

# GET SKILLED: GET ACTIVE



**A K-6 resource to support the teaching  
of fundamental movement skills**

NSW Department of Education and Training, 2000



This resource is dedicated to the  
memory of Sigrid Morrison  
(1987 – 1999).

Get skilled: Get active

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## Foreword


The importance of regular physical activity in reducing the risk of disease and in promoting a healthy lifestyle is well recognised. Research has shown that regular participation in physical activity during childhood improves students' learning, builds their understanding of teamwork and improves their general physical activity and fitness levels.

The Government is committed to maximising students' health and well-being and to increasing the physical activity and fitness levels of students in NSW schools. Schools and teachers are well placed to make a significant contribution to the development of healthy, happy and active students.

In 1998 the Government released the *Student Fitness and Physical Activity Action Plan*. This action plan identified key initiatives which the Government would implement to improve the physical activity and fitness levels of students. One of these initiatives focused on improving boys' and girls' proficiency in fundamental movement skills in the primary school. The resource, *Get skilled: Get active*, honours this commitment and provides support for the teaching of fundamental movement skills.

Students need to master certain fundamental movement skills if they are to enjoy the wide range of physical activities, sports and recreational pursuits offered in our communities. This resource focuses on twelve fundamental movement skills considered to be foundational for all games and sports played in Australia. It gives teachers an understanding of each skill and looks at ways of teaching these skills in PDHPE and sport programs. It is important that these skills are taught in the formative years of schooling and that students are given opportunities to practise these skills throughout their primary schooling.

I commend this resource to you, as it has the potential to make a positive impact on the development of fundamental movement skills of children, give them access to the range of physical activity options available, and establish a commitment to a physically active lifestyle.

  
John Aquilina, MP  
Minister

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Education Department of Western Australia: The checklists in Chapter 3 have been adapted from the *Fundamental Movement Skills Support Package*, Education Department of Western Australia, 1997.

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# Introduction

The development of children's fundamental movement skills is a significant step towards establishing a lifelong commitment to health and physical activity. Fundamental movement skills are the building blocks for the wide range of sports and physical activities offered in our community.

The NSW *Schools Fitness and Physical Activity Survey*, 1997 found that less than half the number of young people in NSW have mastered the fundamental motor skills tested in this survey. The skills tested included the run, vertical jump, catch, overhead throw, kick and forehand strike. A major recommendation from this survey was that schools devote more time and expertise to improving the fundamental motor skills of primary students.

The resource, *Get skilled: Get active*, has been developed to help support teachers in achieving this outcome. It introduces twelve fundamental movement skills. These skills are considered to be essential if students are to participate successfully in the many physical activities, games and sports offered in our community. Each skill has been broken down into individual components which are developed at different stages of learning. Examples of how teachers can “teach” the skill and also ideas of ways to “develop” the skill in lessons are outlined in this resource. Checklists have been developed for each skill to help teachers identify students' performance.

It is impossible to teach all the fundamental movement skills in one year. A suggested scope and sequence chart, outlining “when” to teach the

skill and “what” skill should be taught, has been developed to give teachers guidance when programming fundamental movement skills.

Ideas for professional development have been included in some chapters to help teachers better understand fundamental movement skills. These can be used flexibly to cater for the range of audiences using the resource.

This resource also contains two videos focusing on fundamental movement skills. The video, *Get skilled: Get active—Show me how*, demonstrates the twelve fundamental movement skills and their components to give teachers an understanding of how the skill looks. The video, *Get skilled: Get active—Teach me how*, provides snapshots of lessons which show how fundamental movement skills can be taught. This video also demonstrates a range of teaching and learning strategies which promote active participation and give students opportunities to practise their skills.

The resource is designed to help teachers feel more confident in making professional judgements about the proficiency levels of students' fundamental movement skills and to enable them to provide quality feedback to students about their performance. This confidence, coupled with the opportunity to practise their skills, will provide a basis for ensuring students have the necessary fundamental movement skills by the time they finish their primary schooling.

# What's in this resource

This resource contains information, videos and professional development activities relating to fundamental movement skills. The ideas and information found in this resource can be used in a variety of ways with a range of audiences. An outline of the content of each chapter is shown below.

## Chapter 1

### Introducing fundamental movement skills

This chapter introduces fundamental movement skills and answers some commonly asked questions about teaching them.

## Chapter 2

### Learning about fundamental movement skills and their components

This chapter introduces the twelve fundamental movement skills and the individual skill components. It also provides information and strategies for developing, teaching and practising each fundamental movement skill.

## Chapter 3

### Observing fundamental movement skills

This chapter focuses on ways to observe and make judgements about the development of students' fundamental movement skills. It includes checklists for each of the twelve fundamental movement skills to assist in observation of the skill components.

The video, *Get skilled: Get active—Show me how* is introduced in this chapter to help develop observational skills. This video can be used as part of the professional development activities suggested in this chapter.

## Chapter 4

### Programming fundamental movement skills

This chapter looks at ways to plan and program fundamental movement skills. It suggests a programming guide for teaching fundamental movement skills from Kindergarten to Year 6.

Professional development activities are also provided in this chapter to help teachers plan and program fundamental movement skills as part of PDHPE and sport programs.

## Chapter 5

### Teaching fundamental movement skills

This chapter includes information and practical ideas about how to teach fundamental movement skills in a lesson. It includes professional development activities which help teachers reflect on current teaching practices.

This chapter also introduces Video 2, *Get skilled: Get active—Teach me how*. This video demonstrates how the teaching of fundamental movement skills can be incorporated into a lesson.

## Chapter 6

### Assessing fundamental movement skills

This chapter looks at ways of assessing fundamental movement skills and making judgements about student achievement.

This chapter also provides information on planning for assessment, sample assessment strategies and tools to manage assessment information.



#### Video 1

*Get skilled: Get active—Show me how*



#### Video 2

*Get skilled: Get active—Teach me how*

## Chapter 1

# Introducing fundamental movement skills

### What's in this chapter?

This chapter introduces fundamental movement skills and answers some of the questions commonly asked about teaching them.

This chapter includes information and guidance for including fundamental movement skills in your PDHPE and sport programs, together with information on how students learn and develop these skills.

- the catch
- the hop
- the side gallop
- the skip
- the overarm throw
- the leap
- the kick
- the two-hand strike
- the dodge.

These twelve skills were selected because together they represent a solid foundation for the development of specialised skills, enabling students to participate in a wide range of physical activities.

### What are fundamental movement skills?

Fundamental movement skills are the building blocks for movement. They are the skills which children need to participate successfully in all types of games, physical activities and sports. Examples of these skills can be frequently seen in popular games and activities played by children in the school playground.

Fundamental movement skills are sometimes categorised under three headings:

- locomotor skills, such as the run, jump, hop, skip, gallop, leap and dodge
- non-locomotor skills, such as the static balance, bend, sway, twist and turn
- manipulative skills, such as the catch, throw and kick.

Twelve fundamental movement skills are presented in this resource. They are:

- the static balance
- the sprint run
- the vertical jump

### Why teach fundamental movement skills?

The development of fundamental movement skills is an important step towards ensuring lifelong involvement in physical activity. Without proficiency in skills like throwing, catching, kicking, leaping and balancing, students are less likely to explore the range of options available to them to establish and maintain active lifestyles. The development of movement skills occurs sequentially, with proficiency in fundamental movement skills forming the basis for the development of more advanced sport-specific skills.

Research shows that children who are competent in fundamental movement skills are more likely to enjoy sports and activities and to develop a lifelong commitment to physical activity. Research also suggests that children who do not



master fundamental movement skills are more likely to drop out of physical activity in later life. Many girls, in particular, often indicate that one of the reasons why they don't continue with physical activity is that they don't have the necessary skills or confidence to participate.

Students who have achieved proficiency in fundamental movement skills have been found to have better self-esteem, socialisation skills and a more positive attitude towards physical activity. Research indicates that the improvement in self-esteem and confidence in performing fundamental movement skills has a flow-on effect to other areas of a child's education. For example, improvement in confidence in physical coordination has been found to help develop proficiency in reading and writing.

Data collected from the *NSW Schools Fitness and Physical Activity Survey, 1997* showed that only a small proportion of students in NSW demonstrated proficiency in the six fundamental movement skills assessed. The survey also found that students reported "not having the skills" as a major barrier to participation in physical activity. The survey recommended that more time and expertise be devoted to improving students' development of fundamental movement skills.

## How do children develop fundamental movement skills?

Contrary to popular belief, children do not pick up fundamental movement skills naturally as part of their normal growth and development. Children need to be taught these skills and given opportunities to practise them.

Children also need to be provided with:

- developmentally appropriate activities and equipment
- visual demonstrations of skills
- instruction and feedback
- a variety of activities, with a focus on fun and challenge
- encouragement
- a safe and positive learning environment.

It is reasonable to assume that, given instruction, encouragement and the opportunity to practise, boys and girls can be equally proficient in all twelve fundamental movement skills by the end of primary schooling. Skills which do show gender differences in levels of proficiency are almost entirely due to environmental factors. These factors include increased opportunities to participate and greater exposure to activities that use the underlying fundamental movement skills.



*Children need opportunities to practise fundamental movement skills*

## How long does it take to learn fundamental movement skills?

It is easy to underestimate the amount of time it takes to develop proficiency in fundamental movement skills. Factors like the complexity of the skill, the age of the learner and the instructional methods used play a large part in the amount of time it takes to become proficient in a skill. Research in Victorian schools found that it takes between 240 and 600 minutes of instruction time for the average student to become proficient in one fundamental movement skill. (*Fundamental Motor Skills*, Department of Education, Victoria, 1996).

This resource recommends that only four skills should be focused on in any one school year to allow for quality instruction. Chapter 4 suggests some planning options to allow for best use of focused instruction in PDHPE and sport lessons.

## When should fundamental movement skills be taught?

The optimal period for introducing fundamental movement skills is in the early years of schooling. There are several reasons for this.

- Early Stage 1 and Stage 1 are a time of relatively slow growth.
- Children have plenty of opportunities to practise in structured and unstructured activities during these early years.
- Current movement patterns are not entrenched.

As students continue to develop physically, cognitively and emotionally, opportunities to refine and develop skill proficiency will occur as they move through the stages of primary school.

More specific information on how children's growth and development impact on the development of each of the twelve fundamental movement skills is provided in Chapter 2.

## Where do fundamental movement skills fit into school PDHPE and sport programs?

The development of movement skills is a key objective of school PDHPE and sport programs.

Planning for the development of fundamental movement skills needs to occur at a whole-school level as well as at stage and class level. It should be sequential, taking into consideration students' physical development and prior learning experiences.

Schools should aim to allocate a minimum of 120 minutes of planned physical activity per week for all students from Kindergarten to Year 6. In Years 3 to 6, this time should be inclusive of the Department's current requirement for 60 minutes of sport each week. (*Student Fitness and Physical Activity Action Plan*, NSW Government, 1998).

Schools need to consider how best to program the 120 minutes per week of planned physical activity in each year from Kindergarten to Year 6 so that there are opportunities to develop fundamental movement skills, as well as the other important outcomes of the PDHPE syllabus. The allocation of time for sport in Years 3 to 6 could be reviewed to ensure that students have the opportunities to explore, practise and apply the fundamental movement skills in different contexts.

Chapter 4 includes ideas and suggestions for ways schools can plan for the development of fundamental movement skills in their PDHPE and sport programs.

# Learning about fundamental movement skills and their components

## What's in this chapter?

This chapter introduces the twelve fundamental movement skills and their components. It also provides you with background information and strategies which you can refer to when planning for and teaching fundamental movement skills.

This chapter includes a brief overview of the general considerations which teachers should keep in mind when incorporating fundamental movement skills in their PDHPE and sport programs. It also includes a skill description for each of the twelve fundamental movement skills covered in this resource.

Each skill description is presented in two sections.

### Section 1: About the skill

This includes:

- a brief description and rationale for the inclusion of the skill
- a breakdown of the specific components of each skill, illustrated with photographs
- some key points to consider about how children's growth and development influence the development of the skill.

### Section 2 : Developing the skill

This includes:

- teaching cues which can be used as a focus for teaching or as a prompt for your students as they practise the skill
- common errors that children display when learning to perform the skill
- some suggested activities which can be used to focus your teaching on components of the skill

- some suggested practice activities and strategies which can be included when planning for your lessons.

## Skill components

Each skill has been broken down into 5-7 easily identifiable components. These components are described as either “introductory” or “fine-tuning.”

- “Introductory components” are those components which students are most capable developmentally of demonstrating from Kindergarten to Year 2.
- The “fine-tuning” components are those components which will generally be demonstrated by students after they have reached proficiency in the introductory components. Most students will not be at a cognitive or physical level of development in Stage 1 to acquire the fine-tuning components. Fine-tuning will typically occur from Stages 2 to 3 as students grow and develop.

The ordering of components as introductory or fine-tuning has been based upon studies which reported the percentage of children at different ages who had mastered each component of a skill. It has also been based on studies of childhood development which look at how children progressively develop control of their bodies.

The components of each skill represent the progression that most students will follow in becoming proficient in that skill. It is important to keep in mind that variations in development will always occur within and between individuals and skills.

## Implications for teaching

You should focus your teaching on one or two skills at a time. You should also focus on teaching those components of each skill which match the developmental readiness of your students.

The common errors listed for each skill are linked to components. They could be used as a prompt to draw your attention to a student who may not be performing a skill proficiently. These common errors can be corrected by demonstrating the correct performance of that component,

providing feedback to the student and allowing time for practice.

The remaining pages of this chapter contain the twelve skill descriptions. Use these in conjunction with Chapter 3, *Observing fundamental movement skills* and the video *Get skilled: Get active—Show me how* to familiarise yourself with each of the skills covered in this resource. Refer back to these descriptions when looking at Chapter 4, *Programming fundamental movement skills* and Chapter 5, *Teaching fundamental movement skills*.



The static balance



The vertical jump



The sprint run



The catch





The hop



The leap



The side gallop



The kick



The skip



The two-hand strike



The overarm throw



The dodge

# Static balance



## About the skill

Balance is an essential prerequisite of almost all movement skills. A static balance is defined as being able to maintain a stationary position throughout the movement. The static balance on one foot is an important non-locomotor skill that is used in gymnastics, dance, diving and many team sports. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls, which may lead to bone fractures in older individuals.

## Skill components



1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

(Introductory components marked in bold)

## Important considerations

It is expected that most children will demonstrate proficiently the introductory components of the static balance by the end of Kindergarten. By this time students should have gained control over their trunk and shoulder movements (components 3 and 4) prior to control over the arms (component 5).

Students are also likely to gain control over muscular movements of the hip and knee (components 2 and 4) before they gain control over feet movements (component 1).

Because young children are top heavy, they have more difficulty balancing, especially when they have to perform additionally a manipulative skill, such as catching an object. A major reason why some children drop objects is because of their need to regain the static balance lost while catching the object.

Proficient demonstration of the fine-tuning components can generally be expected by the end of Year 3.



## Developing the skill

### Teaching cues

Say to the students:

- Stand still with your foot flat on the ground.
- Hold your bent leg away from your other leg.
- Look at something in front of you.
- Stand up tall when you balance.
- Relax your arms.

### Common errors

- looking down at the ground or feet
- rocking on the support leg
- leaning trunk sideways or forward to assist balance
- using excessive arm movements or holding an arm against the side of the body
- hooking non-support foot in behind support knee or pushing against it to assist balance
- not being able to maintain balance for more than a few seconds
- raising non-support thigh high off the ground (almost parallel to the ground).

## Teaching the skill

Ask students to talk about what is needed for good balance. Discussion should centre around the components of the balance.

Students stand with one foot in front of the other, the heel of one foot touching the toe of the other. Ask students to:

- hold arms out to the side
- place hands on hips
- balance a bean bag on their head
- repeat these activities on the other leg.

Ask students to identify which leg provides the best base for a balance: which is the preferred leg? Students stand on the preferred leg and position the non-support leg:

- behind preferred leg
- near preferred leg
- high above preferred leg.

Ask students which position they feel most comfortable with.

## Practising the skill

- Students balance:
  - on different body parts
  - with a partner shadowing their balance position
  - using an object to counterbalance.
- Students can apply their understandings of the concepts of balance to more challenging situations such as:
  - moving along a low bench or beam, then stop, balance and pick up an object from the beam
  - balancing with eyes focused on specific things, for example, on a near or distant object.Ask students to try these activities with their eyes closed or on the non-preferred leg.
- Incorporate balance into such activities as “Simon says” or “Freeze” games, as well as dance and gymnastics. Make the tasks more challenging by getting students to balance on different body parts.

# Sprint run



## About the skill

The sprint run is a locomotor skill characterised by a brief period where both feet are simultaneously off the ground (called the flight phase). The ability to perform a sprint run is fundamental to many games, sports and everyday activities. Examples include sprinting in athletics, a fast break in soccer or hockey, running to bases in softball and tee-ball or even just running for a bus, which can be performed better with a proficient running technique. A proficient running technique can improve speed and endurance, which in turn may also enhance health-related fitness by improving cardiorespiratory endurance.

