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PHASE

FUNDAMENTAL MOTOR SKILLS MODULE

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PHASE MODULE - TEACHING FUNDAMENTAL MOTOR SKILLS

At the completion of this module participants will:

Know where motor skill development fits into the health and Physical Education curriculum

Understand the process of motor development in children

Be developing confidence to make qualitative assessment of children's motor skills

Understand a variety of teaching approaches to develop motor skill competence

Explore a variety of strategies for assessing FMS

Be familiar with resources to support curriculum development

A NOTE TO PHASE TUTORS

A PHASE module is designed to run for two/two and a half hours. When presenting the TEACHING FUNDAMENTAL MOTOR SKILLS module the following breakdown is suggested.

THEORY	TIME
Fundamental Motor Skills ppt presentation Fundamental Motor Skills DVD Fundamental Motor Skills within the HPE curriculum	50 minutes
PRACTICAL ACTIVITIES	
Observation and assessment of FMS Activities for developing FMS	1 hour and twenty minutes

Program Planning

The Victorian Essential Learning Standards

The Health and Physical Education domain requires students to develop knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle, understand the role of physical activity in ensuring good health and engage in physical activity.

The Movement and Physical Activity dimension has a strong focus on student's acquisition of motor skills. In the table below the dot points in the first row highlight the standards directly related to the acquisition of motor skills

DIMENSION	Level 1	Level 2	Level 3	Level 4
Movement and Physical	perform basic motor skills and movement patterns, with or without equipment, in a range of environments	- demonstrate basic motor skills and some more complex skills - combine motor skills and movement patterns during individual and group activities - demonstrate control when participating in locomotor activities requiring change of speed, direction and level - create and perform rhythmic movement sequences in response to stimuli	- perform a broad range of complex motor skills - demonstrate a wide variety of motor skills and apply them to basic sport specific situations - create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns	- perform confidently and efficiently in a range of movement environments (indoor, outdoor, aquatic) - refine basic and complex motor skills - evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development - apply skills in increasingly complex games and activities - work independently to improve performance
	- regularly engage in periods of moderate to vigorous physical activity - use simple vocabulary to describe movement, physical responses of the body to activity and feelings about participation in physical activity	- regularly engage in bouts of moderate to vigorous physical activity - describe the link between physical activity and health	- participate regularly in physical activities for the purpose of improving skill and health - identify and describe the components of health related fitness	- maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity - explain the process for improving health related fitness.
	- follow rules and procedures - share equipment and space safely	- explain the contribution rules and procedures make to the safe conduct of games and activities - use equipment and space safely	- follow safety principles in games and activities - explain the concept of fair play and respect the roles of officials - work with others to achieve goals in cooperative and competitive sporting and games situations	- work in a group to create a game, and establish rules and procedures for safe conduct - describe and analyse the different roles required in competitive sports - effectively use strategic thinking and work with more and less-skilled peers to improve game performance

The teaching of FMS should be integrated into the activities taught in the physical education curriculum. It is not something to add on to the program and taught as a separate unit. Try to identify current units where FMS can be taught. For example:

Gymnastics – leap, roll, balance, run, jump

Dance – twist, turn, bend, leap, dodge, skip, slide

Games/Sport Education – throw, catch, kick, dodge

PMP – catch, throw, run, jump, leap

What are Fundamental Motor Skills?

Fundamental motor skills are movements that have specific observable patterns. They include:
Locomotor skills such as running, jumping, hopping, galloping, rolling, leaping and dodging;
Manipulative skills such as throwing, catching, kicking, striking and trapping and
Stability skills such as balance, twisting, turning and bending.

A **fundamental** motor skill involves the **basic** elements of a particular movement. It does not emphasise the combining of a variety of fundamental motor skills into complex skills such as the layup in basketball or a gymnastics floor routine. Each fundamental motor skill is considered in relative isolation from the others.

Fundamental motor skills are part of a movement continuum that begins before birth and continues throughout life. With exposure to movement experiences the young child begins to learn fundamental motor skills that will be refined through practice, instruction and modelling. Children who master fundamental motor skills in the early primary years will be more likely to be active and enjoy a range of recreational and sporting activities. The following diagram represents the development of motor skills until from birth to adulthood.

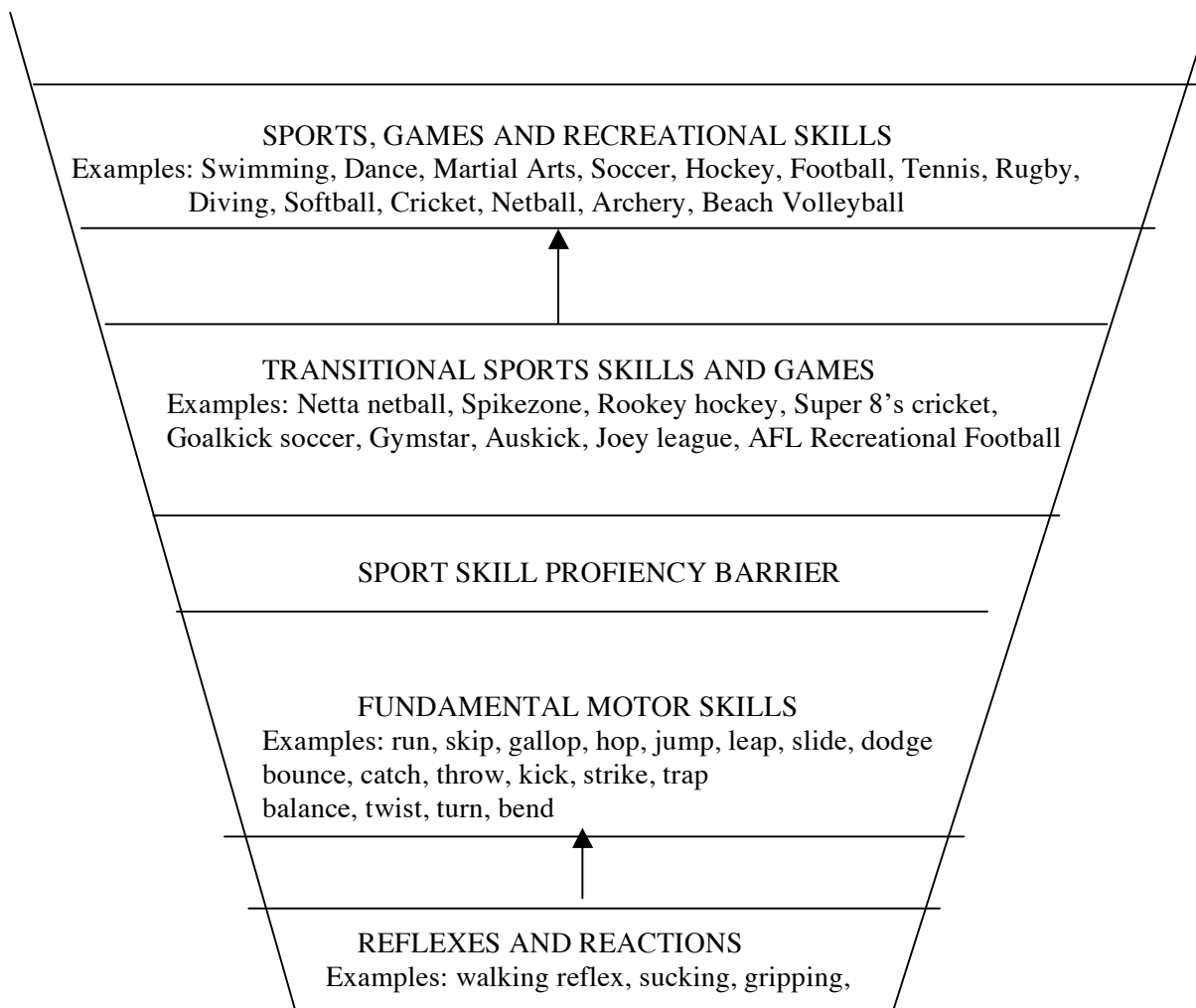
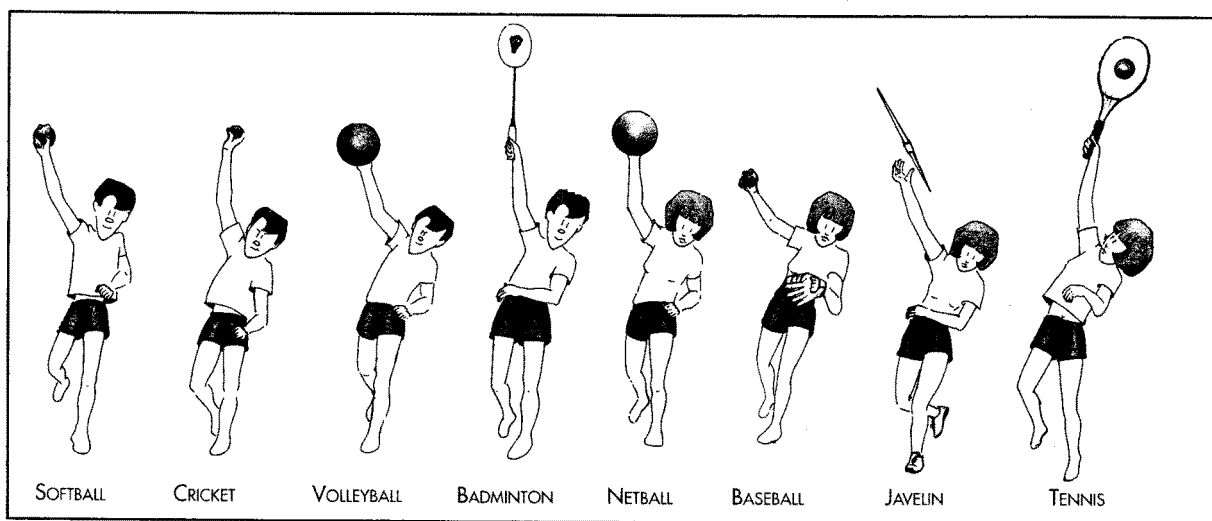


