for 5-year-olds

Five Year Old Girls

	CUT-OFF POINTS				
Test Item	**Very Low**	**Low**	**Medium**	**High**	**Very High**
Balance (sec)	≤ 9	10–17	18–45	46–63	≥ 64
Bounce and Catch (no)	≤ 8	8–11	12–18	19–20	≥ 21
Distance Hop (cm)	≤ 65	66–94	95–132	133–138	≥ 139
30 Metres Run (sec)	≥ 9.0	8.9–8.4	8.3–7.6	7.5–7.3	≤ 7.2
50 Metres Run (sec)	≥ 16.0	15.9–14.9	14.8–13.3	13.2–12.2	≤ 12.1

Five Year Old Boys

	CUT-OFF POINTS				
Test Item	**Very Low**	**Low**	**Medium**	**High**	**Very High**
Balance (sec)	≤ 8	9–17	18–49	50–72	≥ 73
Bounce and Catch (no)	≤ 9	10–12	13–17	18–20	≥ 21
Distance Hop (cm)	≤ 56	57–90	91–138	139–165	≥ 166
30 metres Run (sec)	≥ 8.9	8.8–8.3	8.2–7.7	7.6–7.3	≤ 7.2
50 Metres Run (sec)	≥ 14.3	14.2–13.5	13.4–12.4	12.3–11.6	≤ 11.5

Rating Categories for 6-year-olds

Six Year Old Girls

CUT-OFF POINTS

Test Item	Very Low	Low	Medium	High	Very High
Balance (sec)	≤ 16	17–29	30–79	80	
Bounce and Catch (no)	≤ 14	15–16	17–19	20–21	≥ 22
Distance Hop (cm)	≤ 92	93–117	118–157	158–180	≥ 181
50 Metres Run (sec)	≥ 14.5	14.4–13.7	13.6–12.0	11.9–11.7	≤ 11.6

Six Year Old Boys

CUT-OFF POINTS

Test Item	Very Low	Low	Medium	High	Very High
Balance (sec)	≤ 14	15–22	23–79	80	
Bounce and Catch (no)	≤ 14	15–16	17–20	21–23	≥ 24
Distance Hop (cm)	≤ 117	118–127	128–168	169–190	≥ 191
50 Metres Run (sec)	≥ 13.9	13.8–12.6	12.5–11.3	11.2–10.6	≤ 10.5

Rating Categories for 7-year-olds

Seven Year Old Girls

	CUT-OFF POINTS				
Test Item	**Very Low**	**Low**	**Medium**	**High**	**Very High**
Balance (sec)	≤ 30	31–56	57–79	80	
Bounce and Catch (no)	≤ 17	18	19–21	22	≥ 23
Distance Hop (cm)	≤ 130	131–154	155–180	181–204	≥ 205
50 Metres Run (sec)	≥ 136	13.5–12.7	12.6–11.7	11.6–11.3	≤ 11.2

Seven Year Old Boys

	CUT-OFF POINTS				
Test Item	**Very Low**	**Low**	**Medium**	**High**	**Very High**
Balance (sec)	≤ 34	35–46	47–79	80	
Bounce and Catch (no)	≤ 17	18–19	20–23	24–26	≥ 27
Distance Hop (cm)	≤ 126	127–145	145–197	198–215	≥ 216
50 Metres Run (sec)	≥ 12.5	12.4–11.9	11.8–10.7	10.6–10.3	≤ 10.2

INDEX