## Skill components



1 4 5 6



2



3

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during the recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

(Introductory components marked in bold)

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the sprint run by the end of Kindergarten and the fine-tuning components by the end of Year 3. Most children display proficient running patterns by the time they enter Kindergarten.

Developing runners may hold their elbows high for protection, in case they fall. This limits their ability to drive their arms forward and backward in opposition to the legs. These children should not be observed as proficiently demonstrating component 6. It is important for children to practise running as fast as possible when learning the sprint run so that all components can be evident. If young children are having difficulty coordinating running, it may be beneficial to focus on improving their balance (static then dynamic) and leg strength first.





## Developing the skill

### Teaching cues

Say to the students:

- Lift your knees high.
- Bring your heel close to your bottom.
- Look ahead.
- Make your feet follow an imaginary line.
- Don't let your heels touch the ground.
- Land on the balls of your feet.
- Bend your elbows and swing your arms.
- Run tall.
- Bring your heels up to your bottom.

### Common errors

- landing flat-footed or on heels
- looking down at ground or feet
- holding arms stiff and high
- driving arms across the midline of body
- rotating trunk excessively (twisting of body)
- not lifting knees high enough
- not having the heel of the non-support leg come close to buttocks during recovery phase
- landing on a wide lateral path (wide base of support)
- having exaggerated body lean, forward or too upright
- turning toes inward or outward when bringing recovery foot forward.

## Teaching the skill

Ask the students to try running:

- driving their arms forward and back in rhythm with their leg movements
- running while looking up in the air
- running while looking down to the ground
- watching a partner who is running beside them
- looking straight ahead.

Link back to the components of the sprint run and discuss which running style seems the most effective.

Ask the students to:

- increase the length of their stride when running by placing markers or lines on the ground to mark each time the foot touches the ground
- visualise hammering nails into the wall with their elbows to visualise arm action
- explore different hand positions to find which hand position is most comfortable, for example, pretending to carry a rolled-up newspaper or relay baton, fingers together and straight, fingers curled gently as if the thumbs are hooked into the pockets of their jeans or fingers stretched out wide.

Let students explore running at different speeds. Discuss with students how you land on different parts of the foot when running at different speeds. Students should land on the ball of the foot when sprinting, and when running slowly or jogging, land on the heel and then roll onto the ball of the foot for take-off.

## Practising the skill

- Students use a hoop or skipping rope to create a personal space. They run on the spot in this space. They practise swinging bent arms, lifting legs up high and pretending to run up a hill.
- Play "Simon says." Ask students to run while focusing on specific body parts or movements. For example, ask students to run: taking small steps (a low knee lift); taking normal steps (a high knee lift), with and without an arm swing; with head moving from side to side; and with head held still and eyes focused ahead.
- Running activities are incorporated into many of the games children play, for example, soccer, rugby, netball and hockey. The sprint run can also be a major aspect in such activities as dance and gymnastics.
- Students practise the sprint run in many events in athletics, such as the 50m, 70m and 100m sprints, relays, hurdles, long jump etc.

# Vertical jump



## About the skill

The vertical jump is a locomotor skill that involves being able to jump as high as possible. It is the basis for jumps used in gymnastics, some forms of dance and a range of sports, such as basketball, volleyball and Australian Rules Football. It is similar to the standing broad jump in terms of its phases, components and preparation and landing. Because the vertical jump is related to a wider range of sports, games and physical activities, it is considered to be a more fundamental movement skill than the standing broad jump.

## Skill components



1 2



3 4



5 6

1. **Eyes focused forward or upward throughout the jump.**
  2. **Crouches with knees bent and arms behind the body.**
  3. Forceful forward and upward swing of the arms.
  4. Legs straighten in the air.
  5. Lands on balls of the feet and bends knees to absorb landing.
  6. Controlled landing with no more than one step in any direction.
- (Introductory components marked in bold)

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the vertical jump by the end of Year 3. Components 3 and 4 are usually the last to develop and may take a longer period of time to develop for some students.

A good crouch (component 2) is a prerequisite to components 3 and 4. It is important when students are learning the skill to practise jumping as high as possible, in order to have enough momentum to move through the take-off, flight and landing phases.

In order for a student to demonstrate component 6 proficiently, components 3 and 4 must also be present. Younger students may not have a problem controlling their landing (component 6) because of the small amount of force they produce. However, once growth and development begin, more force can be produced during the jump and students will subsequently have more force to control on landing.



## Developing the skill

### Teaching cues

Say to the students:

- Look up.
- Focus your eyes on where you want to go.
- Get ready to explode up high, get ready to take off.
- Swing your arms back and up.
- Straighten your legs when in the air.
- Bend your knees on landing.
- Control your body and balance yourself when landing.
- Land with feet the width of your shoulders apart.

### Common errors

- looking down at the ground or feet
- keeping arms by their side or out in front of the body during the preparatory crouch
- feet not leaving the ground or not landing simultaneously
- pushing arms up in the air during propulsion or having a limited forward and upward swing
- tucking legs up during propulsion
- landing flat-footed or on heels first
- knees, ankles or hips not bending to absorb force on landing (stiff-legged landing)
- needing several steps to correct balance on landing.

## Teaching the skill

Demonstrate the bend and crouch starting position, using verbal cues such as “swing your arms back and up.”

Ask students to jump:

- as high as they can
- with their head and eyes turned upwards
- looking straight ahead
- with their head and eyes looking down at the ground.

Link back to the components of the vertical jump and discuss with students which jump seemed the most effective.

Instruct students to:

- land with feet the width of their shoulders apart as a wide base of support. This enhances stability on landing and maximises the height students will be able to jump
- land in different ways when they jump. Use questions to focus students' attention on the components, such as:
  - Why did you bend your knees?
  - Did you land on the same spot as your take-off? Why or why not?
  - Did you get more or less height when you landed in front of your take-off position? Why or why not?

## Practising the skill

- Students practise swinging the arms back above the horizontal position. They jump as high as possible to get maximum momentum.
- Incorporate the vertical jump into action songs and simple games, such as “Simon says.”
- Students jump and touch the wall with finger tips. Record the height of the jump with chalk.
- Students use mini-trampolines or beat boards to gain height. Focus students on landing softly.
- Students jump from a range of steps or boxes onto soft mats, aiming for maximum height and a soft landing. They can also jump up onto steps, stable boxes or low benches using legs and arms to gain height.
- Incorporate this skill into games: for example, basketball or netball when reaching for a rebound or receiving a pass; or in volleyball or Newcombeball, when blocking or spiking at the net.

# Catch



## About the skill

Catching is a manipulative skill that involves being able to absorb and control the force of an object with a part of the body, preferably the hands. The ability to catch proficiently is important to most sports and games that involve an object, for example, cricket, football codes, netball, basketball, rhythmic gymnastics and playground games.

## Skill components



1 2



3 4



5



6

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

(Introductory components marked in bold)

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the catch by the end of Kindergarten and the fine-tuning components by the end of Year 3.

It is strongly recommended that, when introducing the catch in PDHPE and sport, small objects are used.

Learning to catch using a big object and then progressing to a smaller object may be detrimental to the development of a proficient catching technique. This is because it encourages the use of the chest and arms to help trap the object. This may be difficult to change at a later stage. Furthermore, it has been shown that children catch smaller balls better than larger balls.

Research suggests that it takes, on average, five years for a child to progress to proficiency in this skill, irrespective of gender. Differences in proficiency levels of boys and girls are due to environmental factors, such as lack of opportunities to practise and lack of exposure to activities which include the catch.



## Developing the skill

### Teaching cues

Say to the students:

- Watch the object move into your hands.
- Cup your hands.
- Move to the ball.
- Relax your hands.
- Point your fingers up for a high ball.
- Point your fingers down for a low ball.
- Bend elbows to absorb the force of the object.

### Common errors

- turning head away, closing eyes or leaning backwards away from the object
- not moving feet towards the object
- not reaching hands out towards the object
- having stiff and extended arms when catching
- having wrists or heels of hands hinged together to catch (crocodile jaws technique)
- using other parts of the body, such as the chest or upper body to catch
- closing hands around the object too early or late
- having little or no elbow bend or “give” after catching.

## Teaching the skill

Instruct students to get into the position ready for catching:

- standing balanced
- hands lightly cupped
- eyes focused.

To familiarise students with the concept of approaching objects, begin by getting them to:

- experiment with rolling and trapping balls
- roll balls at different speeds
- roll balls directly towards or slightly to one side of a partner
- move towards the rolling ball.

This will allow students to get the idea of focusing on the object and moving their hands towards the object.

Instruct students to:

- toss a ball or object in the air and catch
- bounce and catch a ball
- try experimenting with different arm positions
- catch the ball without letting it touch the body
- explore catching small objects using different arm positions to discover that elbows need to bend to absorb the force.

## Practising the skill

- Students throw balls onto the wall and catch the rebound. They work with a partner and take turns to throw and catch.
- Students use a container to catch objects. They move to meet the object and have the bucket “give” as the object enters, so it won’t bounce out.
- Students catch from different positions, for example, standing or in a sitting position using a variety of objects, and balls of different sizes.
- Students catch balls that are rolling and bouncing at varying speeds and heights.
- Students catch balls not directly in line with the body. Proficient students can try catching balls or objects while moving at different angles to the line of flight of the ball.
- The basic concepts of the catch (eyes focused, move to meet the ball, absorbing the force of the object) can also be used by proficient students when using the one-handed catch and when catching using gloves.



# Hop



## About the skill

Hopping is a continuous rhythmical locomotor skill, characterised by taking off and landing on the same foot. It is used in many dance forms, in athletics in the triple jump and in many playground games, such as hopscotch. It is a good indicator of being able to maintain balance while moving, which is often referred to as dynamic balance.

## Skill components



1 2 3



5



1 2 3



4

1. Support leg bends on landing, then straightens to push off.
2. Lands and pushes off on the ball of the foot.
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. **Head stable, eyes focused forward throughout the jump.**
5. Arms bent and swing forward as support leg pushes off.

(Introductory components marked in bold)

## Important considerations

Children are ready to develop the introductory components of the hop by the end of Year 1 and the fine-tuning components by the end of Year 4. Hopping is a more developmentally advanced skill than jumping, as a higher level of dynamic balance and strength is required, and it is a continuous skill, performed on only one leg. Between the ages of five and seven, children show marked improvement in speed, control and technique. Students should initially be taught to hop normally and rhythmically before you emphasise speed, distance or height.

Hopping is very fatiguing, so ensure that opportunities for practice are short and intermixed with other activities. This gives the students a chance to recover adequately between practice sessions.



## Developing the skill

### Teaching cues

Say to the students:

- Bend your leg to push off.
- Land on the ball of your foot.
- Find your rhythm.
- Look ahead, with head and eyes level.
- Use your arms for balance.

### Common errors

- landing flat-footed or heel first
- being unable to maintain balance for more than three or four hops
- not bending the knees, ankles or hips to absorb force on the landing
- allowing support leg to remain bent when pushing off (failure to extend leg and push off toes)
- holding non-support thigh parallel to the ground, which does not rhythmically assist support leg in producing force
- looking down at the ground or feet
- not moving arms in time with each other or with the support leg
- swinging arms upward, which does not help to produce force.

## Teaching the skill

Ask the students to try hopping with their free leg:

- straight and to the side
- bent and held high to the side
- bent and in front of them
- bent, with the foot behind the support leg and not swinging.

Ask students to try hopping:

- with their eyes closed
- looking down to the ground
- watching a partner who is hopping beside them
- looking straight ahead.

Link back to the components of the hop and ask students to decide which is the easiest or the best way to hop.

Students could try hopping using their arms in different ways, for example:

- swinging arms up high
- swinging arms alternately, as in the skip
- keeping arms to the sides
- holding arms directly in front of the body.

Ask students which arm position feels most efficient and why.

Students try hopping for height, for distance and for speed. What arm and leg positions work best? They can focus on the landing and take-off components. They can also get a partner to spot check for correct techniques.

## Practising the skill

- Have the students practise single leg balances first.
- Tell students to hop on the spot, using a chair, the wall or a partner for support.
- Students hop on one foot and then the other, using sequences, for example, L-L, R-R, L-L, R-R, L-L-L, R-R-R, L-L-R-L-L, R-R-L-R-R, on the spot, then travel.
- Students make hopping patterns by combining hopping in one place with hopping along a straight or curved pathway.
- Students make hopping patterns by combining left and right foot for support and hopping forwards, backwards and sideways.
- Create a space in the playground to encourage hopping games to be played out of class time. Examples include hopscotch, elastics and skipping.

# Side gallop



## About the skill

The side gallop or slide is a unique locomotor movement skill in that the individual is moving sideways while the body and sometimes eyes are facing forwards. It is a basic locomotor pattern used in many sports and games, such as softball, basketball, touch and racquet sports. It is also used extensively in dance.

## Skill components



3 5



2 4



1 3 4

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

(Introductory components marked in bold)

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the side gallop by the end of Year 1 and the fine-tuning components by the end of Year 4. Children are generally able to side gallop before they can skip. In the side gallop, the same leg is always leading, whereas the skip involves a change of lead legs with every step-hop sequence.

The side gallop should be taught as a rhythmical movement rather than as a speed movement.





## Developing the skill

### Teaching cues

Say to the students:

- Use light springing steps.
- Take off and land on the front of your foot.
- Make your body face to the front.
- Keep eyes straight ahead (or look over your shoulder.)
- Step, close, step, close.....or step, together, step, together.

### Common errors

- looking down at the ground or feet
- not keeping weight on balls of the feet
- hips and shoulders facing direction of travel
- leading foot not parallel with other foot, but pointing in direction of travel
- trailing leg maintaining contact with ground and “dragged” to lead leg
- movement choppy and not rhythmical
- arms needed to assist balancing
- legs kept straight with little knee bend throughout the movement
- being unable to perform equally well in both directions
- allowing feet to cross during movement.

## Teaching the skill

Provide a rhythm using a percussion instrument, music or verbal cue such as “step, together, step, together.”

Ask students to:

- begin with short side steps and then increase the length of each side step
- work with a partner, hold hands and side gallop. This should keep students’ hips and body perpendicular to their direction of travel
- explore the side gallop, using different distances between steps, keeping feet low, springing to gain height
- work with a partner to evaluate the flight and rhythm of the side gallop
- explore a range of trunk and arm positions. Focus on the correct placement of feet and hips
- allow students to explore the side gallop with stiff legs.

Ask students: “What could be done to side gallop better? What happens when you cross your feet in the side gallop?”

## Practising the skill

- Use existing playground markings as tracks for side galloping. Students move along tracks or lines, looking in the direction of the track or looking in the same direction as their hips and body.
- Students side gallop in different directions, using the left and right foot to lead.
- Students develop side gallop patterns, changing direction, using a half turn, or stopping and using a different leg to lead.
- Get students to mirror a partner to develop the idea of using the side gallop to defend a player, as in basketball, netball or soccer.

# Skip



## About the skill

Skipping is a rhythmical locomotor skill that is basic to many children's games. It is also fundamental to good footwork in numerous sports, such as basketball, netball and touch, and many forms of dance.

## Skill components



1



3



4



2



5

1. **Shows a rhythmical step-hop.**
  2. Lands on ball of the foot.
  3. Knee of support leg bends to prepare for hop.
  4. **Head and trunk stable, eyes focused forward.**
  5. **Arms relaxed and swing in opposition to legs.**
- (Introductory components marked in bold)

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the skip by the end of Year 1 and the fine-tuning components by the end of Year 4. The skip is a more difficult skill to learn, compared with the side gallop. Children should be able to hop and side gallop before learning to skip.

The skip should be taught as a rhythmical movement, with the focus on developing the step-hop rhythm, rather than performing the movement with speed.



## Developing the skill

### Teaching cues

Say to the students:

- Use light springing steps.
- Keep eyes straight ahead.
- Step, hop, step, hop.
- Take off and land on the front of your foot.
- Make sure your body faces to the front.

### Common errors

- choppy, non-rhythmical movements
- inability to perform step-hop on both legs alternately
- landing flat-footed or heel first
- eyes looking at ground or feet
- arms swinging together rather than in opposition to legs
- little arm movement to rhythmically support legs
- legs stiff with little bend to prepare for hop.

## Teaching the skill

Explore the skip by asking students to:

- use different distances between steps
- keep feet low
- spring to gain height
- use different arm positions.

Students work with a partner to evaluate flight and rhythm of the skip.

Ask students to identify:

- which is the best method to gain flight while keeping the rhythm of the skip?

Provide a rhythm for students to follow, using a verbal cue such as “Step, hop, step, hop”. Get the students to:

- perform the skip in a stationary position, using the back of a chair for balance
- do a step and then a hop on the same leg. Students then perform it on the other leg
- skip holding their hands at waist height in front of them. Tell them: “Try to touch your hand with your knee with each hop”
- try four different ways of moving their arms when they skip. Ask: “What arm movement feels best when you skip?”