Diagram 1 Continuum of Motor Skill Development

The developmental of motor skills follows a sequential progression that may be subdivided into stages. (refer to Appendix 1) The physically and cognitively normal child progresses from one stage to the next in a sequential manner that is influenced both by maturation, genetics and environment. Children cannot rely solely on maturation to acquire a mastery of fundamental motor skills. Environmental conditions including instruction, encouragement and opportunities for practice are critical to development. Children arrive at primary school with a range of experiences related to the acquisition of motor skills. Formal instruction should begin in the early years of primary school. During these years students are physically and intellectually capable of benefiting from instruction and are highly motivated and enthusiastic about learning. During the early years students should be given the opportunity to learn a variety of motor skills upon which later learning is dependant. These skills are often those displayed by children at play. They include motor skills such as, run, skip, leap gallop, throw, catch, bounce, kick, forward roll, dodge. Mastery of skills is required if optimum development of higher level skills is to occur. For example mastery of the fundamental skill of overarm throw is strongly linked to a range of sports specific skills. (Refer to diagram 2). Students who do not master a range of fundamental skills are less willing to go on to learn the more complex skills, often leading to withdrawal from physical activity because of a lack of perceived competence,. This is often referred to as the “Sports Proficiency Barrier”. (Refer to diagram 1)

Diagram 2. Relationship between Fundamental Motor Skills and Specific Sports Skill (Overarm Throw)



OBSERVING FUNDAMENTAL MOTOR SKILLS

Fundamental motor skills are movements that have specific observable patterns. Each skill can be broken down into a series of components. Teachers need to become skilled at observing student movement and identifying which components of a particular skill have been mastered and which components need further practice.

For example:

The mature pattern of the fundamental motor skill of running has the following observable components.

- Eyes focussed forward throughout the run
- Knees bent at right angles during the recovery phase
- Arms bend at elbows and move in opposition to legs
- Contact ground with front part of foot
- Body leans slightly forward

The mature pattern of the fundamental motor skill of ball rolling has the following observable components

- Stride stance
- Eyes focussed on target throughout
- Ball held in hand corresponding to trailing leg
- Slight hip rotation and trunk lean forward
- Pronounced knee bend
- Forward swing with weight transference from rear to front foot
- Release ball at knee level or below

Being able to observe the components of a skill assist teachers identify performance errors and provide students with the appropriate feedback in order to improve

Teaching Methods

It is important teachers incorporate the following principles into the teaching and learning environment.

Create a positive learning environment

Use visual demonstrations

Demonstrations help communicate the key components of a fundamental motor skill.

They are enhanced by using words or phrases that highlight where the demonstration is focussed.

Provide teaching cues or tips

Give encouragement and feedback

Feedback should be specific and given as soon as possible. Ensure that feedback highlights what is good about the performance as well as suggestion for improvement. Don't just say "well done!" What is needed is information about technique. For example "I liked the way you stepped forward with the opposite foot" or "You watched the ball carefully, this time hug it to your chest when you catch it"

Give easy to follow information

Small step progression is preferable. Provide no more than one/two pieces of new information at a time. Use words and phrases that are easily understood.

Provide lots of opportunities to practice

Repeated practice is needed for children to master a skill. Make practise opportunities varied and fun rather than repetitive and boring.

Ensure the student achieves success

Plan drills, activities and games that are at the students' level of learning so that the student has successful experiences. They will then be more willing to attempt harder skills.

Table 1 (below) provides advice for when selected fundamental skills can be introduced into the teaching program.

Fundamental Motor Skill	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
Catch	Introduced		Mastered			
Kick	Introduced			Mastered		
Run	Introduced		Mastered			
Vertical Jump	Introduced		Mastered			
Overhand Throw		Introduced			Mastered	
Ball Bounce		Introduced		Mastered		
Leap		Introduced		Mastered		
Dodge		Introduced		Mastered		
Punt			Introduced		Mastered	
Forehand Strike			Introduced			Mastered
Two-hand Side-arm Strike			Introduced			Mastered

Table 1. Suggested Levels for the Introduction and Mastery of Essential Fundamental Motor Skills

TEACHING METHODS

Teachers need to know how to teach as well as what to teach. A variety of teaching methods will ensure that student's learning styles are acknowledged as well as result in increasing motivation. Skilled teachers are competent in a variety of teaching styles. Teaching styles range from those that are direct or teacher centred to those that are indirect or child centred. The Victorian Essential Learning standards encourage teachers to present curriculum in ways that take into account a range of student learning styles. Teachers will often use a variety of methods within a lesson. The teaching approach chosen will depend on:

- Teacher philosophy
- Teacher knowledge of level of support needed
- Student learning styles
- Students' age, maturity, experience and motor ability
- Topic covered
- Time available
- Facilities and equipment
- Number of students in the class

Teaching methods range on a continuum from direct to indirect with a number of teachings methods in between. The Victorian Essential Learning Standards and the Principles of Learning and Teaching focus on developing in the students the capacity to take responsibility for and reflect on their own learning. Teachers need to keep this important focus in mind when considering which teaching method to include.

Teacher Centred Learning and Teaching Approaches

Direct teaching styles are very teacher centred methods where the teacher makes all the decisions concerning what, how and when the student is to perform. The lesson format of warm-up, skill demonstration, skill practice, feedback, followed by a class game is typical of a direct teaching style approach. The advantages of this style is that it is efficient and focussed, is easy to implement with large groups and provide for the learning of basic skills efficiently. The disadvantages are that direct teaching styles take little account of students' individual motor abilities, learning styles, and intellectual development. This type of teaching approach requires a high level of teacher support.

Student Centred Teaching and Learning Approaches

A lower level of teacher support and increased student involvement occurs where the teacher works closely with the students, guiding the learning as they begin to apply the skills, knowledge and understandings being taught.

During independent work, the student is practising, consolidating and applying skills, knowledge and understandings being taught, so there is a high level of student involvement with the teacher acting as the facilitator.

Varying the way teachers present the curriculum content during class can provide the learner with greater responsibility by becoming more involved in the learning process, having opportunities to explore and experiment with movement in a variety of ways. This in turn increases student motivation.

Learning how to learn and learning through movement are important objectives of student centred teaching approaches. Further they allow for individuals to respond at their own level of ability and provide more opportunities for a degree of success.

Examples are:

- **Task Cards**

Task cards can be successfully used to give some of the control of the learning to the students. They reinforce vital literacy skills, allow students to progress at their own pace, promote decision making and self-assessment. They reduce the need for repetitive instructions from the teacher. They can be especially helpful for activities that are of a self-testing nature. They may be composed of individual or group skills and challenges.

The teacher provides:

A series of tasks related to a fundamental motor skill at sequential degrees of difficulty. Balance activities, ball handling skills, locomotion activities are suggestions.

The student is able to choose a task that matches their ability level so promoting self-assessment and decision making. The student may then decide when to progress to a more complex task.

- **Peer Tutoring and Assessment**

Students are more likely to be engaged if they have opportunities to reflect on their own progress and think about their learning. Peer tutoring and assessment provides advantages for both tutors and learners. The learner has the opportunity to receive immediate feedback from their partner relating to their performance. The tutor is encouraged to observe and analyse their partner's fundamental motor skill performance and decide which feedback to provide their partner with in order to improve skill performance. Further it provides the tutor with the opportunity to gain a greater understanding of the key components of the skill.

▪ Teacher Questioning and Problem Solving

Movement is used as a catalyst to stimulate thinking. There are many opportunities for the learner to incorporate thinking skills as they are encouraged to find solutions to problems in different ways. Convergent problem solving (*discovering answers to a problem*) and divergent problem solving (*searching for a variety of alternatives*) are ways teachers can involve the students in higher level thinking skills when teaching fundamental motor skills.

Examples: Which foot should you step forward with when you throw overarm?

Why do you tuck the head under when performing a forward roll?

What should you do if you want to throw the ball as far as possible? Why?

Try dribbling the ball in different ways. What do we do with fingers, wrist, arm? Do we push down or slap at the ball? Why?

Watch the girl kick the ball each time. How was the second kick different from the first? Which kick went further? Why?

How can you help a person who is having trouble performing a forward roll on a mat?

What changes would you suggest that Jane makes to her striking technique in order to get more power?

It takes time and practice to incorporate these techniques into physical education teaching. The aim should always be to provide children with an *intellectually* as well as a *physically* stimulating learning environment.

The Process of Skill Acquisition

Movement skill learning occurs in identifiable stages. Each level refers to a period during which the learner and teacher have specific, identifiable tasks and responsibilities. These are referred to the beginner, intermediate and advanced levels. The following teaching tips will assist teachers with students at each level.

Beginner level of skill learning

- Introduce major aspects of skill only

- Provide a demonstration of the skill the help form a mental picture

- Let the learner to try out the skill

- Provide plenty of opportunity for exploration of the skill and self discovery of the general principles

- If possible compare the new skill to others that the student may be familiar with

- Provide immediate, precise and positive feedback

- Focus on the skill technique not the result

Immediate level of skill learning

- Provide numerous opportunities for practice and skill application

- Devise practice opportunities that progressively focus on greater skill refinement

- Be able to analyse skills and provide constructive feedback

- Allow for individual differences in the rate of skill learning

- Practice at the rate and in the manner that the skill will be used during “real life” performance

Advanced level of skill learning

- Structure practise sessions that duplicate game like situations

- Structure practice sessions that promote intensity

- Provide encouragement, motivation and positive support

- Offer tips on strategy and tactics

- Provide feedback that focuses on specific aspects of the skill

- Allow for individual differences in technique

- Focus on outcomes rather than process

Teaching Hints and Common Problems for Selected FMS

FMS	Teaching Hints	Common Problems
Vertical Jump	Teach landings first in a semi squat position	Failure to get off the ground
	Provide soft surfaces for landing when jumping from a height	Failure to take off with both feet simultaneously
	Begin by jumping over low objects such as rope, mat or bean bag	Poor coordination of leg and arm action
	Encourage students to move body weight forward onto balls of feet	Failure to extend body, legs and arms forcefully
	Correct arm technique is critical	Uncontrolled landings
	Have students jump to grab an object, keeping eye contact with the object	

FMS	Teaching Hints	Common Problems
Dodge	The run is a pre-requisite skill	Whole body turns to face the intended direction of travel
	Avoid slippery surfaces	Inability to change direction in one step
	Run to markers, then dodge, avoid running around markers	Twisting of the trunk
	Change direction by pushing off the outside foot	Body remains in an upright position when changing direction
	In the initial stages of learning focus on the whole skill, as students become more competent give feedback related to specific components	

FMS	Teaching Hint	Common Problems
Skipping	Single hop on either leg is a pre-requisite skill	Inability to use both sides of the body
	Slow motion demonstrations can be helpful	Exaggerated movements
	Rhythmical use of arms to aid momentum	Landing flat footed
	Music may be a helpful aid	Double hop or step sometimes occurs
	Lift your knees sharply upward	

FMS	Teaching Hints	Common Problems
Ball Bouncing	In the initial learning stages use medium/large balls that do not require as much force as a basketball	Inconsistent force applied to downward push
	Controlled repeated bounce and catch is a pre-requisite skill	Slapping at the ball instead of pushing downwards
	Use different coloured or striped balls to avoid blending of figure and ground	Inability to move and continue bouncing ball
	Stress eye contact at the initial stage of learning	Failure to focus on and track ball efficiently
	Master ball bouncing with the dominant hand prior to practising with the non-dominant hand	Inability to bounce without visually monitoring ball

Teaching Hints and Common Problems for Selected FMS

FMS	Teaching Hint	Common problems
Forehand strike	Progress from using a stationary ball to a suspended ball to a bounced ball to a thrown ball	Failure to focus on the ball
	Progress from using a small bat then a longer handled bat	Incorrect grip
	Use balloons and beach balls in the initial stages and progress to smaller balls	Chopping or slashing at the ball
	Batting tees are a useful aid	Failure to turn the side of the body in the direction of the intended strike
		Jerky uncoordinated action

FMS	Teaching Hints	Common Problems
Stopping/Trapping	Stress eye contact with the ball	Failure to keep eyes fixed on the ball
	Teach how to trap a rolled ball prior to an elevated ball	Inability to maintain balance when stopping the ball
	Emphasise the importance of getting the body in the path of the ball	Failure to position body directly in the path of the ball
	Encourage “giving” with the ball to absorb the force	Failure to “give” as ball contacts foot
	Use a foam, beach or partially inflated ball in the initial learning stage	

SAFETY

Teachers should ensure

- a correct warm up to prepare students for activity
- the activity surface is suitable
- the area is clear of any obstacles
- adequate space is provided,
- retrieval procedures are set in place and the appropriate formations and target directions are utilised to maximise the provision of a safe working environment.
- students to wear appropriate footwear and clothing
- supervision is provided at all times
- caution is exercised when using striking implements with regard to swinging space and the dropping or throwing of the bat or racquet.

CATCH

It is recommended that the catch be introduced during Prep and mastered by the end of Year 2. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.

TEACHING HINTS

- Tracking activities (watching and/or intercepting a moving object) are essential to the development of hand-eye coordination.
- Ensure an accurate thrower can deliver the ball into a catcher's hands in the early stages of learning the skill.
- Catching dropped objects reduces the need for an accurate throw.
- Soft equipment such as stuffed animals, foam shapes, nerf balls and semi-deflated balls assist confidence as there is no pain if the catch is mishandled.
- Initially use small objects and large receptacles then progress to larger balls and smaller receptacles.
- Provide adequate flight time for reaction. Students learn best if given 2-3 seconds to watch an object.
- Difficulty in catching increases as the speed of a tossed ball increases and the size of a ball decreases.
- Avoid activities and games that apply individual or group pressure while learning to catch.
- Use bean bags when first teaching the catch as they are absorbed by the hand and do not roll away.
- Progress from using a large soft object, to a middle-size object, to small object (eg a tennis ball or bean bag).

SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

- 1. Eyes are focused on the ball throughout the catch.**
 - Students drop a ball and catch it after the first bounce.
 - Mark a cross on the ball and encourage the catcher to look for it during a catch.
 - Students throw various coloured bean bags and nominate the colour to be caught by a partner.
 - Students roll a ball across a table or down an incline for a partner to catch (ie the ball is in a direct path to the catcher).
 - Use soft objects (eg toys, nerf balls) to encourage confidence and watching the object.
- 2. Preparatory position with elbows bent and hands in front of body.**
 - Manually assist a student who does not move until the ball contacts the arms (ie stand behind them and manipulate their arms to move towards a thrown ball).
 - Encourage students to prepare to catch with the little fingers of the hands touching.
- 3. Hands move to meet the ball.**
 - Suspend a ball in a stocking. Swing it towards the student but just out of reach so that they must stretch their arms forwards to catch.
- 4. Hands and fingers positioned correctly to catch the ball.**
 - Students catch with a small bucket, marker cone or dome marker. This places the hands in the correct position.
 - Students drop the ball and catch it in a nest made by the hands.

5. Catch and control the ball with hands only.

- Students toss a balloon then reach and catch it with their hands only.
- Students bounce or underarm throw a ball to a partner to catch with their hands only.
- Students underarm throw a ball to a rebound net and then catch the ball with their hands only.

6. Elbows bend to absorb force of the ball.

- Students use shallow containers to catch objects.
- Encourage students to pretend to catch an egg or water balloon.
- Silent catch.
- Encourage students to catch an imaginary object (ie show the actions and practise without an object).

COMMON PROBLEMS

- Taking the eyes off the object or turning the body away from the object.
- Keeping the fingers too rigid and straight in the direction of the object.
- Failure to 'give' (absorb force) with the catch.
- Failure to adjust the hands and move to the object according to its trajectory and height (the object will not always be thrown exactly into the hands).
- Inability to vary the catching pattern for objects of different weight and force.
- Inability to move body parts (ie legs, arms) into the best catching position.

Activities Designed to Develop the Catch

ACTIVITY	Rating*	Skill Components**						PAGE
		1	2	3	4	5	6	
1. Ball Chase	Lower	√	√	√	√	√		8
2. Catch Me If You Can	Middle	√	√	√	√	√	√	8
3. Bean Bag Drop	All	√	√	√	√	√		8
4. Tricky Catches	Upper	√		√		√		9
5. Hot Potato	Lower	√	√	√	√			9
6. Catch This	All	√	√	√	√	√	√	9
7. Surprises	Upper	√		√		√		10
8. Continuous Cricket	Middle	√	√	√	√	√	√	10
9. Catch Newcombe	Middle	√	√	√	√	√	√	10
10. Throw Ball	Middle	√	√	√	√	√	√	11
11. Captain Ball	All	√	√	√	√	√	√	11
12. End Ball	Middle	√	√	√	√	√	√	11
13. Catch Tag	All	√	√	√	√	√		12
14. See Saw	Middle	√	√	√	√	√	√	12
15. Catches Count	All	√	√	√	√	√	√	12
16. Call a Name	Middle	√	√	√	√	√	√	13
17. Roll and Stop	Lower	√	√	√	√	√		13
18. Kick and Catch	Middle	√	√	√	√	√	√	13
19. You Name It	Middle	√	√	√	√	√	√	14
20. Step Back	All	√	√	√	√	√	√	14
21. Spot the Mark	All	√	√	√	√	√	√	14
22. Call 'n Catch	Middle	√	√	√	√	√	√	15
23. Shrink and Grow	All	√	√	√	√	√	√	15
24. Catching Tabloid	Middle	√	√	√	√	√	√	15

*Rating is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

Lower: Prep-2

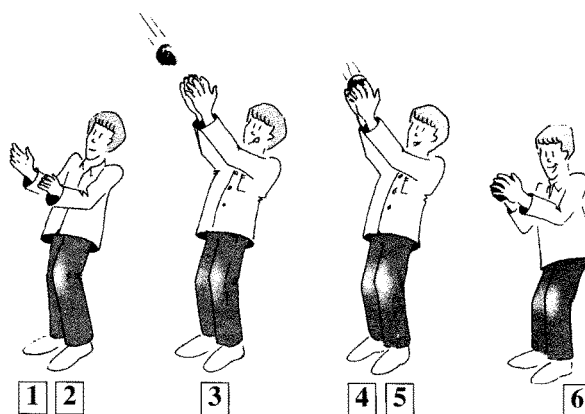
Middle: Years 3-4

Upper: Years 5-6

All: Prep-6

A rating for an activity may alter when a variation of the activity is used.

**Skill Components of the catch that can be practised using each activity are indicated with a √. To aid student learning, focus only on 1 or 2 components each lesson.



Skill Components

Assessment of Fundamental Motor Skills

To effectively assess against the Victorian Essential Learning Standards a combination of summative and formative assessment is required.