## Practising the skill

- Students skip with exaggerated arm and knee actions. They skip and clap hands up high in front of them.
- Students use existing playground markings as tracks for skipping. Encourage students to move along these tracks, looking in the direction of the track.
- Have students develop skipping patterns, changing direction, length of step and height of hop.
- Incorporate the skip into dance, gymnastics and simple games.

# Overarm throw



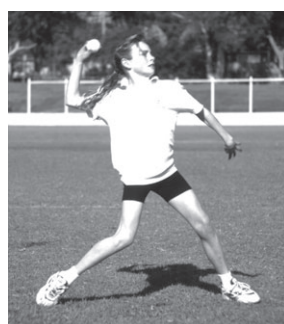
## About the skill

The overarm throw is a manipulative skill frequently used in many sports, such as cricket, softball and baseball. The action is also used in athletics with the javelin, with the overhead serve and smash in tennis, volleyball and badminton and passes in netball and basketball.

## Skill components



1 2 3



4



5

1. Eyes focused on target area throughout the throw.
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

(Introductory components marked in bold)



5



6

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the overarm throw by the end of Year 1 and the fine-tuning components by the end of Year 4.

Objects need to be thrown with force, so that components 3, 5 and 6 will develop. For this reason, it is not recommended to teach throwing and catching together, especially if students are working with partners. Immature techniques can be seen in students who have not had the opportunity to throw frequently and hard when learning the skill. To minimise the danger of objects thrown with force, use bean bags, scrunched up paper, soft foam balls or scarves.

The objects used for throwing need to be of a size which allows them to be comfortably grasped in the individual's fingers (not the palm of the hand). If the object is too large it will force the student to resort to an immature throwing technique. If students are having problems balancing when throwing, instruct them to raise their non-throwing arm and point it to the target area.

When focusing on specific components of the throw, ensure that the whole movement is practised. Any pause or breaks in the sequence will cause speed to be lost. Even the follow-through greatly determines the speed of the throw.



## Developing the skill

### Teaching cues

Say to the students:

- Look at your target.
- Point to the target (with your non-throwing arm).
- Stand side-on.
- Step forward and throw.
- Follow through, down and across your body with your throwing arm.
- Swing your arm down and back as you prepare to throw.
- Step, throw and follow-through down and across your body.

### Common errors

- looking down at the ground or feet
- standing front on to the target area
- standing with throwing shoulder closest to target area (as if throwing a dart)
- throwing arm taken straight back, up to beside the head, or forward as if throwing a dart
- throwing arm significantly bent at end of back swing
- stepping towards target area with same foot as throwing arm
- hips do not rotate forward during propulsion
- hips and shoulders rotate together (whole upper body twists as one)
- throwing arm points to target area after throw, rather than following through down and across body
- little or no weight transference on to the back foot during preparation.

## Teaching the skill

Use existing playground markings or make lines on the ground with chalk or masking tape as markers. Use a verbal cue, such as: “Step forward and throw”. Ask students to step off these markers towards their target.

Use demonstration and verbal cues such as “follow-through, down and across your body” to focus students’ attention on the follow-through motion of the throwing arm.

Use the analogy of a rubber band held vertical and twisted to focus on the hip and shoulder rotation. Ask students to imagine the force that it has as it is released and uncoils. Try to mimic this force in the preparation and propulsion phases of the throw.

Ask students to:

- work with a partner and experiment with different hip, shoulder and feet movements as they throw
- stand facing towards the target, keeping their hips and feet still
- stand side-on and rotate their shoulders but not their hips
- stand side-on and rotate hips and shoulders
- take a small step as they throw to transfer their body weight
- work with a partner to provide feedback about each of the different positions.

Students identify which position is the most efficient for distance and speed.

Have the students practise the throw from a sitting, kneeling and standing position. Ask the students what difference they notice in the distance of the throw. What different body parts did they use?

## Practising the skill

- Provide a range of large targets, e.g. brightly coloured markings on the playground, large hoops or skipping ropes laid out in different shapes. Make sure the targets are a substantial distance from the students. This encourages them to use force in their throwing action.
- Organise the students to work in two lines 5-7 metres away from their partner. Students stand side-on, with their non-throwing arm pointing towards their partner. A variety of soft objects should be used. Focus needs to be maintained on the throw, rather than on the catch.
- Incorporate the throw into major games such as cricket and softball or in minor games.



# Leap



## About the skill

The leap is a locomotor movement characterised by a take-off on one foot, a long flight phase and a landing on the opposite foot. Although it is an extension of the sprint run, it differs in that it is a discrete skill with a clear beginning and end point. It is basic to everyday activities, such as jumping over low obstacles, playground games such as hopscotch, and various team activities. The leap is also used in gymnastics and dance and is specific to events such as hurdling and the triple jump in athletics.

## Skill components



1 2



3 4 5



6

1. **Eyes focused forward throughout the leap.**
  2. **Knee of take-off leg bends.**
  3. Legs straighten during flight.
  4. Arms held in opposition to the legs.
  5. **Trunk leans slightly forward.**
  6. Lands on ball of the foot and bends knee to absorb landing.
- (Introductory components marked in bold)

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the leap by the end of Year 2 and the fine-tuning components by the end of Year 5. The leap is a more complex skill to master than other locomotor skills because of the amount of force needed to perform it proficiently.

Students are generally not capable of force until 10-11 years of age. With this increase in the production of force comes the ability to acquire a longer flight phase, which allows time for the student to reach forward with the opposite arm to the lead leg, and straighten legs during flight (components 3 and 4).

Some children may be able to perform the landing (component 6) during Stage 1. However this would need to be rechecked later, as growth and maturation will result in greater force being produced and, therefore, more force to control on landing. When students have become proficient in the leap, the next step is to ensure that the landing is of a good quality when combined with other skills, such as the catch.

## Developing the skill



### Teaching cues

Say to the students:

- Look straight ahead.
- Bend knee to take off.
- Scissor legs.
- Stretch your arms out.
- Lean into the leap.
- Land softly.

### Common errors

- looking down at the ground or feet
- insufficient knee bend in take-off leg (resulting in lack of propulsion or forward and upward elevation)
- being unable to take off on one leg
- taking off and landing on the same foot (hops)
- legs remain bent during flight
- short flight stage (or no period where both feet are off the ground)
- arm opposite the lead leg does not reach forward during flight
- trunk is upright during flight
- landing flat-footed or heel first
- ankle, knee or hip do not bend to absorb landing
- inability to control landing without losing balance
- little horizontal distance covered.

## Teaching the skill

Ask students to:

- stand with one foot inside a hoop, push off and land outside the hoop on the other foot
- take a large step over a range of obstacles from a standing start, landing on one foot. Use small hoops, marks on the ground or a low pile of bean bags. Tell students to use a small run-up to leap over the same obstacles
- explore different body positions while leaping e.g. to bend at the waist, lean backwards, keep the body upright, lean slightly forward. Ask: "which way feels the most comfortable?"
- leap with their arms in different positions to determine which arm position helps them to leap the furthest or highest. They could try leaping with both arms pushed forward, one arm forwards and one arm upwards or both arms down.

Ask students to explore different ways of pushing off with their take-off leg. They could use marks on the ground to measure the difference between:

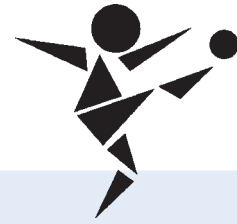
- taking off with a straight leg from a standing position
- using a small slow run-up, with a bent leg on take-off
- using a fast run-up, with take-off leg bent and the leading leg stretching out in front.

Organise students into pairs. Instruct students to give feedback about the softness of the landing as they leap across different distances. Partners should look for landing on the ball of the foot and the knee bent to absorb the force.

## Practising the skill

- Combine high and low leaps. Use soft objects or objects which fall apart readily to form slightly higher barriers.
- Use imagery to assist students to practise the leap: for example, ask them to leap over a puddle of water, a river full of crocodiles, a deep dark valley or from cloud to cloud. Mark a "river" with two extended ropes.
- Have students leap to a rhythmical accompaniment. Tap a tambourine for the run-up, shake it gently to indicate the leap.
- Students shadow a partner as they move around an obstacle course with leaps, hops and skips.
- Encourage students to develop proficiency in leading with either leg.

# Kick



## About the skill

The kick is a manipulative striking skill characterised by producing force from the foot to an object. The stationary place kick is the focus of this skill and involves kicking an object which is still. It is basic to kicks used in all football codes. It is also important for foot–eye coordination. The stationary place kick has been chosen as it is the most widely-used kick by primary school children, is the easiest in which to develop proficiency, and is more closely related to lead-up activities and modified games than other kicks.

## Skill components



1      2      3      4



5



6

1. **Eyes focused on the ball throughout the kick.**
2. Forward and sideward swing of arm opposite kicking leg.
3. **Non-kicking foot placed beside the ball.**
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. Contacts ball with top of the foot (a “shoelace” kick) or instep.
6. Kicking leg follows through high towards target area.

(Introductory components marked in bold)

## Important considerations

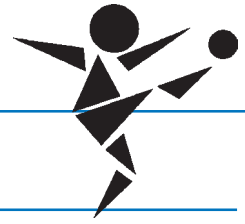
Children are ready to demonstrate the introductory components of the kick proficiently by the end of Year 2 and the fine-tuning components by the end of Year 5. The kick is one of the last fundamental movement skills in which students will demonstrate proficiency.

Component 6 is largely dependent upon the amount of force being produced during the preparation and propulsion phases of the kick. Students should be instructed to kick the ball as hard as possible, concentrating more on velocity than accuracy, and be given plenty of opportunities to practise in order to develop proficiency.

Placing the ball on a low tee or a bean bag can enable students to get their kicking foot under the ball and make contact with their shoelaces or instep.

Beach balls, balloons or foam-filled balls are ideal to use when introducing the kick. They are large and soft and can be kicked forcefully without causing injury or travelling a great distance.





## Developing the skill

### Teaching cues

Say to the students:

- Keep your eyes on the ball.
- Place your foot beside the ball before you kick.
- Step forward and kick.
- Swing the arm opposite to your kicking leg.
- Swing your kicking leg back.
- Follow through.

### Common errors

- looking at target area rather than the ball
- non-kicking foot is placed behind or in front of the ball
- knee of kicking leg is not bent during back swing
- inability to maintain balance on one leg during kicking sequence
- ball contact made with toe
- poking or pushing at the ball rather than kicking through it (results in no follow-through or straight-legged kick)
- body does not lean back slightly just prior to contact
- arm opposite kicking leg is kept beside body during preparation
- little or no lateral hip rotation (twisting away from the ball) during preparation
- run-up to the ball is straight rather than at a 45-degree angle.

## Teaching the skill

Place a mark on soft large objects such as beach balls, foam-filled balls or balloons. Tell students to:

- watch the mark on the ball as they prepare to kick
- kick with force but without fear of injury.

Students hold on to a partner's shoulder or a chair beside them to balance. They place the non-kicking foot beside the ball. They swing the kicking leg back and then forwards to kick the ball.

Students mark a starting point on the ground about one step away from the ball. They step forward with non-kicking foot, placing it beside the ball. Use verbal cues such as "step forward, kick" to help students develop rhythm and force.

Get the students to work with a partner. Ask the partners to explain how their arms move when they kick the ball. Students try using different arm movements when they kick. Can they discover which arm movements work best? (Forward and sideward swing of arm opposite kicking leg.)

Instruct students to try kicking the ball in a number of ways, for example:

- with a stiff non-bending kicking leg
- with no back swing
- with a small back swing from a step-up position
- from a run-up with a big back swing.

Ask students which method produced the most force and identify reasons why.

## Practising the skill

- Make a kicking tee out of a pile of sand, bean bags or a low batting tee. This lifts the ball off the ground so that students can get their kicking foot under the ball.
- Place 2 or 3 balls along a line. Students need to begin with a low follow-through, then increase the height of the follow-through with each kick.
- Rub chalk on students' shoelaces or the part of the foot that should make contact with the ball. They try to leave a mark on the ball when they kick it.
- Lighter balls can be used to encourage students to kick with force without fear of injury.
- Practise the kick in modified games which involve small groups of students and focus on kicking for distance.
- Include as part of a station in a circuit or tabloid.

# Two-hand strike



## About the skill

The two-hand strike is a manipulative skill in which force is applied to an object using an implement, in this case a bat. It forms the foundation to more advanced games and sports-specific skills, such as: the strike in T-ball, baseball and softball; the drive in cricket and hockey; the golf swing; and ground strokes in racquet sports, handball and volleyball. Because of the variability of ball tosses, performing the two-hand strike from a T-ball stand is the focus in this resource. Although these striking actions may differ slightly in performance, the same mechanical principles apply to both.

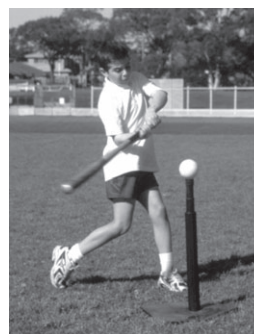
## Skill components



1 2 3



4



5

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.  
(Introductory components marked in bold)



6



7

## Important considerations

Children are ready to demonstrate proficiently the introductory components of the two-hand strike by the end of Year 2 and the fine-tuning components by the end of Year 5. The two-hand strike is the most complex of the twelve fundamental movement skills in this resource.

Initial instruction should focus on velocity rather than accuracy. A contributing factor to success with this skill is ensuring the bat is not too long or heavy and the tee not too high. If younger students are having difficulty, you could commence instruction using the hand as the implement, starting with slow moving objects such as beach balls or balloons. Have students progress to a small, short-handled implement that can be held comfortably in one hand, such as a paddle bat, then on to a longer implement requiring two hands for control.



## Developing the skill

### Teaching cues

Say to the students:

- Stand side-on.
- Keep your eyes on the ball.
- Position your hands so they match your feet.
- Use a big swing.
- Step forward and swing.
- Contact the ball with straight arms.
- Swing and follow through.

### Common errors

- looking at the target area rather than the ball
- having an open stance with feet more front on to target area
- front shoulder doesn't point to target area
- feet are not shoulder-width apart
- hands are not next to each other on the bat
- hands wrong way round on the bat
- weight is not transferred onto back foot during back swing
- front foot doesn't step towards target area during propulsion
- bat does not swing horizontally through ball ("swatting" action used)
- no hip rotation, or hips and shoulders rotate forward together
- no weight transferred onto front foot during forward swing
- ball contact made while on back foot
- ball contact made with bent arms
- bat points toward target area during follow-through rather than wrapping around body.

## Teaching the skill

Make marks on the ground to show the starting position for the strike. Instruct students to:

- stand to the side of the T-ball stand
- rest the centre of the bat above the top of the tee
- take a small step back so that the front foot can step towards the target area when they swing and strike
- step towards target and swing.

Students use bats made of rolls of newspaper to mirror the stance and rhythm of the strike demonstrated by the teacher. Teachers use verbal cues such as "step forward, swing" or "swing and follow-through" to focus on body movement or rhythm as the students practise the strike.

Allow students to explore different ways of swinging the bat:

- swinging with arms bent
- both arms straight
- making a half swing with no follow-through
- trying a full swing and follow-through.

Students discover if there is a difference and if one method works better than the others.

## Practising the skill

- Students strike soft slow-moving objects, such as balloons or foam balls, with the preferred hand. They use short-handled bats and then progress to long-handled bats.
- Students practise hitting a ball or balloon suspended from a height. They experiment with different open and closed hand grips.
- Students use a variety of bats and balls for striking. Improvise by using witches hats, plastic pipes or cardboard rolls for batting tees. Try hanging tennis balls in stockings from an overhead beam for variety.
- Practise the strike in modified games such as "target practice" where students aim to strike the ball through goals for points.
- Students practise the strike as a station in a circuit.

# Dodge



## About the skill

The dodge is a locomotor skill that involves a high degree of balance and stability. It is an extension of the side gallop and sprint run and incorporates dynamic, fluid and coordinated movement to change direction. It is common to many playground games and activities and is an important skill in the majority of team sports.

## Skill components



1



2



3

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.  
(Introductory components marked in bold)



4



5

## Some important considerations

Children are ready to demonstrate proficiently the introductory components of the dodge by the end of Year 2 and the fine-tuning components by the end of Year 5. Students need to perform this skill at speed in order to be able to demonstrate component 1.

Non-locomotor movements, such as bending, twisting, turning and swaying, are all good lead-up activities for the dodge. Children should practise dodging on both sides initially, although it is not unusual for them to be more proficient on one side. When teaching the dodge, get students to specifically attempt to dodge markers as opposed to running around them. Touching markers with the outside foot can also assist in the development of this skill.