Summative (assessment of learning) is required to determine what the student has achieved. Formative (assessment for learning and assessment as learning) is required to inform the next stage of learning that will occur, and to encourage students to reflect on their own learning. Both forms of assessment need to include authentic assessment tasks which are those in which students are asked to perform real world tasks demonstrating the application of knowledge and skill.

Assessment of students must also evaluate in an integrated way rather than treating each and every standard as discrete. Assessment in this manner more clearly reflects how students actually learn and develops deep understanding in learners which can be transferred to new and different contexts.

Effective assessment practices can assist students to learn more effectively if they develop student's capacity to reflect on their learning, develop deeper understanding and cultivate higher order thinking skills.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

Assessment of Learning (summative)

Is the product of 'on-balance' judgement based on an accumulated range of assessment sources to determine what the student has achieved at the end of a learning sequence or unit. Conducting summative assessment at the end of a unit enables teachers to ascertain student's development against the unit goals and to set future directions for learning. Summative assessment can be referred to as assessment of learning.

Assessment for Learning (formative)

Are assessment tasks which occur during the teaching and learning activities.

Assessment for learning occurs when teachers make inferences about student learning to inform their teaching. It provides continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

Assessment as Learning (formative)

Occurs when students reflect on and monitor their progress to inform their future learning goals. The purpose is to involve students in their own assessment as they learn. When students become proficient at self assessment it helps understand the purpose of their learning and clarify learning goals.

Authentic Assessment

"An authentic assessment task is one that is performed in a real life context that approximates as much as possible, the use of that skill or concept in the real world. (Elementary Physical Education Teaching and Assessment, Hopple, C p11)

Authentic assessment is based on the development of a meaningful product, performance or process over time. Students develop and demonstrate the application of their knowledge and skills in real world situations which promote and support the development of deeper levels of understanding. Authentic assessment stems from clear criteria of which students are aware and involved in the development and evaluation of.

The more authentic the context or situation the more motivational the assessment is for the students. As an example consider the 1.6km run/walk fitness test for cardiovascular health and the setting in which it takes place. On a specific day students are required to run the 1.6k around a course usually the school grounds or play area. This is not authentic. How many children typically run this distance as part of their normal lives? Can you suggest a way of making this type of activity more authentic in nature? (eg as part of an orienteering course, a bushwalk, the 10,000 steps program, meeting the National Physical Activity Guidelines)

It is not possible to make every assessment task authentic in nature but it is worthwhile asking the question when considering assessment tasks.

Authentic assessments meets all/some of the following criteria. It refers to assessment that:

- looks at students actively engaged in completing a task that represents the achievement of a learning goal or standards;
- takes place in real life situations;
- asks students to apply their knowledge in lifelike situations
- intertwines assessment and teaching making it difficult to tell them apart
- students are given/negotiate the criteria against which they are being assessed

The following assessment tasks are examples of a summative and formative assessment tasks teachers may use to assess fundamental motor skills.

When considering which assessment tasks to use consider which elements of the Movement and Physical Activity standards and the Managing Personal Learning standards each assessment task relates to.

Assessment should always be against the Victorian Essential Learning Standards

Assessment rubric: Ball skills

Assessment Task (Level 3)

There are three parts to the assessment task:

Part 1: During minor games, students perform an overhand throw from a stationary position.

Part 2: During minor games, students perform a catch from a stationary position.

Part 3: During minor games, students move into position and perform an overhand throw or catch.

Suggested duration: 8 lessons.

Assessment can be integrated throughout the teaching and learning sessions.

Rubric

<i>Assessment criteria</i>	Towards the level	At the level	Beyond the level
1 Overarm throw in stationary position *Eyes focused on target *Stand side on to target *Step forward with opposite foot during the throw *Throwing arm follows through down and across body	Attempts skill but lacks correct technique or control.	Demonstrates skill with the correct technique and control.	Performs skill with correct technique and control in a complex skill development activity.
Catch in a stationary position. *Eyes are focused on the ball *Hands move to meet the ball *Catch and control the ball with hands only *Elbows bend to absorb the force of the ball	Attempts skill but lacks correct technique or control.	Demonstrates skill with the correct technique and control.	Performs skill with correct technique and control in a complex skill development activity.
Ability to move into position to proficiently perform the overhand throw or catch. *Tracks the ball speed and direction *Anticipates ball trajectory *Moves towards the ball with correct footwork *Positions body behind the ball *Hands are in correct position to receive ball	Does not move into the correct position or moves into the wrong position, and/or performs skills without the correct technique or control.	Demonstrates skills with the correct technique and control after moving into correct position.	Moves into correct position to perform skills with the correct technique and control in response to demands in a complex skill development activity.

Sample Record Sheet

Student Name: _____

Date	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	On balance judgement
Criterion 1									
Criterion 2									
Criterion 3									

Source: Adapted from VCAA Assessment Advice

Fundamental Motor Skills

Name: _____ **Date:** _____

Directions: Here is a list of Fundamental Motor Skills. Next to each skill, list three important things that you should focus on when working to improve that skill. You can use diagrams if you wish.

What do you have to remember when you are trying to improve your skills?

Overarm Throw: 1. _____

2. _____

3. _____

Leap: 1. _____

2. _____

3. _____

Ball Bounce: 1. _____

2. _____

3. _____

Skip: 1. _____

2. _____

3. _____

Kick: 1. _____

2. _____

3. _____

Forward Roll 1. _____

2. _____

3. _____

Assessment: Your work will be scored according to the criteria in the following rubric. Use this information to self-asses your work before you hand it in.

Excellent work!	All the skill cues are correct, complete and specific for each fundamental skill. Artwork, specific examples of details that support answers are included.
Very good work	All the skills are correct, complete and specific for each fundamental skill.
Good attempt	Most of the skill cues are correct, complete and specific for each fundamental skill. Two or three answers are incorrect or incomplete.
Not satisfactory	Few of the skill cues are correct or complete for each fundamental skill.

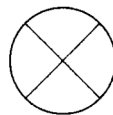
Name _____ Class _____

Each partner gets three underhand throws to the target. Watch your partner throw; if he or she steps with the opposite foot when throwing, mark a smiley face in the circle. If your partner does not step with the opposite foot for a throw, mark an X in the circle.

Example:



Did step with opposite foot

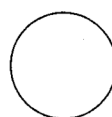
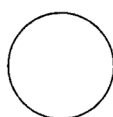
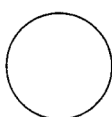


Did not step with opposite foot

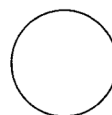
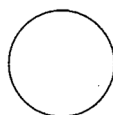
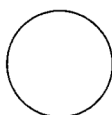
Partner 1's name _____

Partner 2's name _____

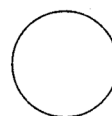
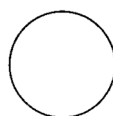
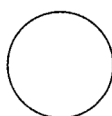
Partner 1



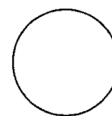
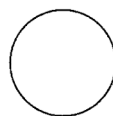
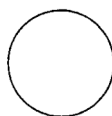
Partner 2



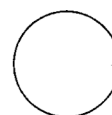
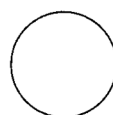
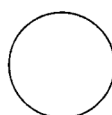
Partner 1



Partner 2



Partner 1



Partner 2

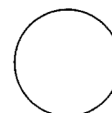
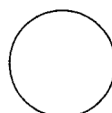


Figure 11.5 Performance task assessment sheet for throwing, grades 1 to 2.

From *Elementary Physical Education Teaching & Assessment: A Practical Guide*, by Christine J. Hopple, 2005, Champaign, IL: Human Kinetics.

FORM 3.1 **Setting Goals for Improvement**

Name

Date

BEFORE YOU START

1. We are beginning a _____ unit. We will be working to improve the following skills:

Please take a few minutes and think about what your strengths and weaknesses might be in this area.

2. I feel that I am very good at

3. I feel that I need more practice on

Now take some time to set a specific, measurable, realistic goal.

4. By the end of this unit I would like to be able to

AFTER YOU FINISH

5. Did you reach the goal that you set?

6. How do you know? Be specific with your evidence.

Assessment: Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

4	Excellent work! You went above and beyond!	Answers are specific and complete. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Answers are specific and complete.
2	Good attempt. Would you like to try this one again?	Most answers are specific and complete. One or two items may be missing or incomplete.
1	Let's be sure that you understand. I recommend that you try this again. See me for more explanation.	Few answers are specific or complete.

FORM 5.3 **Locomotor and Axial (Nonlocomotor) Movements**

Name _____ Date _____

Many concepts can be applied to movement to make it more creative, interesting, challenging, and efficient. In some competitive situations, understanding and applying movement concepts can give you a competitive edge. By completing this assessment you will be able to demonstrate your understanding of the differences between and your ability to perform locomotor skills (gallop, skip, slide, leap) and nonlocomotor skills (twist, sink, rise, bend, stretch, curl, sway).

Directions: Design a movement sequence that meets the criteria for locomotor skills, nonlocomotor skills, and transitions in the following rubric. By using the rubric as you work you can be sure that your sequence will meet or exceed the standard.

Score	Locomotor movements	Nonlocomotor (axial) movements	Transitions
4 Excellent work! You went above and beyond!	Three different locomotor movements are included in the sequence, and they are performed correctly.	Six different nonlocomotor movements are included in the sequence, and they are performed with balance and control.	Transitions between movements in the sequence are smooth. One movement flows without hesitation into the next.
3 Good work. Everything is here!	Two different locomotor movements are included in the sequence, and both are performed correctly.	Four different nonlocomotor movements are included in the sequence, and they are performed with balance and control.	Most transitions between movements are smooth, although slight hesitations occur at times.
2 Good attempt. Just a few things are missing. Would you like another try?	Only one locomotor movement is included in the sequence, and it is performed correctly.	Three different nonlocomotor movements are included in the sequence, and they are performed with balance and control.	Some transitions between movements are smooth. Noticeable hesitations interrupt the flow.
1 Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	No locomotor movements are included in the sequence, or the locomotor movements included are performed incorrectly.	Only one or two different nonlocomotor movements are included in the sequence, or the nonlocomotor movements are not performed with balance and control.	Few transitions between movements are smooth. Many hesitations interrupt the flow.

OVERHAND THROW

Purpose

To assess the student's overhand throw.

Student Objective

To throw a beanbag towards a target 10–20 metres away.

Preparation

Facility: ▼ Marked 2 metre square denoted by marker cones placed at each corner. Place a mark on the back line to mark the starting position. Place a target (i.e. cone) 10–20 metres away.

Equipment: ▼ Place at least 6 beanbags next to the starting position.
▼ Have clipboard, recording sheet and pencil ready for the assessment.

or

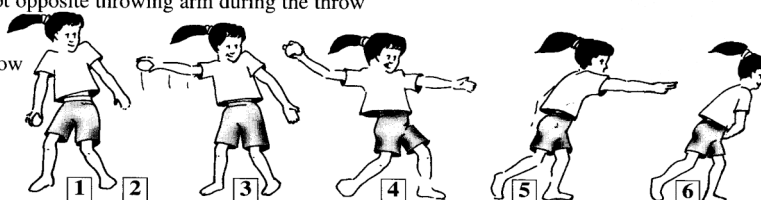
▼ Place a video camera side-on so that the front of the student is visible to the video camera when a side-on position is assumed.

Procedures

- Demonstrate the requirements of the overhand throw.
- Ask the student to throw the beanbag overhand, hard towards the target.
- Ask the student to pause between each throw.
- At the end of the throws, the student should collect the beanbags and return them to the starting line.

Performance Criteria

1. Eyes are focused on the target throughout the throw
2. Stand side-on to the target
3. Throwing arm nearly straightened behind the body
4. Step towards the target with foot opposite throwing arm during the throw
5. Marked sequential hip to shoulder rotation during the throw
6. Throwing arm follows through down and across the body



Standards

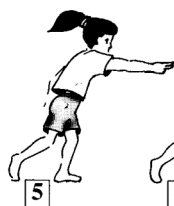
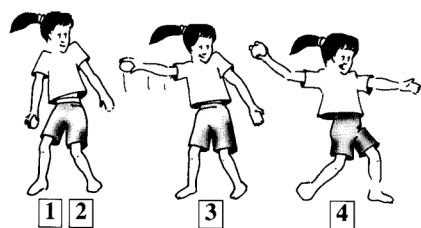
The table indicates the age at which each component of the overhand throw could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development

Table 8

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Overhand Throw	1		4 6	2 3	5

SKILL: OVERHAND THROW

TEACHER: CLASS: DATE:



6

Step towards the target with foot opposite throwing arm during the throw

Marked sequential hip to shoulder rotation during the throw

Throwing arm nearly straightened behind the body

Stand side-on to the target

Eyes are focused on the target throughout the throw

- Demonstrate the requirements of the overhand throw.
- Ask the student to throw the beanbag overhand, hard towards the target. Place a target (i.e. cone) 10–20 metres away
- Ask the student to pause between each throw.
- At the end of the throws, the student should collect the beanbags and return them to the starting line.

[illegible]

DODGE

Purpose

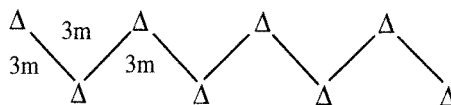
To assess the student's dodging skill.

Student Objective

To move quickly through a series of cones each placed 3 metres apart in a zigzag formation.

Preparation

Facility: ▼ Place cones on a flat, non-slip surface and mark lines as indicated:



Equipment: ▼ Have clipboard, recording sheet and pencil ready for the assessment.

or

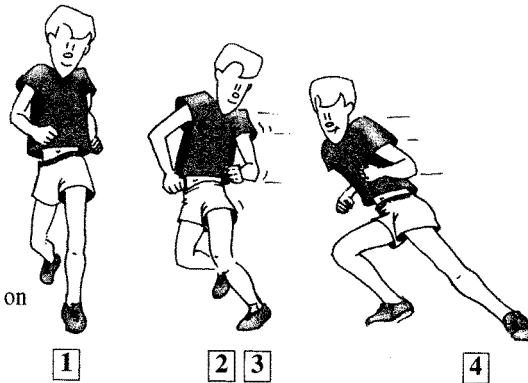
▼ Place a video camera front-on so as to view the student as he/she zigzags towards the camera. Operator may need to zoom out as participant nears completion of dodge task.

Procedures

- Ask the student to run following the lines and at each of the cones to dodge as fast as possible.
- To help understanding, it may be necessary, particularly with the younger students, to allow students to walk through the zigzag course prior to running.
- After running through once, ask the students to walk back to the start and complete the task twice more.

Performance Criteria

1. Eyes focused in direction of travel throughout the dodge
2. Change direction by pushing off outside foot
3. Body lowered during change of direction
4. Change of direction occurs in one step
5. Dodge repeated from right to left, left to right, and so on



Standards

The table indicates the age at which each component of the dodge could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development.

Table 11

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Dodge	1	5		3 2 4	

SKILL: DODGE

1 2 4

- Ask the student to run following the lines and at each of the cones to dodge as fast as possible.
- To help understanding, it may be necessary, particularly with the younger students, to allow students to walk through the zigzag course prior to running.
- After running through once, ask the students to walk back to the start and complete the task twice more.

Eyes focused in direction of travel throughout the dodge

Change direction by pushing off outside foot

Body lowered during change of direction

Change of direction occurs in one step

Dodge repeated from right to left, left to right and so on

[illegible]

LEAP

Skill Components

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.



NO.4 MEMORY MAZE

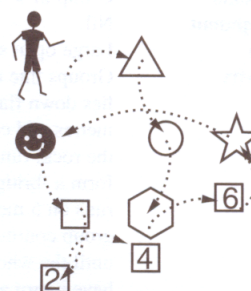
Students
Equipment

Small groups.
Memory mats (ie various pictures of body parts, numbers, shapes, colours, words etc) fixed to the floor or chalk drawings on asphalt.

Area
Activity

Hard surface open space.
1 student lists a sequence of memory mats on to which another student must leap. Leaps may be performed forwards or in a sideways direction. Encourage students to keep the length of the sequence short.

Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓



Safety Tip
Ensure mats are placed on a non-slippery surface.

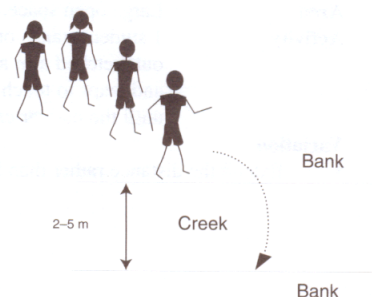
NO.5 LEAP IN THE CREEK

Students
Equipment
Area
Activity

Small groups.
2 long ropes per group.
Large open space.
Students line up behind a rope. The other rope is placed parallel to the first rope. On the call "In the creek", students take a big leap into the 'creek'. On the call "On the bank", students take a big leap out of the creek, or depending where they are, from one 'bank' to the other.

Variation

- Increase creek width by moving the ropes further apart.

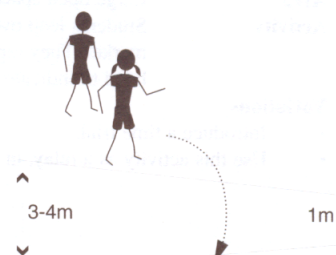


NO.6 CROCODILE LEAP

Students
Equipment
Area
Activity

Pairs.
2 long ropes per pair.
Large open space.
Ropes are set at an angle to each other to create a crocodile infested river. Pairs begin at the narrow end and attempt to leap across the 'river' to avoid the crocodiles. A student leads for 3 turns and chooses which part of the river to leap. Their partner then leaps from the same place. If both students are successful, the activity is repeated. If one student is unsuccessful, they lose a 'life'. Students start the activity with 10 lives each.

Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓



FOREHAND STRIKE



Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.

NO.7 THREE HIT BASEBALL

Students

Groups of 4.

Equipment

1 bat or racquet, 3 balls (size depends on ability), 1 tee, 3 marker cones or bases and 2 containers per group.

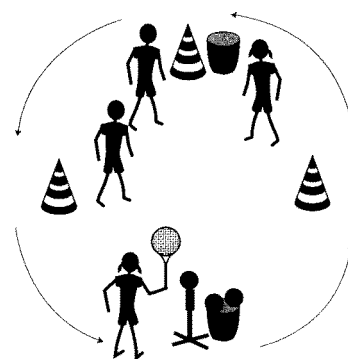
Area

Large open space.

Activity

Place the marker cones in a diamond formation, with 1 container near the tee (home plate) and the other container near the furthest cone. The first striker hits 3 balls off the tee in quick succession with a forehand strike action and runs around the cones. The fielders try to retrieve the balls and place them into the other container before the striker runs around the cones. Students rotate positions.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



Safety Tip

Make sure all 3 balls have been hit before they are fielded.

NO.8 WALL HITS

Students

Individuals or pairs.

Equipment

1 small/medium ball and 1 paddle bat per student.

Area

Hard surface open space and rebound wall.

Activity

Individually, students hit a self-dropped ball to the wall aiming to hit consecutive rebounds after only 1 bounce. Challenge students to make as many consecutive hits as possible. In pairs, students hit to the wall and partners hit the rebound after only 1 bounce. Encourage students to count how many hits in a row they can make together.