Students will be more successful at dodging if they are given opportunities to experiment with their base of support. Students can vary their base of support by changing their feet positions from close together to wide apart. When changing direction, they should lower their body weight (centre of gravity), and push off the outside foot.



## Developing the skill

### Teaching cues

Say to the students:

- Look straight ahead.
- Use the outside of your foot.
- Lower body height down and then up when changing direction.
- Use your knees to change direction.
- Use only one step to change direction.
- Lower body height and transfer body weight.

### Common errors

- looking down at the ground or in the direction of travel
- little or no knee bend or push off outside foot during change of direction
- little or no deception in body movements
- inability to perform the dodge on both sides of the body
- change of direction is slow and requires numerous small steps
- hesitation or pause while changing directions
- more than one step is required to complete change of direction
- no head or shoulder fake during change of direction.

## Teaching the skill

Arrange witches hats or markers in a zigzag pattern. Ensure students dodge markers by instructing them to touch the marker with the outside of their foot.

Ask students to run on the spot. On the command “freeze”, students stop with their feet apart and their body lowered. On the command “melt”, students continue running on the spot.

Students play follow-the-leader. The leader starts by making large zigzag steps and then increases the number of steps before changing the direction of travel.

Ask students to change direction:

- with their feet close together
- with their feet wider apart
- with body held upright
- with body dropped down low
- with arms kept close by their side.

Students determine which way is the most efficient and why.

## Practising the skill

- Students run in an open space. On the command “change”, they push off on the outside foot to change direction.
- Students dodge off and onto a line. Place some markers about 40 cm either side of a straight line about 50 metres long every two metres. Students run along the line and lower their body when they step out to the marker and push off and back to the centre line.
- Place marks on the ground with chalk, masking tape or pieces of non-slip matting at random. Students run to a mark, place their foot on the mark, dodge on that foot to run towards another marker.
- Students follow a partner who runs and dodges through an imaginary paddock full of prickles. Students can devise their own safe tracks through the paddock. Encourage students to bend their knee and push off on their outside foot when changing direction.
- Have students play partner tag games and dodgeball games, modifying the rules to change direction using only one step, or make students dodge rather than jump over the ball.



## Chapter 3

# Observing fundamental movement skills

### What's in this chapter?

This chapter introduces some ways to help you observe and make judgements about the development of students' fundamental movement skills.

The chapter includes a checklist for each of the twelve fundamental movement skills to assist you in observing the skill components. It also includes professional development activities to help you to understand and recognise the components of each fundamental movement skill.

You should use the skills checklists and the professional development activities in this chapter along with the video, *Get skilled: Get active—Show me how*. This video has examples of students who are still developing and students who are already proficient in each fundamental movement skill.

### Why should you observe fundamental movement skills?

Teachers observe students in the classroom and the playground performing a variety of skills. You can use these observations to make judgements about what students can or can't do.

Observation is a valuable tool for teaching purposes. When observing students' fundamental movement skills, you can use the information you collect to:

- plan and program lessons or activities for the whole class, small groups or individuals
- assist individual students by providing feedback about their performance
- evaluate the effectiveness of your teaching program.

### How and when should you observe fundamental movement skills?

When observing fundamental movement skills it is useful to keep in mind the following considerations.

- Observation should be part of the natural teaching and learning situation. Observation needs to be unobtrusive, as some students may alter their movement pattern if they are aware that they are being observed.
- When observing students performing fundamental movement skills, you should focus on how the movement looks or which components are evident in the performance, rather than on the final outcome of the movement, such as how fast the student ran or the accuracy of the throw.
- Observation should be objective. This will come with practice and discussion with colleagues. Ask a colleague to observe and make comments on the performance of a small group of students. Compare your observations with those of your colleague.
- Fundamental movement skills need to be observed in a variety of contexts and over a period of time if you are to make a fair judgement as to whether a skill has been performed proficiently. Observation should occur in as many situations as possible and in a variety of contexts. This can include in physical education lessons, in the playground or at sport.

## What do you need to observe about fundamental movement skills?

The first step when observing students perform fundamental movement skills, is to look at the overall performance of a skill. The key to this is to ask: *Does it look right?*

More detailed observations can be undertaken when you are familiar with the individual components of the skill and there is a clear purpose for these observations. For example, it may be to provide feedback to students or to evaluate a unit of work focusing on kicking.

It is not necessary to be a specialist PE teacher or to have a strong background in sports to be able to observe students and make judgements about their performance of fundamental movement skills. Most teachers have a good idea of what a proficient performance looks like. It is the ability to explain why a student doesn't look right that requires a higher level of observational skill.

## Introducing the checklists

Checklists have been provided in this resource to help you with your observation and to make judgements about students' proficiency in fundamental movement skills. There are twelve checklists. Each has the following features:

- An *overall check* to prompt you to look at the whole movement as it is being performed. If it looks right, in terms of smoothness and the coordination of the movement, then it is likely that you have observed a proficient performance of that particular skill.
- *Organisers* along the top of the checklist, which provide a focal point for observations. These may be body parts (e.g. legs, arms, head and trunk), or phases of a movement (e.g. preparation, propulsion and follow-through on landing). They are presented not in the order in which the skill should be taught, but in the order in which they are observed.

- *Components* of the skill. Each skill is broken down into either **introductory** components, which are the dark coloured boxes, or **fine-tuning** components, which are the light coloured boxes. See Chapter 2 for more information about introductory and fine-tuning components. If a student's performance of a skill does not "look right", then your observations should concentrate on the individual components. The introductory components are the ones that should be the initial focus for teaching purposes. As the student progresses, you may need to focus on the fine-tuning components.
- *Photographs* of the components, which model proficient performance of the skill.
- A *comments* section to allow you to record your observations.
- A *hints for observation* box. This section gives you information about:
  - the instructions to give to students
  - the best place for you to be positioned for observation
  - what is needed to complete the skill e.g. equipment.



*Does it look right?*

























# Kick (stationary ball)



1



2



3

Name	Overall check Does it look right?	Preparation			Propulsion		Follow-through	Comments
		1. Eyes focused on the ball throughout the kick.	2. Forward and sideward swing of arm opposite kicking leg.	3. Non-kicking foot placed beside the ball.	4. Bends knee of kicking leg at least 90° during the back swing.	5. Contacts ball with top of the foot (a "shoelace" kick) or instep.		

■ = Introductory components  
 ■ = Fine-tuning components

**Hints for observation**

- Instructions: "Run up to the ball and kick it as far as you can."
- Observation position: To the kicking leg side.
- Needed: Large soft ball.







## Putting it into practice

### Introducing the video

The video, *Get skilled: Get active—Show me how*, has been produced to help you to develop your observational skills. On the video, students from Kindergarten to Year 5 demonstrate the twelve selected fundamental movement skills. The students are described as either **developing** or **proficient** in their performance of each skill. These demonstrations will assist you to gain an understanding of each fundamental movement skill and its components.

Each skill is presented on the video in the following way:

- a graphic interface indicates the skill that is being featured
- a coloured ball identifies the level of performance of the skill (i.e. proficient or developing)
- a student performs the skill proficiently. The text and the voice-over are used to highlight each skill's components
- a number of students who have developed a few but not all of the components also perform the skill. The voice-over is used to help focus your observations on these developing components



*Exploring the components of the static balance*

- the skill is demonstrated once again by the proficient student. The text and a freeze frame repeat the components of the skill.

The video should be used with the checklists of the fundamental movement skills found earlier in this chapter and the professional development activities that follow.

### Introducing the professional development activities

The professional development activities in this chapter will help you with your understanding and observation of fundamental movement skills. These activities can be used flexibly depending on the needs of the different audiences using the resource.

Some suggestions for using these activities include:

- At a staff development day, develop a PDHPE K-6 scope and sequence with a focused sequential approach to teaching fundamental movement skills.
- At staff meetings, introduce three or four skills per meeting and use the video to help teachers come to recognise the components of each skill.
- At stage or grade meetings, examine the fundamental movement skills which should be taught in the year or stage. Reflect on your PDHPE programs and identify where fundamental movement skills will be taught. Create a list of activities which enable students to practise their fundamental movement skills.
- At PDHPE committee meetings, work through the materials and develop strategies to inform staff about the issues relating to fundamental movement skills.
- As an individual or with a colleague, try some of the activities in your own class and discuss the findings with a colleague.

## ACTIVITY 1: Looking at the big picture

### Purpose:

This activity is designed for a group situation, such as staff meetings, PDHPE committee meetings or district PDHPE interest groups. It works best if you use a facilitator or presenter to lead the group through the activity.

### What's needed:

- butchers paper or whiteboard
- checklists for static balance and sprint run
- snapshots of static balance and sprint run in video, *Get skilled: Get active—Show me how*.

### Steps:

1. Ask the group to list the twelve fundamental movement skills in this resource. When completed, record them on butchers paper or on a whiteboard.
2. Discuss the following questions:
  - Why might these skills be considered “fundamental”?
  - How do they vary from what you may have previously thought to be fundamental movement skills?
  - What are your concerns about making judgements about students’ proficiency in performing these fundamental movement skills?
  - What is needed for you to be able to make judgements effectively and confidently?
3. Examine the checklist for the static balance. Discuss the layout and the terminology used to describe the components. Refer to the example on page 46.
4. Invite each member of the group to work with a partner. Take turns performing the static balance. Use the checklist to evaluate your partner’s performance. Share your findings with your partner.
5. Watch the introduction and the first skill on the video, which is the static balance, to become familiar with the format. Stop the video after the final closing shot of the proficient performance of the static balance (i.e. before the sprint run).
6. Ask the group to locate the “Overall check” column on the static balance checklist. Invite the group to complete the overall check column for the static balance for the students on the video. Ask the group how they identified which was the proficient student. Recall the comments made on the video for the static balance. Direct the group to the links between the student’s performance, the text on screen, the voice-over and the checklists.
7. Now examine the sprint run checklist. Invite a member of the group to perform this skill. As a group, make a decision about the overall check: Does it look right?  
Watch the relevant section of the video. Encourage the group to make comments about the students’ performances. Discuss:
  - What were the observable differences between the performance of the proficient student and the developing students? Encourage the use of language similar to the components when making comments. For example “trunk unstable, lands flat-footed.”
  - Compare your observations and comments with those on the video.
8. Negotiate with the group how this session is to be continued. For example:
  - Devote some time now and some time in the near future to work through a similar process to become familiar with all the skills and their components.
  - Watch all of the video, with discussion breaks after a number of skills.



## ACTIVITY 2: Focussing on a skill

### Purpose:

This activity is designed to enable teachers to become familiar with the components of fundamental movement skills and to further develop their observation skills. It can be undertaken as a group activity or on an individual basis.

### What's needed:

- a selection of checklists for fundamental movement skills
- video, *Get skilled: Get active —Show me how*.

### Steps:

1. After reviewing all the fundamental movement skills and their components, choose one or two skills to focus on and observe in more detail.
2. Cue the video to the relevant skill. Play the video with the volume off (so that you cannot hear the voice-over). Use the checklist to record your observations of the students on the video. Replay the video to observe the skill a number of times.
3. Discuss your observations with the rest of the group.
4. Replay the video with the volume up to enable you to hear the voice-over. Compare and discuss your observations with the comments made on the video. Are there any other things you observed?
5. Repeat this process, focusing on other fundamental movement skills.



## ACTIVITY 3: Testing yourself

### Purpose:

This next activity can be done individually or with a colleague. It is designed to allow you to apply the knowledge and skills gained from activities 1 and 2, and to observe students in a natural setting.

### What's needed:

- checklist for one fundamental movement skill
- students demonstrating this skill in a variety of situations.

### Steps:

1. Select a fundamental movement skill and work through the accompanying checklist. Once you are familiar with the features of the checklist and the components of the skill (you may wish to refer to the video for this), set up some opportunities to practise observing the skill.
2. Some suggestions include:
  - Observe a small group of students in the playground.
  - Observe students in a class situation.
  - Observe selected students at sport.
  - Observe students in a variety of contexts.The focus of your observation should be on the skill components, not the outcome.
3. Remember to concentrate on one fundamental movement skill, as students will demonstrate a wide variety of movements in their activities.

## Chapter 4

# Programming fundamental movement skills

## What's in this chapter?

This chapter looks at ways to plan and program fundamental movement skills so that all students have the opportunity to become proficient in each skill by the end of primary school.

This chapter includes a table suggesting a developmental approach to introducing and teaching each of the twelve fundamental movement skills from Kindergarten to Year 6. It also includes professional development activities to help you with planning and programming fundamental movement skills in your school PDHPE and sport programs.

## What do I need to consider when programming fundamental movement skills?

When planning and programming for the development of fundamental movement skills, you need to take into account the current policies and requirements of your system, as well as the individual circumstances in your school. Departmental requirements include the following:

- The *Personal Development, Health and Physical Education K-6 Syllabus* (Board of Studies NSW, 1999) requires that fundamental movement skills be taught across four of the eight content strands: Active Lifestyle, Games and Sports, Gymnastics and Dance.
- The *Student Fitness and Physical Activity Action Plan* (NSW Government 1998) asks

schools to allocate a minimum of 120 minutes of planned physical activity in each year from Kindergarten to Year 6. In Years 3 to 6, this time is inclusive of the Department's current requirement for 60 minutes of school sport each week.

School circumstances, which will impact on decisions, include such aspects as the availability of facilities and equipment, school structure, staffing and climate.

## What fundamental movement skills should I teach and when should I teach them?

To program and plan for the development of fundamental movement skills, it is important to remember the following key points.

- Early Stage 1 and Stage 1 are the best times to introduce fundamental movement skills.
- 240–600 minutes of instruction time are needed to develop a fundamental movement skill to a level of proficiency.
- The development and practice of fundamental movement skills should be a significant element of PDHPE and sport programs across all stages.
- Teaching programs should focus on a manageable number of fundamental movement skills each year. Four skills each year are suggested.
- The growth and development of students have an important influence on which skills and skill components can be learnt.

## A planning guide for programming and teaching fundamental movement skills

The table on the next page takes the previous factors into account. It is designed as a planning guide to help you program for the development of fundamental movement skills from Kindergarten to Year 6.

- **The planning guide suggests when skills should be introduced.**

It is recommended that four skills be introduced for focused teaching each year in Early Stage 1 to Stage 2, to consolidate student learning. However, students will also be exposed to activities that include the other eight fundamental movement skills. It is important to make the teaching of fundamental movement skills manageable within the context of a school's PDHPE program and to match what is taught with students' growth and development. If students are given adequate opportunities to practise four skills each year, it is likely that they will develop proficiency in the introductory components of each skill by the end of that year.

- **The guide indicates the key years for students' development of each fundamental movement skill.**

Once students have developed the introductory components of a skill, it is important that teaching and learning shift focus to the development of the fine-tuning components. The planning guide suggests that each skill needs a three-year period of practice and consolidation for this to occur.

- **The guide provides a benchmark of when most students should be expected to demonstrate proficiency in each skill.**

An important objective of primary school PDHPE programs is that students should demonstrate proficiency in all twelve fundamental movement skills by the end of Year 6. However, with adequate learning and practice time, most students, given their stage of growth and development, should be able to demonstrate the fundamental movement skills earlier than this, as indicated by the table.

To integrate the development of fundamental movement skills into existing PDHPE and sport programs, you need to consider teaching fundamental movement skills in such contexts as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions. Planning needs to occur at a whole-school, stage and class level to support this integration. Examples of ways to do this can be found in the professional development section later in this chapter.



*Incorporating fundamental movement skills into PDHPE programs*

## Planning guide for programming and teaching fundamental movement skills

Skill	Early Stage 1	Stage 1		Stage 2		Stage 3	
	Kinder-garten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Static balance	■	■	■	■	■	■	■
Sprint run	■	■	■	■	■	■	■
Vertical jump	■	■	■	■	■	■	■
Catch	■	■	■	■	■	■	■
Hop		■	■	■	■	■	■
Side gallop		■	■	■	■	■	■
Skip		■	■	■	■	■	■
Overarm throw		■	■	■	■	■	■
Leap			■	■	■	■	■
Kick			■	■	■	■	■
Two-hand strike			■	■	■	■	■
Dodge			■	■	■	■	■

■ *Focused teaching and learning, with an emphasis on the introductory components.*

■ *Practice and development, with an emphasis on the fine-tuning components.*

■ *Consolidation and application of skill in sports, games and physical activities.*

■ *Benchmark of when most students should demonstrate proficiency of the skill.*

## Developing a class program

When developing a class program it is important to consider the Department's recommendation that 120 minutes of structured physical activity should be timetabled in each year from Kindergarten to Year 6. In Years 3-6 this time is inclusive of the required 60 minutes of school sport each week.

When planning a PDHPE program for Early Stage 1 and Stage 1 you need to consider the following:

- The attention span of the students is limited.
- Activities should be interspersed with short rest periods, as younger children tire very easily.
- Students have less developed movement skills and slower reaction times.

When planning for Stages 2 and 3 you need to ensure that students have ample opportunities for developing and practising skills in a variety of games, dance and gymnastic activities.

- Consider how these timetabling options could fit into your class or school timetable. Negotiate for changes to your timetable to

accommodate 120 minutes of PDHPE and sport if needed.

- You also need to decide on how you are going to develop your class program: whether you will program thematic units or individual physical activity sessions.

## Putting it into practice

### Introducing the professional development activities

Developing a school plan to include the teaching of fundamental movement skills is often a matter of adapting existing PDHPE and sport programs. The following professional development activities will help you to review your current programs. You may also wish to further develop your own school or class programs, using some of the strategies from these activities.

Schools will vary in their approach to implementing PDHPE. Scan through the following professional development activities before choosing those activities which best suit the needs of your school or class situation.



*Staff meetings are a useful way to develop a whole-school plan for fundamental movement skills*



## ACTIVITY 1: Where do fundamental movement skills fit into the PDHPE syllabus?

### Purpose:

This activity is designed to explore where fundamental movement skills are addressed in the PDHPE K-6 Syllabus. It can be undertaken as a group activity or on an individual basis.

### What's needed:

- PDHPE K-6 Syllabus
- planning guide for programming and teaching fundamental movement skills, page 65.

### Steps:

1. Focus on the outcomes for one stage in the PDHPE K-6 Syllabus.  
Which PDHPE outcomes are relevant to the development of fundamental movement skills?
2. Make a list of the sorts of things students would be doing to demonstrate achievement of these outcomes.
3. Refer to the “Stage Statements” in the syllabus to examine some of the expectations about achievements for each particular stage.
4. Examine the content strands of Active Lifestyle, Games and Sports, Gymnastics and Dance. What “subject matter” is linked to the development of fundamental movement skills?
5. Discuss the implications of the *Planning guide for programming and teaching fundamental movement skills* for your school.

It is important to note that the development of fundamental movement skills is only one part of the PDHPE syllabus. There are other important outcomes which also need to be addressed as part of your PDHPE program.



## ACTIVITY 2: What are some of the considerations when programming fundamental movement skills?

### Purpose:

This activity is designed to explore some of the whole-school issues which need to be addressed when planning and programming fundamental movement skills.

### What's needed:

- Handout 1, page 69

### Steps:

1. Read the statements on Handout 1 and reflect on the implications of these statements.
2. Discuss and complete each of the questions on the handout. Share your responses with other teachers. Make a note of the common issues as they arise. These responses should be considered in future discussions and in the later stages of planning and programming.

## Fundamental movement skills in perspective

“From the start of 1999, primary schools should aim to provide a minimum of 120 minutes per week to planned physical activity in each year from Kindergarten to Year 6.”

*(Memorandum to Principals 98/263)*

“Improved skills among children are likely to increase their enjoyment of sports and other activities and to promote a more active lifestyle.”

*(NSW Schools Fitness and Physical Activity Survey, 1997)*

Consider the implications of these statements.

What issues or concerns arise as a result of a focus on the development of fundamental movement skills in your PDHPE or sport program:

- at a school level?
  
  
  
  
  
  
  
  
  
  
- at a class or stage level?
  
  
  
  
  
  
  
  
  
  
- at a personal level?

## ACTIVITY 3: School analysis. What is happening in our school?

### Purpose:

This activity is designed to help you identify the current situation in your school concerning fundamental movement skills. It also provides an opportunity to develop a whole-school action plan to address issues or concerns. This activity works best if done with the whole staff or a group of teachers responsible for PDHPE and sport programs in the school.

### What's needed:

- Handout 2, page 71
- Handout 3, page 72

### Steps:

1. Work with colleagues to reach a consensus about the school's position for each of the key areas listed in Handout 2.
2. Analyse the key issues you have marked "No" or "Review." As a starting point for an action plan, prioritise these key issues and write them in the first column of the action plan on Handout 3.
3. Discuss what can be done to improve or address the key issues identified on the action plan. On Handout 3, list the actions to be taken and the person or people responsible for each area identified.
4. Convert your comments from Handout 3 into an action plan to be part of your school management plan for PDHPE and sport.

## What is happening in our school?

Tick the box which best describes your school situation.

Yes: If this is happening in your school and you are satisfied with it.

Review: If something is in place but you feel that it could be improved.

No: If it is not happening.

### PDHPE and sport

- The school PDHPE and sport programs are comprehensive, sequentially developed and include opportunities for students to develop fundamental movement skills.
- Teachers' knowledge and expertise in teaching fundamental movement skills are supported through professional development activities.
- Students are given maximum opportunities to develop and practise fundamental movement skills.
- Staff are actively engaged in teaching fundamental movement skills in the school's PDHPE and sport programs.
- An adequate amount of curriculum time is allocated to the school's PDHPE and sport programs.

Yes      Review      No

	Yes	Review	No

### School ethos

- Students are encouraged to practise fundamental movement skills in games and activities during recess and lunch breaks. Rosters are devised to give students equal access to equipment.
- PDHPE and sport are supported by school policies and practices, such as the school uniform policy, first aid procedures and recognition of both boys and girls.
- PDHPE and sport are components of the school management plan.

	Yes	Review	No

### Home-school-community interface

- Development of fundamental movement skills in PDHPE and sport is stated and supported as part of the school's management plan and shared with the community.
- Parents are given opportunities to be involved in programs which support the development of fundamental movement skills.
- Parents are provided with information to help them support their child's skill development and physical activity at home.

	Yes	Review	No

Adapted from: NSW Department of School Education (1996). *Towards a health promoting school*, pp. 20-26.

## Action plan: Incorporating fundamental movement skills into PDHPE and sport programs

Area for action	What needs to be done?	Who will be responsible?	Where can we get help?
1.			
2.			
3.			
4.			



## ACTIVITY 4: School analysis: What are we currently doing?

### Purpose:

This activity looks at where fundamental movement skills are currently taught in the school's PDHPE and sport programs. It begins by examining a sample scope and sequence chart to initiate discussion about the features of a good scope and sequence chart. This activity is best carried out as a whole-school activity to enable teachers to appreciate the importance of developing and teaching fundamental movement skills in each year.

### What's needed:

Handout 4, page 74

Handout 5, page 75

School's scope and sequence chart for PDHPE and the sport program.

### Steps:

1. Divide the group into smaller groups of 4 or 5. Distribute copies of Handout 4 to each group. Ask the group to discuss the features of the sample scope and sequence chart. Have the groups discuss the positives and negatives of the chart and discuss such questions as:
  - Are all outcomes addressed in each stage?
  - Is the scope and sequence chart balanced?
  - Are syllabus strands given equal emphasis?
 Ask each group to report back its findings.
2. Ask each small group to predict the types of activities which may be covered in each of the units outlined in the scope and sequence chart. It may be more time efficient if each group was allocated a particular year to focus on.  
Now ask the group to determine which units of work would support the development of fundamental movement skills in each year. Have them predict the types of skills which may be covered in each unit of work.
3. Refer to your school's scope and sequence chart for PDHPE and the school sport program. Using Handout 5, map where fundamental movement skills are currently taught in the school's program for PDHPE and sport.
4. Analyse your findings and consider the following questions.
  - Are all fundamental movement skills taught from Kindergarten to Year 6? If not, which ones are missing?
  - Is there an emphasis on teaching fundamental movement skills in Early Stage 1 and Stages 1 and 2?
  - Are there opportunities for students to practise and consolidate their skills in Stage 3 in a variety of contexts?
  - Are fundamental movement skills taught in a developmentally appropriate sequence, as suggested in the planning chart on page 65?
  - Do students participate in 120 minutes of planned physical activity each week?
  - Have you included activities from all movement strands such as Active Lifestyle, Gymnastics and Dance?
5. Identify any areas which may need strengthening in the school's scope and sequence chart for PDHPE and the sport program. Discuss how this might be done. Identify any issues or concerns which may arise and propose possible solutions to these.

## Sample PDHPE K-6 scope and sequence chart

PDHPE units and syllabus outcomes towards which students will be working

		TERM 1	TERM 2	TERM 3	TERM 4
<b>EARLY STAGE 1</b>	Kindergarten	I am special GDES1.9 COES1.1  Enjoy being active ALES1.6 INES1.3	Me & my friends IRES1.11 DMES1.2  Move & explore GYES1.10	Healthy habits PSES1.5 PHES1.12  Let's play games GSES1.8 INES1.3	Play it safe SLES1.13  Moving around DAES1.7 MOES1.4
<b>STAGE 1</b>	Year 1	The one & only GDS1.9  Let's move ALS1.6	Getting along with others IRS1.11 INS1.3  Hop, step & jump GYS1.10	Keeping myself healthy PHS1.12 COS1.1  Getting started GSS1.8	Watch your step SLS1.13  Let's dance DAS1.7
	Year 2	Look out! SLS1.13 PSS1.5  Move to the beat DAS1.7	Fit & well PHS1.12  Game skills GSS1.8 MOS1.14	Friendship IRS1.11 DMS1.2  Do the Locomotion GYS1.10	Me, myself, I GDS1.9  Getting out & about ALS1.6
<b>STAGE 2</b>	Year 3	On the go ALS2.6  Building my network IRS2.11 INS2.3	Feelings GDS2.9  Tumble & turn GYS2.10	Safety first SLS2.13  Enjoy the game GSS2.8	Keeping healthy PHS2.12 PSS2.5  Dance mania DAS2.7
	Year 4	My growing self GDS2.9 COS2.1  Gym fun GYS2.10	Dance with confidence DAS2.7  Keeping safe SLS2.13	Daily decisions PHS2.12 DMS2.2  Getting out there ALS2.6	Champions' choices GSS2.8 MOS2.4  Relationships IRS2.11
<b>STAGE 3</b>	Year 5	Playing my part IRS3.11  Keeping active ALS3.6	Swing into gym GYS3.10  Keeping myself safe around drugs PHS3.12	Safe choices SLS3.13 DMS3.2  Playing the game GSS3.8	What's happening to me? GDS3.9  Stomp DAS3.4 MOS3.4
	Year 6	Getting it together GDS3.9  Dance with style DAS3.7	Life be in it ALS3.6 INS3.3  Considered choices IRS3.11	Making decisions about drugs PHS3.12 COS3.1  Living the dream GSS3.8	Taking action SLS3.13 PSS3.5  Spring up GYS3.10

## What are we currently doing?

Year	Term 1	Term 2	Term 3	Term 4
K				
1				
2				
3				
• SPORT •	• • • • •	• • • • •	• • • • •	• • • • •
4				
• SPORT •	• • • • •	• • • • •	• • • • •	• • • • •
5				
• SPORT •	• • • • •	• • • • •	• • • • •	• • • • •
6				
• SPORT •	• • • • •	• • • • •	• • • • •	• • • • •

## ACTIVITY 5: Incorporating fundamental movement skills into a unit of work

### Purpose:

The development of a whole-school scope and sequence plan for the teaching of fundamental movement skills is the first step to effective implementation. In this activity, teachers analyse the whole-school plan and develop an individual unit of work incorporating fundamental movement skills. The focus of this activity is to identify the fundamental movement skills to be included and to explore the activities which can be used to teach these skills.

### What's needed:

School's scope and sequence plan for PDHPE

### Steps:

1. Individually or in stage or year groups, select an area from the school's scope and sequence chart and begin to plan a unit of work. You will need to consider the targeted fundamental movement skills (see planning guide, page 65) for your year or stage.
2. Select a programming proforma which best suits your needs. An example is listed below.

### Sample programming proforma

Unit: \_\_\_\_\_ Length/time: \_\_\_\_\_ Class: \_\_\_\_\_

Outcomes:

★

★

★

Indicators:

★

★

★

★

★

Strands: \_\_\_\_\_

Subject matter:	Suggested teaching and learning strategies	Resources

## ACTIVITY 5: Continued

3. When starting the unit of work, you will need to:
  - identify the outcomes for the unit from the PDHPE K-6 syllabus
  - list some sample indicators which students may demonstrate to indicate achievement of the outcomes
  - determine the time allocation for the unit.
  
4. Identify the subject matter and the targeted fundamental movement skill or skills which will be addressed in the unit. Refer to the content section of the PDHPE K-6 syllabus (pages 36-45) for this information. In groups, brainstorm the range of teaching and learning activities which could be used to address the subject matter and develop the fundamental movement skill. Use Chapter 2 and Video 2 of this resource for ideas about teaching and practising the skill. For further ideas you may also like to refer to other resources which support the teaching of the skill. A limited list of suggested resources is on pages 118-119.

Select the activities which best suit the needs of your students and complete the programming proforma. When deciding which activities to include, consider the following:

- Will the activities develop the necessary components of the targeted skill or skills e.g. the introductory components or the fine-tuning components?
  - Is there a wide range of activities to keep students interested and motivated?
  - Are there ample opportunities for students to practise and refine their skills in a range of contexts?
  - Do I have the necessary resources?
5. Reflect on the teaching and learning strategies you have chosen. Identify which of these activities could be used as an assessment strategy. Mark these with an \*.



# Teaching fundamental movement skills

## What's in this chapter?

This chapter looks at some of the considerations when teaching fundamental movement skills. It includes information and practical ideas about:

- planning the lesson
- organising and managing the lesson
- teaching the lesson.

Each of these areas includes some professional development activities which will help you reflect on your own practice.

This chapter also introduces Video 2, *Get skilled: Get active—Teach me how*. This video shows examples of snapshots of lessons incorporating the teaching of fundamental movement skills.

### Introducing the video

The video *Get skilled: Get active—Teach me how* is best used when exploring the information in this chapter. This video shows how you can teach fundamental movement skills in a lesson. It is a series of snapshots focusing on different year groups and different skills. It highlights a number of teaching considerations and shows a variety of strategies you can use in your lessons.

### Overview of snapshots and skills on the video

Snapshot	Lesson focus	Year
1	Static balance and skip	Kindergarten - Year 1
2	Sprint run	Year 3
3	Vertical jump	Year 5
4	Kick	Years 2–3
5	Two-hand strike	Year 5
6	Catch	Year 5

## Teaching fundamental movement skills

As previously mentioned in Chapter 1, the teaching of fundamental movement skills is an essential component of students' learning in PDHPE. It is important to remember the following.

- Students do not pick up fundamental movement skills naturally as part of their normal growth and development.
- It takes between 240 and 600 minutes of instruction time to become proficient in one fundamental movement skill.
- A small number of skills should be focused on in any one year e.g. this resource recommends four per year.
- The focus of your teaching should be on one or two skills at a time.
- The best time for developing fundamental movement skills is the early years of schooling.



*Students do not pick up fundamental movement skills naturally*

## Planning the lesson

When teaching fundamental movement skills, it is important to plan your PDHPE lessons so that you focus on the outcomes you set out to achieve. The following questions should be considered when developing a lesson plan.

### What is the purpose of the lesson?

Lessons should be designed to provide opportunities for students to improve the level of their skills and to practise these skills. You should always know “*why*” an activity is being taught and how it relates to skill development for students (e.g. which skill components are being taught and practised in the lesson).

### How does this lesson integrate into past and future lessons?

Lessons should be part of a sequential plan for teaching fundamental movement skills. This may require planning a unit of work based on a theme where one fundamental movement skill is targeted, e.g. the vertical jump.

### Are instruction and practice a major part of the lesson?

Instruction during a lesson is essential in order to ensure that students have an understanding of the correct technique for a skill. However, instruction alone is not enough to produce improvements in skill performance. Of all the elements that go into learning new skills, correct practice is the most important. Therefore, lessons need to provide necessary instruction and maximise the amount of productive practice time for students.

### What does a “good” lesson look like?

There are a number of things which you can focus on to ensure your lesson is effective in achieving its outcomes. Some of these considerations are listed as follows.

## Introduction

In an introduction:

- the tone of the lesson should be set through the use of a fun warm-up, focusing on the skill to be taught in that lesson
- the warm-up activity should be used to set up student work groups e.g. groups of 4 or 5 students
- there should be some questioning and reinforcing of knowledge and understanding of the particular skill and its components during the warm-up.

## Teaching the skill

When teaching a fundamental movement skill:

- the skill should be demonstrated
- teaching cues should be used to help students focus on particular components of the skill
- teachers should provide feedback and correct students’ technique
- some questioning should be used to help students explore and understand the components of the skill.

## Practising the skill

When practising the skill:

- students should practise the skill individually or in small groups. This enables them to practise many repetitions of the skill
- the skill should be incorporated into simple games
- students should explore different ways of applying the skill
- you should focus on teaching the specific components
- a variety of equipment should be used.

## ACTIVITY 1: Getting started

### Purpose:

This activity explores ways of using lesson time effectively by incorporating the teaching of fundamental movement skills into all components of the lesson.

### What's needed:

- the video, *Get skilled: Get active—Teach me how*. Preset the video to Snapshot 1.