Variations

- Students hit off tees to start the sequence.
- In pairs, students score and compete against each other.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

NO.9 THROUGH THE WALL

Students

Groups of 5–8.

Equipment

1 tennis ball, 1 paddle bat and 3 marker cones per group.

Area

Hard surface open space.

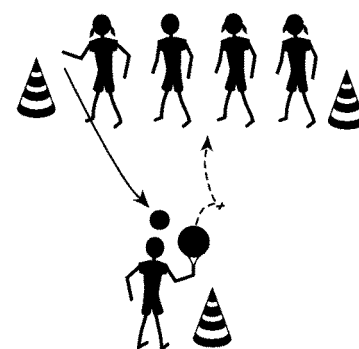
Activity

Fielder 1 throws the ball to the striker who hits the ball towards the ground. The fielders, who stand at least 5 metres back forming a 'wall', try to prevent the ball getting through. If the ball gets through the wall, the fielders take a step back. Students continue until the striker has had 8 hits, then they rotate positions. The striker runs to fielder 1's position, and the student at the other end of the wall becomes the new striker.

Variations

- Vary the types of bats and balls.
- Students hit off a tee.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



PUNT

Skill Components

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.



NO.16 CORNER SPY

Students

Groups of 5–6.

Equipment

1 large ball per group.

Area

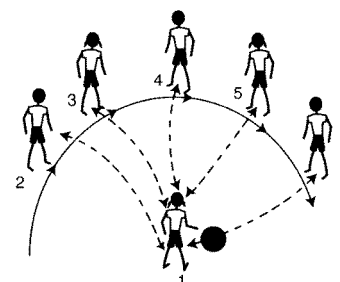
Large open space.

Activity

Students stand in a semi-circle with the leader (student 1) in front facing the group. Student 1 punts to student 2 who punts it back. Student 1 then repeats to students 3, 4, 5 and 6. Student 6 runs in and takes student 1's spot while others shuffle on to the next position. Repeat until all students have been the leader.

Variations

- Vary the distance to punt.
- Introduce 1 bounce and catch.



Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

NO.17 STOP BALL

Students

2 groups of 5–6.

Equipment

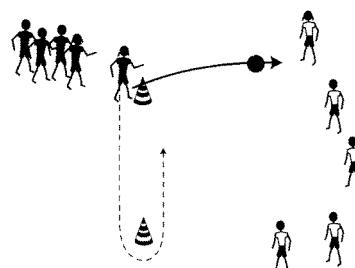
2 marker cones and 1 playground ball or football per 2 groups.

Area

Large open space.

Activity

A group 1 student punts the ball into the field of play and proceeds to run continuously back and forth around marker cones set 6–10 metres apart. Group 2 fielders retrieve the ball, form a column behind the retriever and pass the ball over their heads. When all have passed the ball they call "Stop". Group 1 scores 1 point each time a cone is passed. Changeover occurs when all students have punted. Vary the punting order after each innings.



Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

NO.18 LONG BALL PUNT

Students

2 groups of 6–8.

Equipment

4 bases and 1 playground ball or football per 2 groups.

Area

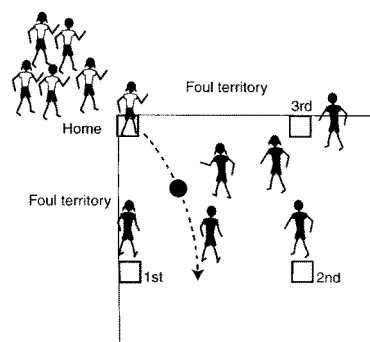
Large open space.

Activity

As per tee-ball, except the ball is punted into the field of play (foul territory applies). The punt must travel a minimum 10 metres to be a fair punt.

Variations

- Provide extra bases.
- The first retrieval return must also be a punt.



Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

BALL BOUNCE



Skill Components

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.

NO.1 SIDELINE BASKETBALL

Students

2 groups of 8–10.

Equipment

1 basketball and colour bands or bibs per 2 groups.

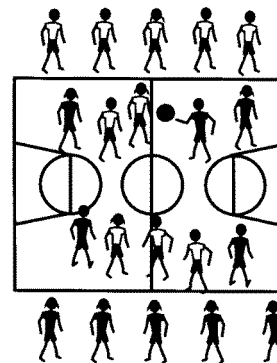
Area

Basketball court.

Activity

Each group is lined up along opposite sidelines. The first 5 students from each group go on the court. The activity is similar to basketball, with the exception that students on the court may only pass to a sideline student and not directly to another court student. This rule does not apply to successive attempts to score a goal. The ball must be bounced at least once by each student before passing. Sideline students must stay off the court. After each goal the sideline students exchange places with those on the court.

Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓



NO.2 TAG BALL

Students

2 groups of 8–10.

Equipment

4 marker cones, 1 basketball and 2 colour bands or bibs per 2 groups.

Area

Hard surface open space.

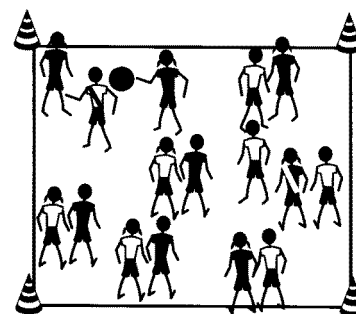
Activity

Set up marker cones to designate the activity area. 1 student from each group is designated as a target student. The object is to score by using the ball to tag the opponent's target student. Basketball rules apply. Students may pass or bounce the ball while moving to touch the opponent's target. If a student chooses to pass, they must bounce the ball first. The target students from one group may tag the other group's target student. Following a score, the group scored against throws the ball back into play from the point where the score was made.

Variations

- Restrict the target student to an area.
- The target student cannot run, but must walk or hop to avoid being tagged.

Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓



NO.3 FAST BREAK

Students

2 groups of 8–10.

Equipment

1 basketball or playground ball per 2 groups.

Area

Hard surface open space.

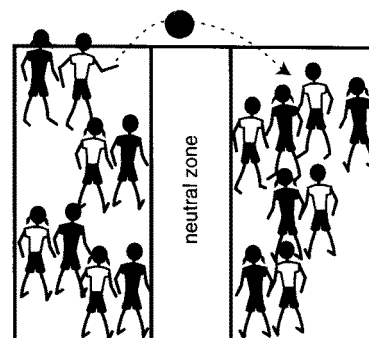
Activity

The groups divide into 2 groups with each sub-group positioned at either end of the area. The object is for students in the group at an end to pass the ball to their group on the other side of the neutral zone. Students must bounce the ball before passing. No one is allowed in the neutral zone. Basketball rules apply. Opposing group members try to knock down the ball or intercept it before it can be caught.

Variations

- Use more than 1 ball.
- Widen the neutral zone.

Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓



KICK



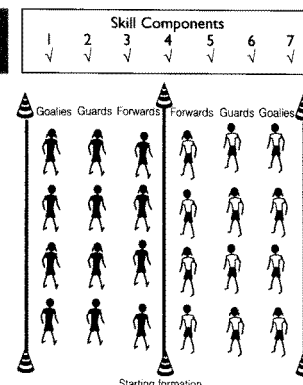
Skill Components

1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.

NO.7 ROTATION SOCCER

Students
Equipment
Area
Activity

2 groups of 9, 12 or 15.
1 playground, soccer or gator ball and 6 marker cones per 2 groups.
Large open space.
Each group is divided into 3 equal groups of forwards, guards, and goalies. The object is for the forwards to kick the ball below shoulder level over their opponent's end line. The forwards play in their opponent's half of the field, and the goalies are on the end line. The goalies may use their hands to defend the goal. The activity starts with a kick-off at the centre, with every student in their own half of the field. Whenever a point is scored, positions are rotated within each group. After each score, the group which has been scored against, kicks off.



NO.8 KICK BALL

Students
Equipment
Area
Activity

2 groups of 8–14.
1 ball and 4 marker cones or softball bases per 2 groups.
Large open space.
The marker cones or bases are placed in a diamond formation, approximately 15 metres apart. The activity is a variation of softball/baseball. 1 group is designated the kickers, the other group the fielders. Fielders are scattered, some standing near the bases. Each student in the kicking group takes a turn to kick a stationary ball into the fielding area and immediately runs towards first base and continues running towards second, third and home bases. The kicked ball is intercepted by a fielder who throws it to the fielder standing on the base towards which the kicker is running. If the ball beats the kicker to the base, the kicker is out. There is no limit to the number of kickers who can be on a base at any one time. Kickers cannot be tagged or caught out. Runs are scored each time a kicker successfully returns to home base.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

FMS Teaching Tip
Offer students many and varied practice opportunities.

Variations

- Students use the alternate foot to kick the ball.
- Vary the distance between the cones.
- Set a target (eg 10 runs) so that both groups can achieve success.
- Students from the kicking group roll ('pitch') the ball so that the kicker can kick a moving ball.
- Fielders 'kick pass' the ball to base students when attempting to beat the kicker to a base.

NO.9 BALLOON KICKS

Students
Equipment
Area
Activity

Individuals or pairs.
1 balloon per student.
Large open space.
Students complete a series of activities. If working in pairs, students rotate after each turn.

- Students kick the balloon back and forth aiming to keep it airborne for as long as possible.
- Students place the balloon on the ground. Using a 3–4 step approach, they forcefully kick the balloon into the air. Once the balloon touches the ground, students repeat this activity aiming to improve the length of time the balloon is airborne.
- Students stand 2 metres apart. 1 student places the balloon on the ground and using a 3–4 step approach, forcefully kicks the balloon into the air. Immediately the balloon becomes airborne, the kicker runs around their partner and back to where the balloon was kicked. If the kicker returns before the balloon touches the ground, they repeat the activity. Each time a kicker 'beats the balloon', their partner takes 1 step back to increase the distance to be run the next time.
- Give students 3–4 minutes to create their own balloon kicking activity which they demonstrate to the class. The class is then given 3–4 minutes to try the new activity.
- Students can score a point each time a kicking activity is successfully completed. They may compare their score to a set target or to a previous personal best.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

Skill Components

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.