### Steps:

1. Refer to the video, *Get skilled: Get active—Teach me how*, and watch Snapshot 1, the Kindergarten/Year 1 lesson which focuses on the static balance and skip.
2. In small groups, discuss:
  - the purpose of this lesson
  - the planning needed for the lesson (i.e. markings on the floor, equipment, music etc.)
  - the use of the warm-up to introduce component 5 of the skip (i.e. arms are relaxed and swing in opposition to legs).
3. Examine a unit of work focusing on fundamental movement skills. What types of strategies could you plan to use in this unit to teach the fundamental movement skill?

## ACTIVITY 2: Exploring the phases

### Purpose:

This activity is designed to allow you to analyse the snapshots in the video, *Get skilled: Get active—Teach me how*, and to identify the teaching strategies appropriate in each phase of the lesson.

### What's needed:

- the video, *Get skilled: Get active—Teach me how*
- Handout 6, page 83

### Steps:

1. Watch the examples of snapshots in the video, *Get skilled: Get active—Teach me how*.
2. Identify the strategies used for each snapshot and list these on Handout 6. The information outlined in the characteristics of a “good” lesson (page 80) may be useful as a guide for this activity.
3. As the snapshots are only a small part of each lesson, it may not be possible to fill in all the boxes for each snapshot. Create your own examples for those lesson phases that you cannot find in the video.

## Exploring strategies

Snapshot	Introduction	Teaching the skill	Practising the skill
1. Static balance and skip	<ul style="list-style-type: none"> <li>• <i>Moving to music</i></li> <li>• <i>Exploring space as a warm-up</i></li> </ul>		
2. Sprint run			
3. Vertical jump			
4. Kick		<ul style="list-style-type: none"> <li>• <i>Demonstration of the kick</i></li> <li>• <i>Teacher providing feedback</i></li> </ul>	
5. Two-hand strike			
6. Catch			<ul style="list-style-type: none"> <li>• <i>Small numbers of students practising the skill</i></li> <li>• <i>Students involved in simple game</i></li> </ul>



## Organising and managing the lesson

Organisation is one of the key features for the effective teaching of fundamental movement skills. Teachers need to consider a range of organisational issues when planning for the development of students' fundamental movement skills.

While many teachers feel comfortable and confident teaching within the four walls of a classroom, for some teachers these same feelings disappear when teaching lessons outdoors. This is understandable, as there are characteristics which make teaching a lesson outdoors, or in a large space such as a hall, very different from teaching in the classroom. It is worthwhile examining the characteristics of teaching in these two environments so that both are used to best advantage.



*Organisation is a key aspect of teaching fundamental movement skills*

### Classroom environment

- the boundaries of classrooms are fixed (walls)
- students know where they are to work
- class movement is often minimal
- class formations are familiar or limited in number
- individual student movement is minimal
- resources are easily available and ready to use
- movement of equipment is limited
- the teacher can observe students from most points in the classroom
- the classroom environment is relatively constant
- the weather has minimal effect
- verbal instructions can be easily heard.

### Outdoor environment

- the teacher has to establish the boundaries
- students have to be given clear instructions
- students need to practise moving as part of a whole group
- students need to learn different class formations
- individual student movement is essential, movement patterns vary
- resources have to be organised prior to the lesson
- equipment is constantly moving
- teachers need to consciously place themselves so they can see all students
- the environment changes constantly
- alternative plans need to be made for weather changes
- teachers need to develop good voice techniques and non-verbal cues.

Let's now look at some key characteristics of organising and managing a lesson on fundamental movement skills.

### Use of space and establishing boundaries

The way you decide to teach fundamental movement skills will vary depending on the space available to you. It is important to establish the boundaries with your students before starting the lesson. The size of the practice area used will be determined by the types of skills being practised and the amount of instruction which is required.

If the activity requires frequent feedback, the class should be kept in a smaller area and close to the teacher. Another effective approach is to establish a smaller area where students return for clarification and feedback after a signal from the teacher. Students then return to the larger area for practice.

Grids and station activities require students to identify their boundaries to ensure they do not encroach on another group's practice area. It may be necessary to take the class through specific teaching areas to assist them to identify the boundaries of their space. You may need to use natural boundaries, such as trees or fences, or markers, for example, witches hats or painted lines, to define boundaries.

### Using equipment

When teaching a lesson focusing on skill development, it is essential that students are given the opportunity for maximum practice. In order for this to occur there needs to be sufficient equipment available to allow students to practise individually, with a partner or in small groups.

In many situations, equipment may be a limiting factor for PDHPE and sport. In some instances, it may become necessary to use modified equipment to allow for optimal practice time. It is also important to ensure that students are given the opportunity to practise their movement skills using a variety of equipment, e.g. bean bags and different sized balls for throwing.

Using traditional equipment can sometimes be limiting. For example, activities such as kicking a soccer ball can become monotonous for students if used in the same way. Instead of this, you may ask your students to practise a high follow-through action using a bean bag placed on the foot. Get the students to see how high or how far they can project the bean bag.

Modified equipment can be used to add variety and to provide useful alternatives for equipment. In Early Stage 1 and Stage 1, it may be necessary to use modified equipment to allow for safe practice of a skill. Modified equipment can also be used to encourage participation and ensure success.



*It is important to have a structured routine for collecting and returning equipment*

The arrangement and distribution of equipment in lessons also need careful consideration. An effective method for distributing individual equipment is to place it around the perimeter of the learning space. This allows students to assume responsibility for quickly selecting a piece of equipment. It is important to have a structured routine for collecting and returning equipment to save time. Students also need to have a clear expectation about their responsibilities for packing up equipment.

## ACTIVITY 3: Equipment: What do I have? What do I need?

### Purpose:

This activity helps identify the equipment currently in your school which could be used to teach fundamental movement skills. It also allows you to identify how some equipment can be modified to meet your needs.

### What's needed:

- Handout 7, page 87
- Snapshot 5 in the video, *Get skilled: Get active—Teach me how*.

### Steps:

1. Examine the equipment audit in Handout 7 and identify the equipment that is currently available in your school.
2. Make a list of any other equipment that you feel you would need in order to teach fundamental movement skills.
3. Using the information you have gathered, cross-reference the two lists to see if any equipment from List 1 could be modified to meet the needs of List 2.
4. You might like to watch snapshot 5, the lesson on the two-hand strike, for ideas. Try to be creative in your modifications, but remember safety!

## Equipment audit

	Number		Number
badminton racquets	_____	hockey sticks	_____
shuttles	_____	hockey balls	_____
baseballs	_____	soft crosse sticks	_____
T-balls	_____	soft crosse balls	_____
bases	_____	netballs	_____
T-ball stands	_____	portable/permanent posts	_____
baseball/softball/T-ball bats	_____	compasses	_____
fielding gloves	_____	“gator skin” foam balls	_____
basketballs		earth balls	_____
large	_____	tug-o-war ropes	_____
medium	_____	parachutes	_____
small	_____	frisbees	_____
whistles	_____	hula hoops	_____
kanga cricket bats	_____	tunnel balls	_____
cricket bats	_____	pimple balls	_____
cricket balls	_____	bean bags	_____
kanga cricket tees	_____	tennis balls	_____
skipping ropes	_____	paddle/totem tennis bats	_____
Australian Rules balls	_____	tennis racquets	_____
Rugby League balls	_____	rocker boards	_____
Rugby Union balls	_____	balance boards	_____
touch football balls	_____	hand pump & needle	_____
soccer balls	_____	vigoro bats	_____
witches hats	_____	volleyballs	_____
domes	_____	nets	
bibs: training bibs	_____	badminton	_____
braids	_____	volleyball	_____
benches	_____	tennis	_____
balance beams	_____	megaphone	_____
beat boards	_____	portable cassette player	_____
spring boards	_____	ten-pins	_____
gym mats	_____	sporting kits	
mini-trampolines	_____	cricket	_____
foam blocks/shapes	_____	softball/T-ball	_____
foam vault box	_____	soft crosse	_____
lummi sticks	_____	hockey	_____
gym balls	_____	sphairee	_____
gym ribbons	_____		
hoops	_____		
tambourines	_____		

## ACTIVITY 4: Getting organised

### Purpose:

This activity is designed to allow you to reflect on the strategies used in the snapshots in *Get skilled: Get active—Teach me how*. This activity is best done as part of a staff meeting or with a large group to allow smaller groups to focus on specific issues.

### What's needed:

- the video, *Get skilled: Get active—Teach me how*
- the list of focus questions.

### Steps:

1. Split the group into four smaller groups.
2. While the whole group watches all the snapshots in the video, each group is responsible for reporting back on a focus question for each snapshot.
  - What signals were used by the teacher? How and when were they used?  
Can you think of any other signals that could have been used in these situations?
3. Allocate each group a particular focus question. These are as follows.
  - What types of equipment were used in the lesson? How was the equipment distributed? Was any modified equipment used? If so, what was it and how did it replace other forms of equipment?
4. After the video, *Get skilled: Get active—Teach me how*, ask participants to work through the questions to create a summary of the key features of each lesson.
5. Ask each group to report its summary of the lesson back to the whole group.



## Working with groups

### Making groups

It is important when planning lessons to identify the size of groups needed to allow for optimal practice in each activity. Smaller groups allow more practice time for students. If possible, you should also try to maintain the same groups for the majority of the lesson. If a change in group size is necessary, it is easier to combine existing groups, rather than re-organising groups entirely.

### Moving students into groups

Group work is used in many different areas in teaching and learning. Some simple ways of forming groups include:

- numbering each student and then combining students with the same number
- giving each student an animal to imitate. Students make the noise of their animal and find other students making the same noise
- playing clumping games e.g. 4 elbows together, 6 sets of knees together etc.
- organising students into a designated number of lines.

It is often necessary to move groups between stations and activities or between playground areas. In order to cause the least possible disruption to the lesson, it is necessary for

students to have a routine to follow when moving in groups. An example of a routine could be:

- when you hear the whistle, sit down in your groups
- move in a clockwise direction to the next station or activity
- wait until you hear the whistle again, before you begin the next activity.

Whistles and other identifiable signals can be very useful when trying to move and organise groups. Time should be spent at the beginning of a lesson or unit to ensure students understand the various routines and signals which will be used during the lessons.

The video, *Get skilled: Get active—Teach me how*, demonstrates how groups can be organised in a lesson. Snapshot 6, focusing on the catch, highlights the use of a warm-up game to organise groups of students. These groups are used in the grids for the skill practice activities (four per group) and are then combined with another group to form larger groups for the minor game.

### Use of different group formations

The following formations can be used for a range of activities. Some formations can be used for the whole class while others are more suited to smaller groups of students. It may be necessary to teach students how to organise themselves to work in these formations before they can be used effectively.



*Students need to have a set routine to follow when moving in groups*



Formation	Things to consider	Example <i>T = teacher X = student</i>
Scatter	<ul style="list-style-type: none"> <li>• Can be used for exploring movement.</li> <li>• Make students aware of boundaries before commencing activities.</li> <li>• Ensure students have enough personal space for moving by stretching arms out horizontally and making sure they can't touch anyone else.</li> <li>• Teacher should move among the students providing feedback and encouragement.</li> </ul>	<pre>       T X           X            X         X           X X                   X            X </pre>
Single circle	<ul style="list-style-type: none"> <li>• Can be used for practising simple skills, for games, dance and whole-class discussion.</li> <li>• Use floor markings to form circle or ask group to join hands and spread apart without letting go.</li> <li>• When talking to the class, stand outside the circle. When observing performance move around the circle.</li> </ul>	<pre>       X T      X   X     X     X    X       X   X         X  X           X X           X </pre>
Double circle	<ul style="list-style-type: none"> <li>• Can be used for partner activities and dance.</li> <li>• Use floor markings to designate places.</li> <li>• Consider changing partners for variety.</li> <li>• When talking to the class or group stay on the edge of the circle.</li> <li>• When observing performance of a skill, move around the circle.</li> </ul>	<pre>       X X      X X     X X    X X   X X  X X X X X X X X X X </pre>
Half circle	<ul style="list-style-type: none"> <li>• Can be used when giving demonstrations and instructions.</li> <li>• Use existing circle markings if possible (e.g. centre circle in soccer or keyhole in basketball).</li> <li>• Teacher should stand slightly outside the half circle.</li> </ul>	<pre>       X X X      X       X     X         X    X           X   X             X  X               X </pre>
File	<ul style="list-style-type: none"> <li>• Can be used to provide practice opportunities for throwing and kicking.</li> <li>• Teachers should ensure that the number of students in each file is no more than four.</li> <li>• Use witches hats or markers to define positioning of each file.</li> <li>• Teacher should stand in front of the files to talk to the class or beside an individual student to observe the performance of the skill.</li> </ul>	<pre> O   O   O   T X   X   X X   X   X X   X   X X   X   X </pre>
Parallel lines	<ul style="list-style-type: none"> <li>• Can be used to provide practice opportunities for throwing, catching and kicking skills.</li> <li>• Make distance between lines sufficient to promote proper execution of the skill.</li> <li>• Establish safety routines for retrieving balls and objects in the middle e.g. "no-go" zone.</li> <li>• Teacher should move between groups to observe and correct performance of the skill when necessary.</li> </ul>	<pre> X   T   X X       X X       X X       X X       X X       X </pre>

Formation	Things to consider	Example
Relays	<ul style="list-style-type: none"> <li>• Can be used to provide practice opportunities for locomotor skills.</li> <li>• Maximise participation by making the numbers in the groups small.</li> <li>• Try to incorporate skill development into relays.</li> <li>• Teacher should move between groups to observe and correct performance if necessary.</li> <li>• Use formations such as the single circle and parallel lines to add variety to the usual file and parallel line relays.</li> <li>• To reduce the pressure of competition, run different relay activities for each group.</li> <li>• Use markers to define start line to stop groups gradually drawing together.</li> </ul>	
Grids	<ul style="list-style-type: none"> <li>• Can be used to provide practice opportunities for all fundamental movement skills.</li> <li>• Grids can be marked out using witches hats, markers or existing ground markings.</li> <li>• The number of students in each group should not exceed five and there should be sufficient equipment for maximum participation.</li> <li>• Each activity should be of short duration, with 3 or 4 different activities within the grid session.</li> <li>• The size of the grids will vary depending on the space available and the type of activity.</li> <li>• The teacher should play an active role and move around each group to observe and provide feedback.</li> </ul>	
Stations	<ul style="list-style-type: none"> <li>• Stations can be used to provide practice opportunities to refine movement skills using a variety of equipment and activities.</li> <li>• Students can work by themselves or with others and should be encouraged to work towards their personal best.</li> <li>• There should be enough activities to allow participation for groups of 3-4 students.</li> <li>• A circular format works well, with the teacher stationed in the middle to observe activities and encourage students.</li> <li>• The teacher may prefer to be positioned at a particular station to closely observe and provide feedback about individual performance.</li> </ul>	

Snapshot 6 in the video, *Get skilled: Get active—Teach me how*, highlights techniques for moving groups around grids. The teacher asks one group to remain in their grid and moves the other five groups on. This allows for quick movement between activities and maximises practice time.

## ACTIVITY 5: Working with groups

### Purpose:

This activity is designed to allow you to reflect on your own practices when using group work.

### What's needed:

- the video, *Get skilled: Get active—Teach me how*

### Steps:

1. Discuss with a colleague the strategies used in the video, *Get skilled: Get active—Teach me how*, for organising students into groups.
2. Discuss the successful strategies you have used to organise students into groups. This strategy could have been used in a PDHPE lesson or a lesson from another key learning area.
3. Ask a colleague to team-teach a fundamental movement skill lesson with you.

Reflect on and discuss the lesson. Some examples of questions could include:

- How did you initially organise your students into groups?
- Did the size of each group suit the activity?
- What signals did you use and were they effective?
- How did you move students from one space to another? Was this time-efficient?
- Did the group formation suit the activity?

## Teaching the lesson

### What do I need to consider when teaching fundamental movement skills?

When teaching fundamental movement skills to students in Early Stage 1 and Stage 1, it is important for you to remember the following points:

- introduce the main aspects of the entire skill
- provide a demonstration of the skill to help the student form a mental picture
- provide plenty of opportunities for exploration of the skill itself and self-discovery of the general principles of the skill
- when possible, compare the new skill with similar skills that the student may be familiar with or contextualise when the skill would be used in games and activities
- provide immediate, precise and positive feedback concerning the performance of the skill
- focus feedback on the process of performance and avoid focusing on the product of the performance.

When teaching students in Stages 2 and 3, it is important to:

- provide numerous opportunities for practice and application of the skill
- provide opportunities for refining skills in a supportive, non-threatening environment
- devise practice sessions that progressively focus on greater refinement of skills



*Perfect practice makes perfect*

- be able to analyse skills and provide frequent, precise and positive feedback. Remember, “perfect practice makes perfect”
- allow for individual differences in the rate of learning skills
- focus attention on the whole skill whenever possible
- practise at the rate and in the manner in which the skill would be performed in real situations.