NO.10 THROW BALL

- Students** 2 groups.
- Equipment** 4 bases, 1 chalk circle and 1 ball (size depends on ability) per 2 groups.
- Area** Hard surface open space.
- Activity** The bases are set up in a diamond formation with a chalk bowling circle. 1 group bowls and fields, the other group catches. The bowler underarm throws from the bowling circle to the first catcher of the catching group who throws it and runs to first base. They continue running around the bases until the bowler holding the ball touches the ground in the bowling circle and calls "Stop!" Runners between bases are out. If the ball is caught, the catcher is out. The next catcher takes their turn and the game continues until all of the catching group has had a turn. Groups swap over. Any number of students may be on a base at the same time. Students may also pass each other when running between bases.

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

FMS Teaching Tip

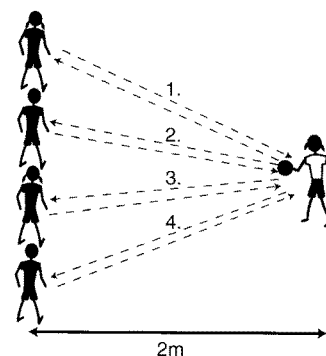
Be an active teacher – move among the class offering praise and advice.

NO.11 CAPTAIN BALL

- Students** Groups of 5.
- Equipment** 1 ball (size depends on ability) per group.
- Area** Large open space.
- Activity** Students stand in a row, arms length apart. The captain stands 1–2 metres out in front and passes to each member of the group in turn who catches it and returns it to the captain. A new captain comes out in front and the activity continues until all have had a turn at being captain.

Variations

- The ball is bounced to each student.
- Vary the ball size.
- Vary the distance between the captain and group members.
- Students stand in a column (line). The captain passes the ball to student 1 who catches, returns the pass and then crouches down. The captain passes the ball over the head of student 1 to student 2, who catches, returns the pass and then crouches down. The sequence continues until all have had a turn. The last student takes the place of the captain who moves to the front of the column.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

NO.12 END BALL

- Students** 2 groups of 8–10.
- Equipment** Colour bands or bibs and 1 medium to large ball per 2 groups.
- Area** One third of a netball court.
- Activity** Set out end zones at either end of the area. The 2 groups are scattered throughout the area. Group 1 members throw and catch to each other to move the ball towards their end zone, while group 2 tries to intercept and control the ball. When the ball is caught on the full in a group's end zone, a point is scored by that group.

Rules:

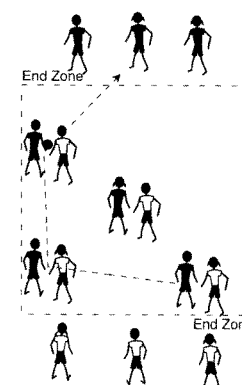
- No running with the ball.
- No contact.
- A throw must be a minimum of 1 metre in length.

Variation

- A student may stand in a hoop in the end zone so a more accurate pass must be delivered.

Rules:

- The student is not to step out of the hoop.
- No-one else is allowed in the end zone area.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

OVERHAND THROW



Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

NO.1 TEE-OFF

Students

Small groups.

Equipment

1 newspaper ball per student, 1 hoop, 1 marker cone and 1 dome marker per group.

Area

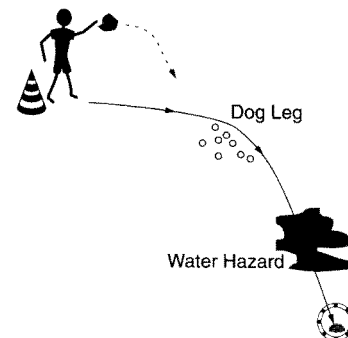
Large open space.

Activity

In small groups students design their own hole using the marker cone as the tee-off area, the hoop as the green and the upturned dome marker as the hole. The tee-off must be a full force overhand throw and the 'putt' must be an underarm throw. For a whole class activity, combine constructed holes to form a course.

Variations

- Use feathered or plastic shuttlecocks (feathered shuttlecocks do not travel as far as the plastic variety).
- Use bean bags and small foam balls.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

NO.2 CLEAN UP YOUR YARD

Students

2 groups.

Equipment

1 newspaper ball per student and 8 marker cones per 2 groups.

Area

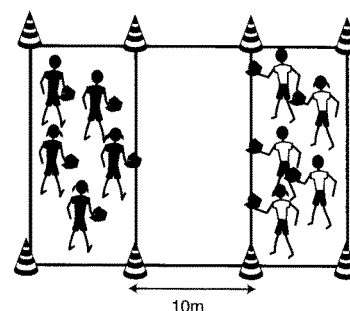
Large open space.

Activity

Set marker cones 10–15 metres apart to designate 2 areas. The groups face each other in their territory. On the command, each group bombards the other trying to accumulate as many paper balls as possible in the other group's territory. Set a distance which requires a full force overhand throw.

Variations

- Increase the distance between territories.
- Place a barrier between the 2 groups.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

NO.3 LOB THE BOMB

Students

2 groups.

Equipment

Newspaper balls or soft objects.

Area

Large open space.

Activity

The groups are positioned 10–15 metres apart. 1 group lies face down in a cluster in a set area (eg bat tennis court). The other group throws soft objects to land on their opponents.

Variation

- Increase the distance between the groups.

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

OVERHAND THROW

Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.



NO.4 ODD BALL

Students

2 groups of 5–6.

Equipment

4 marker cones or bases and 1 softcrosse ball per 2 groups.

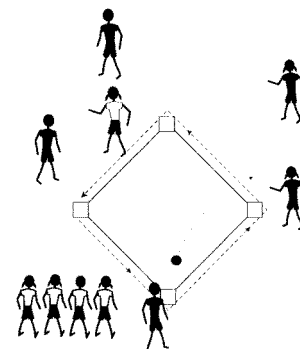
Area

Large open space.

Activity

The activity is similar to tee-ball or baseball, except that the batter throws the ball and uses the non-preferred hand. Bases should be set in a diamond 10 metres apart. Any number of students from the batting group may be on a base at any time. Rules can be modified to suit students or use the rules of baseball, softball or tee-ball.

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓



NO.5 BEAT THAT

Students

Pairs.

Equipment

1 badminton shuttlecock per pair.

Area

Large open space.

Activity

Students start sitting or standing shoulder to shoulder (non-throwing arm) and take turns to throw a badminton shuttlecock over each other. The throw is taken from where the previous one landed (provided it was over the head of the partner). In this way students progressively move apart. Students attempt to set a personal best by measuring the maximum distance that they can throw past each other.

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

NO.6 SKITTLE BALL

Students

2 groups.

Equipment

Plastic skittles or milk cartons and 20–30 newspaper balls per 2 groups.

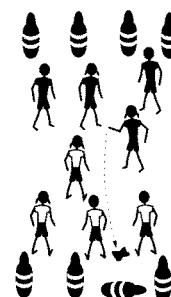
Area

One third of a netball court.

Activity

The 2 groups stand at each end of the area. Place 3–5 skittles behind each group. Students throw newspaper balls to try and knock down the opposition's skittles. Students protect their own skittles. If a student gets hit they go to the back of their own group's skittles, collect the newspaper balls and continue to throw at the opposition's skittles. The activity continues until a group's skittles have all been knocked over.

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓



Safety Tip

Remind students of the need to act safely in this activity.

CATCH



Skill Components

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.

NO.19 YOU NAME IT

Students
Equipment
Area
Activity

Pairs or small groups.
1 ball per pair or group.
Large open space with rebound wall.
A student throws the ball at the wall and straddle jumps the ball as it rebounds to bounce on the floor. The next student catches it and repeats the process. Each time a successful straddle jump is completed, students spell out a letter of the school name, famous person or sport group. Students continue until the word is spelled out.

Variation

- Student 1 throws the ball at the wall for student 2 to jump and student 3 to catch.

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

FMS Teaching Tip
Keep instructions short and to the point.

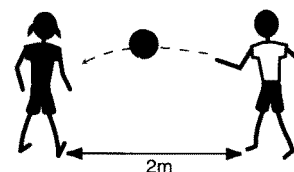
NO.20 STEP BACK

Students
Equipment
Area
Activity

Pairs.
1 ball (size depends on ability) per pair.
Large open space.
Pairs start 2 metres apart. Students throw the ball at waist height to each other. When successfully caught, both students take a step backwards and when unsuccessful both take a step forwards.

Variations

- Students use an overhand, lob, bounce or chest pass.
- After success, students progress to a smaller ball.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

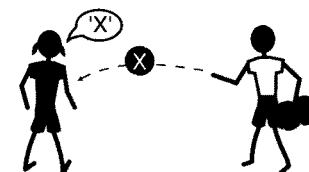
NO.21 SPOT THE MARK

Students
Equipment
Area
Activity

Pairs.
3 bean bags or 3 balls with markings on them such as an 'X' or 'O' (use a marking pen or tape) per pair.
Large open space.
A student holds 3 bean bags or balls with different markings which are hidden from their partner. Using an underarm lob, the student throws a bean bag/ball to the partner who identifies and calls out the marking before catching it.

Variation

- Different coloured bean bags or balls may be used for beginner catchers to identify the colour only.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

Skill Components

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.



NO.4 REBOUND PUNT

Students

Pairs.

Equipment

1 round ball per pair.

Area

Open space with rebound wall.

Activity

Students punt the ball as hard as possible into a rebound wall so that it ricochets high and long. Attempts are made to maximise the distance the ball first bounces from the wall. The partner retrieves the ball after it has bounced and marks the landing spot. Pairs work to set a personal best.

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

NO.5 GOLF PUNT

Students

Groups of 3–5.

Equipment

1 playground ball or football per student. 9 hoops and 9 marker cones.

Area

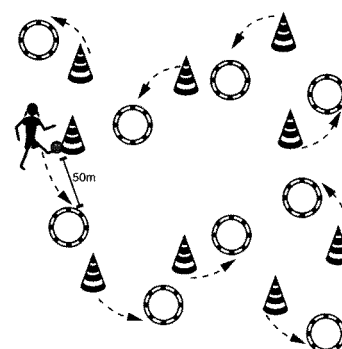
Large open space.

Activity

Set out a school golf course using marker cones as tee-off areas and hoops as lobbing holes. Set out each 'lob' so there is at least 50 metres between tee-off and the hole. Students play golf by punting forcefully from a tee and gently for the putting part of each hole. The ball must first bounce in the hoop for a hole to be completed. Set a number of punts for the round as the criteria for success. Start groups at different holes.

Variation

- Students design their own holes.



Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

NO.6 LONG BALL CHASE

Students

2 groups of 6–10

Equipment

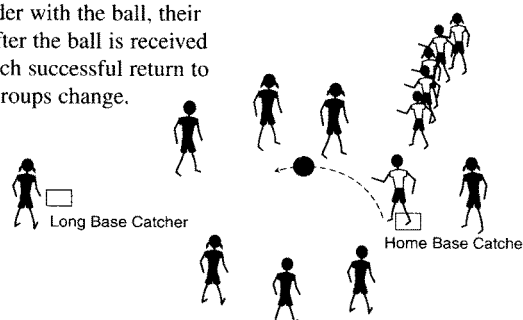
2 base plates or marker cones and 1 ball per 2 groups.

Area

Large open space.

Activity

The object is for group 1 students to punt the ball, run to long base and return to home base, without going out. Group 2, the fielding side, has a home base catcher, a long base catcher and fielders. Group 1 students may remain at long base until another student punts the ball and it is safe to run to home base. Several students may be at long base at the same time. A student is out if they are tagged off base by a fielder with the ball, their punt is caught, or if they reach long or home base after the ball is received by the group 2 catchers. Group 1 scores a run for each successful return to home base. After each student has punted the ball, groups change.



Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

PUNT

Skill Components

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.



NO.16 CORNER SPRY

Students

Groups of 5–6.

Equipment

1 large ball per group.

Area

Large open space.

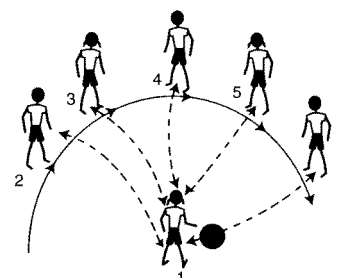
Activity

Students stand in a semi-circle with the leader (student 1) in front facing the group. Student 1 punts to student 2 who punts it back. Student 1 then repeats to students 3, 4, 5 and 6. Student 6 runs in and takes student 1's spot while others shuffle on to the next position. Repeat until all students have been the leader.

Variations

- Vary the distance to punt.
- Introduce 1 bounce and catch.

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓



NO.17 STOP BALL

Students

2 groups of 5–6.

Equipment

2 marker cones and 1 playground ball or football per 2 groups.

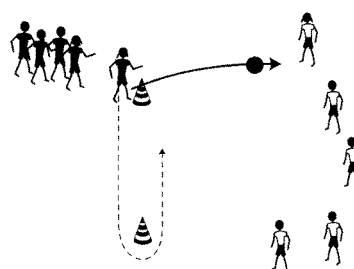
Area

Large open space.

Activity

A group 1 student punts the ball into the field of play and proceeds to run continuously back and forth around marker cones set 6–10 metres apart. Group 2 fielders retrieve the ball, form a column behind the retriever and pass the ball over their heads. When all have passed the ball they call "Stop". Group 1 scores 1 point each time a cone is passed. Changeover occurs when all students have punted. Vary the punting order after each innings.

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓



NO.18 LONG BALL PUNT

Students

2 groups of 6–8.

Equipment

4 bases and 1 playground ball or football per 2 groups.

Area

Large open space.

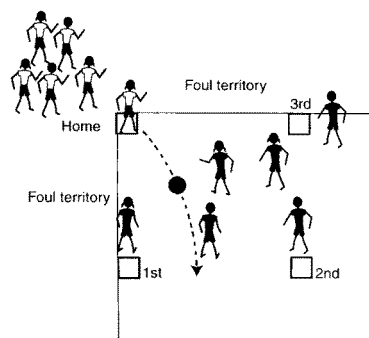
Activity

As per tee-ball, except the ball is punted into the field of play (foul territory applies). The punt must travel a minimum 10 metres to be a fair punt.

Variations

- Provide extra bases.
- The first retrieval return must also be a punt.

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓



Resources

Fundamental Motor Skills Resources
Manual for Classroom Teachers
Activities Resource
Instructional CD
Posters

ACHPER Victorian Branch
GPO Box 412, Melbourne 3001
Tel: (03) 9851 6966
Fax: (03) 9851 6163

Sport It

Australian Sports Commission
PO Box 176, Belconnen 2616
(out of print)

Dynamic Physical Education for Elementary
School Children Robert Pangrazi

Pearson Education 2004

Motor Skills & Movement Stations
Lesson Plans for Young Children
Landy and Burridge

Centre for Applied Research in Education 2000

Developmental Physical Education
For all Children
Gallahue, D.

WCB McGraw Hill 2002

PE Teachers Pre-Sport Skills
Lessons, Activities and Games for
Grades 4-6
Landy, J

Centre For Applied Research in Education 2002

Teaching Children Physical Education
Graham, G.

Human Kinetics 2001

Pedometer Power
Pangrazi et al

Human Kinetics 2003

Active Playgrounds
Doyle

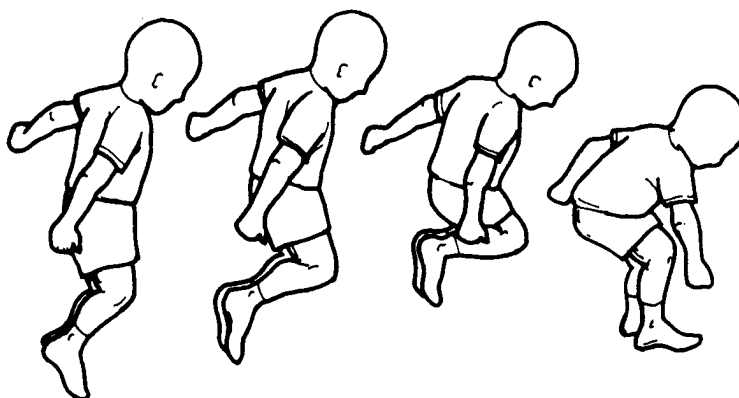
Cira Ontario 2003

Teaching Physical Activity: Change,
Challenge and Choice

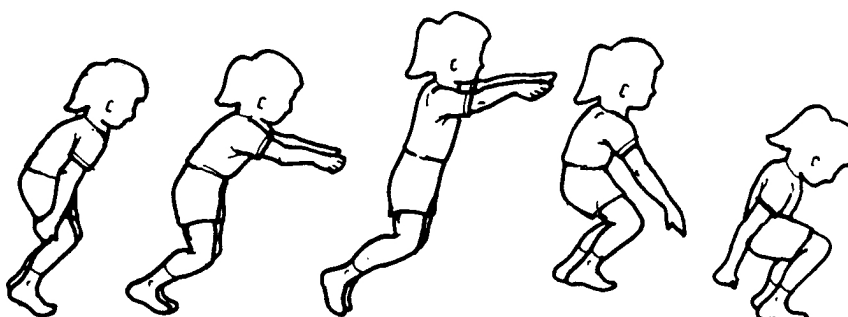
Human Kinetics 2007

APPENDIX 1

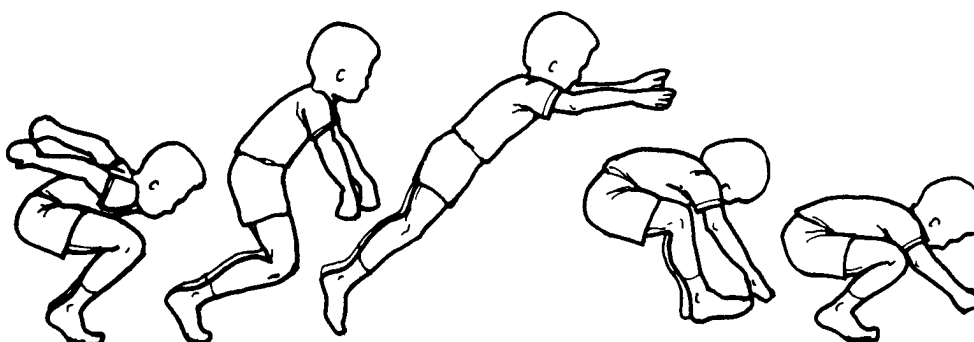
INITIAL



ELEMENTARY



MATURE



Stages of the horizontal jumping pattern

The jump for distance is an explosive movement requiring coordinated performance of all parts of the body. It is a complex motor skill in which it is difficult to avoid the tendency to step forward on one foot. In general children will progress through the stages similar the above diagram before they reach the mature form at approximately 7-8 years of age.