When teaching fundamental movement skills it is important to:

- provide appropriate instruction through the efficient use of teaching cues
- use a question approach to explore the students’ understanding of the skill
- demonstrate and provide feedback to the students about their performance of a skill.

### How can I get students’ attention?

Gaining the attention of students during a PDHPE or sport lesson requires using a variety of communication skills. The following suggestions can help you to gain students’ attention.

- Stand where you can be seen by all students. This position will change depending on the group formation.
- Position yourself so you can maintain eye contact with all students. It may be necessary to seat the group in order to see the students at the back.
- Use a recognisable signal. For example, use a whistle in an outdoor environment or when students are spread out in a large space, or use a tambourine or drum in the classroom or large indoor learning space. Using a simple clap of the hands is often effective in gaining students’ attention.
- Be consistent with the signal or cue you use for gaining attention. Also be consistent in your expectations of what the students do when they hear or see your cue (e.g. do you want students to freeze, sit on the spot, move to a home area or sit down in their groups?)

### How do I maintain students’ attention?

Once you have gained the students’ attention, it is important to maintain it while you give them instructions. You should consider the following points.

- Minimise the distractions in the environment. If students are holding equipment, they need to have a clear understanding of what to do with it (e.g. put it on the ground next to you, do not bounce the basketballs etc). You should be conscious of what is happening in the surrounding environment, which may also distract students. If there are other groups out in the playground, it may be necessary to sit students down so they are facing away from the distractions.
- Talk “to” the students, not “at” them. Involve students in the delivery of instructions by asking them for clarification of what has been said. Use terminology which is “student-friendly”. Don’t use terminology which they will not understand.
- Ensure that all students can hear what you are saying. Voice projection in an outdoor environment or larger indoor learning space can be difficult. In some cases it may be necessary to use a second signal to move students in closer when giving instructions.
- Be succinct with your instructions. The longer you keep students inactive, the more restless and inattentive they will become. Demonstrations can be an effective way of quickly giving and clarifying instructions.

Research also suggests that students can learn only a limited amount of new material. Giving students too much information, or progressing to new information before students have grasped a concept, may hinder the learning process. Teaching cues have been developed for each of the fundamental movement skills featured in this resource. These cues can be found within the descriptions of each of the fundamental movement skills in Chapter 3.

Consider the following guidelines when using teaching cues.

- Encourage students to practise the whole skill but focus on one component of the skill with a relevant teaching cue.
- Give only one cue at a time.
- Use no more than three different cues in a lesson.
- Minimise the delay between the demonstration of the skill by students and the application of the cue to the skill.
- Use the same cues when providing feedback to students about their performance. For example, “Well done, you kept your eye on the ball. Now try to bend your elbows.”

### What do I need to “say” when teaching fundamental movement skills?

Teaching cues are short phrases that direct a student’s attention to particular components of a skill. They can be short verbal reminders of the complete skill or components of the skill. Cues can also create a simple image of a technical concept for students.

Students are often overloaded with information and technical jargon when they are trying to learn or refine a skill. Teaching cues can be used to simplify this information. Research indicates that the use of teaching cues, combined with demonstration and explanation, can produce significant gains in skill development.



*Practising the skills*



### How do I know if the students understand the skill?

Checking for understanding involves students recalling information or being able to demonstrate their understanding in a practical situation. If students are able to recall information to answer a question or can effectively demonstrate what they have been asked to do, then you can assume that they have understood the instructions and teaching.

Checking student understanding not only helps you to ascertain whether your teaching has been effective but also holds students accountable for their own learning. Checks for understanding should occur throughout the lesson. For example, before beginning a skills practice, ask a specific question about the procedures to be followed during the practice or ask a group for a brief demonstration of the activity. At the conclusion of the lesson, summarise the learning by asking some questions about the key elements of the lesson, including teaching cues for the skill learnt.

It is also useful to check for retention of knowledge from previous lessons. Checking for retention can be achieved through questioning or demonstrating skills, or recalling teaching cues from previous lessons.

### Do I need to demonstrate the skill?

Demonstrations are an essential component when teaching fundamental movement skills. They provide a means of communicating information effectively to more students in less time. It is not necessary for you, as the teacher, to personally demonstrate all fundamental movement skills and their components. However, in some instances, you may need to demonstrate the proper technique for particular skills. This can be done in a number of ways, for example:

- show the correct starting position and then verbalise the instructions from that point
- provide a complete demonstration of the skill
- break down the skill and demonstrate one or two components of it
- use television footage or videos such as video 1 of this resource, *Get skilled: Get active—Show me how*, as a visual demonstration of the

skill before students practise the skill themselves

- use students to demonstrate a fundamental movement skill or components of the skill.

When demonstrating a skill you should consider the following points.

- Ensure you have the attention of all students and do not compete with distractions such as noise or other activity.
- Select a good position to demonstrate the skill, taking into account glare from the sun, wind direction and amount of space needed.
- Keep verbal instructions to a minimum.
- Reduce the amount of information given and use language which the students will understand.
- Demonstrate the whole skill at full speed first. This could be done as a drill or in a game situation.
- Use teaching cues to highlight the critical elements of the demonstration.
- Ask students to perform their interpretation of the skill from the initial demonstration.
- Provide individual and whole-group feedback from observations of initial interpretations.

The demonstration should be directed towards increasing the students' understanding of the skill and its components by encouraging them to observe critically and analyse what they have just seen. The demonstration should be followed by an opportunity to practise. Remember, the more complex the skill, the more demonstrations will be needed to allow students to form a mental picture of what the skill looks like.

Student demonstrations are more effective as a teaching tool, because it allows students to see someone of their own age and ability performing the skill. Care must be taken to select a student who can perform the desired demonstration. Rotating demonstrations among many students is sound practice. All students should have the opportunity to demonstrate at some time; however, using the more skilled students is often hard to avoid. As groups practise a skill, you can observe a correct performance by a student and





*Teacher demonstrating a skill*

draw the attention of the class to the peer demonstration. It is important, when students are demonstrating a skill, that other members of the class support and encourage the student to promote positive participation.

#### What feedback is necessary for students?

Feedback is the information students receive during or after performance of a skill. Feedback is essential for learning because it gives students immediate information about the correctness of their actions. It can also lead to the correction of errors and can reinforce the correct performance of a skill. Feedback can be given about the total performance of a skill or about the performance of individual components.

Feedback can come from the teacher or from other students. Students who perform the skill can also provide feedback about the performance of the skill when they talk about how the movement felt, whether it felt right or whether a change in the performance of that skill had occurred.

To use feedback effectively it is important to remember the following points.

- Use feedback during and immediately following the performance of a skill.
- Focus on correcting one error at a time.
- Be precise about the cause of the error and tell the student how to correct it.
- Check to see that the learner understands the feedback.
- Use genuine, positive feedback that encourages the student.
- Correct errors by beginning with a positive statement, followed by an instructional hint and finishing with a compliment. For example, “I liked your back swing; now try to step towards the tee. You’re showing a lot of improvement.”

In every classroom, successful teachers incorporate feedback, teaching cues, demonstration, management and organisational strategies into their teaching practices. If these teachers were given the opportunity to reflect on how these practices came to be part of their repertoire, they would probably reply that it wasn’t an overnight phenomenon, but something which evolved with practice.

## ACTIVITY 6: Practical application

### Purpose:

This activity is designed to allow you to choose an aspect discussed in this chapter and to develop strategies to strengthen this area of your teaching.

### What's needed:

- Handout 8, page 98

### Steps:

1. Choose an area discussed in this chapter and reflect on your teaching practice. Write this down in the first column of Handout 8 as the “Identified area of improvement”.
2. Locate the relevant section in this chapter that deals with your identified area of need.
3. List a selection of strategies that would enable you to strengthen this area of your teaching. See example listed on Handout 8.
4. Plan to incorporate these strategies into a lesson and then analyse how successful they were. Write the comments down in the personal reflection column. It may be necessary to include a follow-up comment which describes what you might do differently next time.

## Things to work on

Identified area of improvement	Strategies	Personal reflection
<p>Gaining and maintaining students' attention outside.</p>	<ul style="list-style-type: none"> <li>• Use a whistle as a signal.</li> <li>• Whistle means freeze; students to hold equipment still.</li> <li>• After freezing, on next whistle students walk to designated area (under tree) for clarification and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Whistle worked really well: positive reinforcement was used to really push the point that it meant freeze.</li> </ul> <p>Follow-up: I need to make clear what I want done with equipment when returning to area.</p>

## ACTIVITY 7: Identifying the key elements

### Purpose:

This activity revises the key elements of a lesson needed to successfully teach fundamental movement skills. It can be undertaken as a group activity or on an individual basis.

### What's needed:

- the video, *Get skilled: Get active—Teach me how*
- Handout 9, page 100

### Steps:

1. View the video, *Get skilled: Get active—Teach me how*.
2. As you watch each snapshot, allocate the key features of the lesson to one of the following two categories: features that relate to managing and organising the lesson, and features related to teaching the lesson.
3. Discuss your findings with a colleague.

# Assessing fundamental movement skills

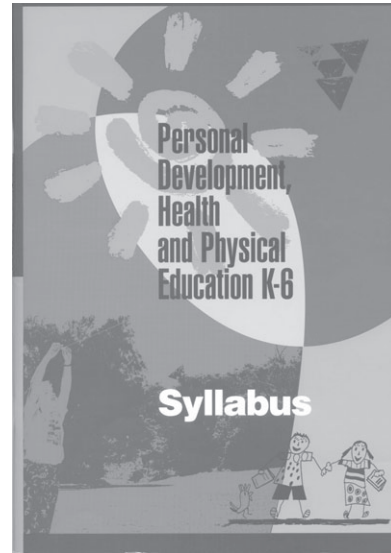
## What's in this chapter?

This chapter examines the place of assessment when you are teaching fundamental movement skills and looks at ways to assess fundamental movement skills as part of your PDHPE program.

This chapter identifies the links to the PDHPE K-6 syllabus and provides ideas for assessing and recording information about the development of students' fundamental movement skills.

## Links to the PDHPE K-6 syllabus

Fundamental movement skills are an integral component of the PDHPE K-6 syllabus. The overall description of student achievement which



is typically expected by the end of a stage is included as part of the *Stage Statements* in the syllabus. The stage statements for the PDHPE K-6 syllabus are as follows.

Stage Statements			
Stage statements provide an overall description of student achievement that is typically expected at the end of a stage.			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>Early Stage 1 students describe physical changes that have occurred since birth. They can name and recognise a range of feelings and increasingly use self-control to deal with anger or excitement. Students learn and practise social skills such as listening, sharing and showing concern.</p> <p>They describe positive hygiene and nutrition practices and when it is safe to take medication. They can identify people who can help them. Students talk about feeling safe and unsafe and describe actions they can take if they feel unsafe.</p> <p>As students begin to make choices and decisions for themselves, they begin to experience a sense of control over their lives.</p> <p>Students are taught and practise the fundamental movement skills of balance, sprint run, vertical jump and the catch (with a small object). These skills will be further developed during Stage 1. Students talk with each other about their achievements.</p>	<p>Stage 1 students describe similarities and differences between themselves and others and can record changes that occur to people over time. They talk about different kinds of relationships and things that are special to them. Students learn cooperation and skills for developing positive relationships.</p> <p>Students describe what people do to stay healthy. They make personal health choices and give reasons for their choices. They identify appropriate use, administration and storage of different types of medications. They identify the factors that are safe and unsafe in a particular environment, strategies they can use in unsafe situations and networks of support people.</p> <p>Students further develop the Early Stage 1 fundamental movement skills and progress to a range of additional skills. In Year 1 the hop, side-gallop, skip and overarm throw are introduced, followed by the leap, kick, two-handed strike and dodge in Year 2.</p> <p>Students participate in creative play and games and adapt new skills to integrate into their free play. They perform basic movement patterns by themselves and in groups. They perform movement sequences by following and repeating simple movements, rhythms and patterns.</p> <p>Students identify experiences that they enjoy and describe how they feel before and after exercise.</p>	<p>Stage 2 students explain differences in growth and development between individuals at different stages. They identify their own strengths and are establishing a positive self-concept.</p> <p>Students explain how positive relationships are developed and participate in group situations, showing consideration for the needs, rights and feelings of others. They learn to recognise situations of potential abuse or when abuse is occurring so that they can take appropriate actions. They identify major steps involved in making healthy lifestyle decisions and are aware of their responsibility in contributing to a healthy environment.</p> <p>Students understand the reasons why people use drugs for medical and non-medical purposes. They can discuss how use of drugs such as tobacco and alcohol can cause harm. They explain the need for rules and laws made for the protection of themselves and others.</p> <p>Students demonstrate proficiency at the static balance, sprint run, vertical jump, catch, hop, side-gallop, skip and overarm throw. They practise each skill in a variety of contexts.</p> <p>In structured experiences and games, including modified sports, students throw, strike and propel for speed, distance and accuracy, and catch and field a variety of objects. They perform basic movement sequences with consistency and control in games, a range of dance styles and while moving over apparatus and using equipment.</p> <p>Students discuss their activity patterns and how activity contributes to health and fitness. Through participation in a wide range of movement experiences they recognise the effects of physical activity on the body.</p>	<p>Stage 3 students describe the bodily changes associated with puberty and how the rate of change varies among individuals. They value the uniqueness of their own personal development and take increased responsibility for their own wellbeing.</p> <p>They identify their roles and responsibilities within groups and are increasingly able to resolve conflict and communicate effectively with others.</p> <p>Students are developing more advanced skills for establishing and maintaining positive and caring relationships. They increasingly value the qualities of empathy and respect in relationships. Students distinguish between positive use of power and abuse of power in relationships. They can plan for safety and respond appropriately in risk situations.</p> <p>Students identify products and substances that have a positive and negative effect on the body, such as food, drinks, prescription and non-prescription drugs, alcohol and tobacco. They take responsibility for the decisions they make and recognise the effects that their decisions have on themselves and others and how they contribute to a healthy environment.</p> <p>They accept that they have a responsibility to contribute to community safety and understand some basic first aid procedures.</p> <p>Students demonstrate proficiency at the leap, kick, two-handed strike and the dodge. They practise each skill in a range of challenging contexts.</p> <p>Through participation in a range of activities, structured games and sports, students demonstrate the application of movement skills with increasing confidence and precision. They create and perform movement sequences with control and coordination, demonstrating cooperative effort in a range of games, dance and gymnastics experiences.</p>

Specific statements relating to fundamental movement skills are outlined below.

### Early Stage 1

*Students are taught and practise the fundamental movement skills of the static balance, sprint run, vertical jump and the catch (with a small object).*

### Stage 1

*Students further develop the Early Stage 1 fundamental movement skills and progress to a range of additional skills. In Year 1 the hop, side-gallop, skip and overarm throw are introduced, followed by the leap, kick, two-handed strike and dodge in Year 2.*

### Stage 2

*Students demonstrate proficiency at the static balance, sprint run, vertical jump, catch, hop, side-gallop, skip and overarm throw. They practise each skill in a variety of contexts.*

### Stage 3

*Students demonstrate proficiency at the leap, kick, two-handed strike and the dodge. They practise each skill in a range of challenging contexts.*

NSW Board of Studies (1999).  
*PDHPE K-6 Syllabus.*

Typically at the end of each stage i.e. Kindergarten, Year 2, Year 4 and Year 6, teachers need to make a judgement about student performance. Are students *progressing towards*, have they *achieved* or are they *working beyond* the outcomes for that stage?

Outcomes are statements of the knowledge and understandings and skills which, it is expected, most students will gain by the end of a stage. The syllabus outcomes which have the most relevance to fundamental movement skills are those related to the *Games and Sports* strand and from the skill outcome of *Moving*.

Each outcome in the syllabus is accompanied by a set of indicators. Indicators provide examples of the behaviours which students might display as they work towards achieving the outcomes. Indicators can assist teachers to monitor progress within a stage, as well as to help make a judgement at the end of the stage.

The table below shows the outcomes and sample indicators from the *Games and Sports* strand in the syllabus.

EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
<p><b>GSES1.8</b></p> <p>Demonstrates fundamental movement skills while playing with and sharing equipment.</p>	<p><b>GSS1.8</b></p> <p>Performs fundamental movement skills with equipment in minor games.</p>	<p><b>GSS2.8</b></p> <p>Participates and uses equipment in a variety of games and modified sports.</p>	<p><b>GSS3.8</b></p> <p>Applies movement skills in games and sports that require communication, co-operation, decision making and observation of rules.</p>
<ul style="list-style-type: none"> <li>• Moves and stops a ball with hands and feet, e.g. roll and dribble</li> <li>• Runs with equipment, e.g. rope, large balls</li> <li>• Performs skills such as the static balance, sprint run and vertical jump</li> <li>• Catches a small object with two hands</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in a range of minor games that assist skill development</li> <li>• Throws a small ball or beanbag overarm to a wall, target or partner</li> <li>• Strikes a ball from a tee with a small bat</li> <li>• Performs and practises skills such as the hop, side-gallop, skip and overarm throw</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates fun ways of practising skills e.g. partner, team</li> <li>• Practises and refines movement skills in a variety of games from a range of cultures</li> <li>• Demonstrates a range of skills in practice and modified games</li> <li>• Proficiently demonstrates skills such as the static balance, sprint run, vertical jump and catch</li> <li>• Proficiently demonstrates skills such as the hop, side gallop, skip and overarm throw</li> </ul>	<ul style="list-style-type: none"> <li>• Combines a series of skills for use in a game, e.g. run, kick, catch and pass</li> <li>• Identifies people who can help them improve their game and sports skills</li> <li>• Proficiently demonstrates skills such as the leap, kick, dodge and two-hand strike.</li> <li>• Applies fundamental movement skills in sports, games and physical activities</li> </ul>

NSW Board of Studies (1999). *PDHPE K-6 Syllabus.*



While the major focus of the knowledge and understanding outcomes for fundamental movement skills is within the *Games and Sports* strand of the PDHPE K-6 syllabus, other movement strands also support the development of fundamental movement skills. For example, the *Dance* and *Gymnastics* strands will provide many opportunities for students to be taught, to practise and to develop proficiency in fundamental movement skills. The development of fundamental movement skills, such as the static balance, the hop, leap and skip, is an essential prerequisite if students are to experience success in both dance and gymnastics.

There are five essential skills that students should develop from PDHPE. These are communication, decision making, interacting, problem solving and moving. The skill outcome that has the most relevance to fundamental movement skills is *Moving*. The following diagram outlines the outcomes and sample indicators relating to this skill.

EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
<p><b>MOES1.4</b> Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p>	<p><b>MOS1.4</b> Demonstrates a maturing of basic movement and compositional skills in a variety of predictable situations.</p>	<p><b>MOS2.4</b> Displays a focus on quality movement in applying movement skills to a variety of familiar and new situations.</p>	<p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations.</p>
<ul style="list-style-type: none"> <li>• Maintains stillness of head and trunk when balancing</li> <li>• Demonstrates balance and high knee lift when sprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Hops on preferred and non-preferred foot</li> <li>• Strikes a stationary object, e.g. soccer ball, T-ball</li> <li>• Repeats movements to form a sequence, e.g. jump, hop, run</li> </ul>	<ul style="list-style-type: none"> <li>• Throws overarm proficiently</li> <li>• Kicks and strikes proficiently for distance</li> <li>• Performs a simple dance combining locomotor and non-locomotor movements</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts throwing action to cater for different types of equipment for distance, accuracy and speed</li> <li>• Transfers sequence of locomotor and non-locomotor movements from the floor to simple apparatus (bench, hoops)</li> <li>• Varies running patterns to cater for sprinting, distance running, side stepping, dodging and defensive marking</li> </ul>

NSW Board of Studies (1999). *PDHPE K-6 Syllabus*.

The achievement of skill outcomes is essential as they underpin all learning in the *Games and Sports*, *Gymnastics* and *Dance* strands. The ability to control bodily movements in a range of new and challenging situations is paramount for the acquisition of fundamental movement skills.

## Exploring assessment

### What is assessment?

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

NSW Department of School Education (1996). *Principles for assessment and reporting in NSW government schools.*

### Why do I need to assess the development of students' fundamental movement skills?

The main reasons we need to assess and monitor student performance are:

- to enhance student learning. This can help diagnose student needs and will enable you to provide valuable feedback to students.
- to evaluate the effectiveness of PDHPE programs. This will assist you in identifying the strengths and weaknesses of your program and help you to select future teaching strategies to achieve the outcomes of the unit.
- to provide information for reporting student achievement. This can help you to provide feedback on the quality of student performance and also assist you in providing feedback to parents.

It is important to note that the development of fundamental movement skills is only one part of the PDHPE syllabus. Other important outcomes also need to be assessed as part of your PDHPE program.

### How do I make judgements about student performance and achievement of syllabus outcomes?

It is not possible to make a judgement about the achievement of an outcome on the basis of one performance alone or by using a single assessment strategy. You will need to make a judgement based on a range of evidence. Students need to be given opportunities to demonstrate achievement of an outcome in a range of contexts. You need to build into your

teaching and learning practice ways of monitoring and assessing fundamental movement skills.

Your own informal observations, such as watching students in the playground and at sporting carnivals, coaching sporting teams or observing students in PE lessons, can also alert you to any strengths and weaknesses with students' development of fundamental movement skills. In some cases, it may be necessary to diagnose precisely the nature and extent of the problem. As students' movement skills will be developing at different rates and in different stages, it may also be necessary to monitor the development of these skills over time.

From time to time, you will need to make a judgement or an estimate about where students are in terms of the development of fundamental movement skills. You will need to consider all the evidence collected and observations of what the students can demonstrate.

Although you may be able to say confidently that a Year 2 student can perform the skip competently, making a decision about the achievement of a related outcome such as GSS1.8, *Performs fundamental movement skills with equipment in minor games*, may be less clear.

Moving from making decisions about indicators to making an on-balance judgement about the achievement of an outcome is not an automatic process. The indicators can be regarded as "notes" or as an ongoing record of students' achievement. At some point the information gathered about the performance is used to make a judgement about the achievement of the outcome. There is no magic number of indicators that add up to the outcome, nor is there a formula for the number of times an indicator should be observed before you know it is there. Hence, the focus of your attention moves from making judgements about indicators to making a judgement about the achievement of the outcome.

When making judgements about the achievement of the outcome you may use an expected standard as a means of comparison and make this decision at a point in time. For example,

the expected standard may be:

- a three-point scale
  - working beyond
  - achieved
  - progressing towards

or

- a five-point scale
  - working beyond
  - achieved
  - progressing towards
    - beginning
    - developing
    - consolidating

If we focus on the outcome GSS1.8, *Performs fundamental movement skills with equipment in minor games*, you may consider a student:

is **working beyond** this outcome if he or she:

- can demonstrate and suggest ways of practising fundamental movement skills
- can demonstrate proficiently all the fundamental movement skills introduced in Stage 1
- is able to assist in peer coaching and provide meaningful feedback to other students
- can demonstrate a range of skills in practices and modified games e.g. throwing and catching in moving and stationary positions
- is able to adapt to using a wide range of equipment in games

has **achieved** this outcome if he or she:

- can participate in a range of minor games and practices that assist in the development of skills
- can demonstrate all fundamental movement skills as part of simple games
- can use equipment to demonstrate successfully various fundamental movement skills e.g. throw a small ball or beanbag overarm to a wall
- is able to identify and perform the most efficient ways of using a variety of games equipment e.g. correct grip and stance when striking a ball off a tee

is **progressing towards** this outcome if he or she:

- can demonstrate the introductory components of the static balance, sprint run vertical jump and hop but does not demonstrate the fine-tuning components
- can demonstrate some of the introductory components of the fundamental movement skills introduced in this stage: hop, side gallop, skip, overarm throw (Year 1) and leap, kick, two-hand strike and dodge (Year 2)
- is experiencing difficulty using simple equipment e.g. catching a large ball, maintaining the grip on a paddle bat.

## Planning to assess fundamental movement skills

Planning ensures that assessment and reporting are manageable and maximises the usefulness of the strategies selected. When planning to assess fundamental movement skills, you will need to consider the timing, frequency and nature of your assessment strategies.

The following five points should form the basis of planning for assessment.

- Syllabus outcomes are identified for the unit or topic.
- Teaching and learning activities for the unit or topic are programmed for the outcomes.
- A decision is made concerning which teaching and learning activities will provide good assessment information.
- A manageable range of assessment strategies is then selected and a decision is made whether to include any external strategies, such as a topic test.
- At the end of a unit, on the basis of the assessment evidence, the teacher either places students at the appropriate stage outcome or uses the evidence collected to make a decision at a later date.

NSW Department of School Education (1997).  
*Strategies for assessment and reporting.*

To be able to assess your students' progress toward achievement in a stage, you will need to assess all the outcomes within that stage.

In the following example, Stage 2 teachers use the information from the PDHPE K-6 syllabus and the school's scope and sequence chart in PDHPE to plan which outcomes will be targeted and when they will be targeted. This applies across the whole of Stage 2 for PDHPE. This allows the teachers to be very specific about which outcomes they will target by having one or at most two outcomes for each topic. This makes the assessment of all outcomes a manageable process.

Here is a sample scope and sequence for Stage 2. The outcomes and units of work which focus on fundamental movement skills are in bold.

### Year 3

TERM 1	TERM 2	TERM 3	TERM 4
<i>Dance with confidence</i> DAS2.7	<i>Tumble and turn</i> GYS2.10	<i>Building my network</i> COS2.1	<i>On the go</i> INS2.3
<i>My growing self</i> DMS2.2	<i>Daily decisions</i> PHS2.12		<i>Safety first</i> SLS2.13

### Year 4

TERM 1	TERM 2	TERM 3	TERM 4
<i>Look out!</i> PSS2.5	<i>Enjoying the game</i> GSS2.8	<i>Get skilled</i> MOS2.4	<i>Get active</i> ALS2.6
	<i>Making decisions</i> GDS2.9	<i>Friends</i> IRS2.11	

When examining the range of outcomes which must be covered in a particular stage in the PDHPE K-6 syllabus it is important to plan which outcomes will be assessed and when. To check the plan ask:

- are all syllabus outcomes addressed within that stage?
- is the number of outcomes addressed in each unit or term manageable?
- will my teaching and learning activities allow the students to demonstrate achievement of the outcomes?
- when appropriate, will I be able to make a judgement about students' achievement of the outcome, based on evidence?

It is important to remember that, over the two-year period that encompasses PDHPE Stage 2, students will be working towards 13 different knowledge and understanding, and skills outcomes. It is important to note that, while you may be focusing on one particular outcome in a unit of work, this will not be the only time that evidence is collected and recorded for this outcome. Students will demonstrate many different behaviours when you are teaching other units related to fundamental movement skills, such as gymnastics and dance lessons. It is important that your observations of these behaviours are noted, to support you in making a balanced judgement about achievement of the outcome at the end of the stage. KIDMAP is an example of a software tool which can support teachers in recording and organising student data relating to outcomes. This is explored later in this chapter.

## Strategies to assess fundamental movement skills

When using an outcomes approach in your teaching you will need to make a judgement about students' achievement. These judgements are made on the basis of assessment evidence. A variety of strategies may be used to collect evidence on your students' performance. The following are examples.

- Observations.
- Anecdotal records, including spotlighting. \*
- Skills tests.
- Performance assessment.
- Rating scales, such as Likert scales.
- Peer assessment. \*
- Self-assessment, including student-teacher discussions, self-reports. \*

\* Strategies marked with an asterisk are explored later in this chapter.

To help make judgements easier for the teacher, assessment strategies should:

- be clear, with direct links to outcomes

- be integral to teaching and learning
- engage the learner
- be balanced, comprehensive and varied
- be valid
- be fair
- value the teacher's judgement
- be time efficient and manageable
- recognise individual achievement and progress
- involve a whole-school approach
- actively involve parents.

Adapted from: NSW Department of School Education (1997). The principles of effective and informative assessment in *Strategies for assessment and reporting, primary schools*.

The examples on the following pages are ways in which you can collect information about your students' fundamental movement skills and how this may provide evidence to support decisions made about their achievement of outcomes. These and many other strategies can be used across other key learning areas.



*Assessment should be part of the natural teaching and learning situation*



## Observation using spotlighting

Spotlighting is a process of focussing your attention on a few students each lesson instead of trying to critically observe everyone. You may choose to observe six students in one lesson, six in the next lesson and work through your class gradually. This process ensures that all students are observed systematically. It is also one way of ensuring that student progress is ongoing and monitored over a period of time.

In the following example, the teacher is using spotlighting to make decisions on student progress relating to the *Games and Sports* outcome for Stage 1 (GSS1.8). Spotlighting is used in this instance to focus the teacher's attention on six students each lesson throughout a unit of work. This has allowed the teacher to critically observe each student in the class before making any decisions about student progress.

The set of indicators in this example is not a checklist that, when completed, means the outcome is achieved. Rather, they assist the teacher to observe behaviours that students might display when working towards the outcome. At the end of the stage, the teacher makes a professional judgement about the achievement of the outcome. This assessment evidence is collected over time and in a variety of contexts.

Unit: Getting started		Week 8, Term 2	
Outcome: GSS1.8			
<i>Performs fundamental movement skills with equipment in minor games</i>			
<b>Indicators:</b>			
<ul style="list-style-type: none"> <li>• throws a small ball or beanbag overarm to a wall, target or partner</li> <li>• skips with a smooth rhythmical action</li> <li>• performs and practises skills such as the hop, side gallop and sprint run</li> <li>• participates in a range of minor games that assist skill development.</li> </ul>			
Spotlighting dates: <u>                    9/10  1/11  23/11  7/12                    </u>			
<u>Peter</u>		<u>Kate</u>	
Working beyond	<input checked="" type="checkbox"/>	Working beyond	<input type="checkbox"/>
Achieved	<input type="checkbox"/>	Achieved	<input checked="" type="checkbox"/>
Progressing towards	<input type="checkbox"/>	Progressing towards	<input type="checkbox"/>
<u>Joseph</u>		<u>Bronte</u>	
Working beyond	<input type="checkbox"/>	Working beyond	<input type="checkbox"/>
Achieved	<input type="checkbox"/>	Achieved	<input checked="" type="checkbox"/>
Progressing towards	<input checked="" type="checkbox"/>	Progressing towards	<input type="checkbox"/>
<u>Sam</u>		<u>Angela</u>	
Working beyond	<input type="checkbox"/>	Working beyond	<input checked="" type="checkbox"/>
Achieved	<input type="checkbox"/>	Achieved	<input type="checkbox"/>
Progressing towards	<input checked="" type="checkbox"/>	Progressing towards	<input type="checkbox"/>



In this example, the teacher has chosen to be more specific and has created three extra categories under “*Progressing towards*.” Each indicator is taken from within units of work which the class is focusing on that term. The teacher records the date when each indicator is observed. This information then enables the teacher to make judgements about student achievement at various times.

Term 3		Class: 4D									
<b>Outcome: MOS2.4</b> <i>Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.</i>											
Indicators	Aimee	Abdul	Charles	Dominic	Fred	Julie	Nicola	Peter	Susan	Katrina	
Throws proficiently	12/7	12/7		Has not been able to participate in weeks 4-9 because of a broken leg.	12/7		12/7		13/7	21/7	
Hops proficiently	2/8		2/8		2/8	2/8	2/8			2/8	
Applies skills such as static balance, sprint run, vertical jump and the catch into a variety of game situations					1/9		1/9	1/9	1/9	1/9	
Skips in time with a beat	22/9		2/9		22/9		22/9		22/9	22/9	
<b>Outcome:</b> <i>Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.</i>											
Progressing towards	Performance scale	Aimee	Abdul	Charles	Dominic	Fred	Julie	Nicola	Peter	Susan	Katrina
	Working beyond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Achieved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Consolidating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Developing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Beginning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Annotated class lists

Annotated class lists are another strategy to record chance observations of students. They are particularly useful in a busy classroom, as they allow you to write down observations for a variety of outcomes across key learning areas.

In the following example, an annotated class list is used to record observations of students' behaviour for the targeted outcomes in a unit of work.






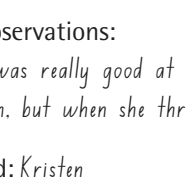

Subject: PDHPE		
Unit: Enjoying the game		Term 4
Targeted outcomes: GSS2.8, MOS2.4		
Naomi	Mark	Marissa
<p>GSS2.8 12/10 demonstrates efficient ways to use equipment 23/11 practises overarm throw with a partner</p> <p>MOS2.4 15/11 strikes for distance proficiently—T-ball and soccer ball</p>	<p>GSS2.8 15/10 uses equipment correctly 19/11 proficiency limited with soccer ball kick—work needed to place non-kicking foot beside the ball</p>	<p>MOS2.4 15/10 throws overarm proficiently 2/11 repeats movements to perform a sequence—run and skip</p>
Craig	Zlatco	Romy
<p>GSS2.8 30/11 uses equipment correctly—T-ball and cricket bat</p>	<p>GSS2.8 23/11 dribbles and kicks soccer ball proficiently 30/11 proficient overarm throw to a partner—catch needs more work, keeping eyes on the ball</p> <p>MOS2.4 15/11 has difficulty repeating a sequence to perform the skip. Run OK</p>	<p>GSS2.8 27/10 developing technique on grip—more work needed</p> <p>MOS2.4 21/11 Good grasp of applying skills in new situations</p>

## Peer and self-assessment

Peer and self-assessment provide invaluable feedback for students by allowing them to develop a better understanding of themselves as learners and develop responsibility for their own learning. By observing themselves and their peers, students are encouraged to reflect on their own learning by providing appropriate feedback. The following two examples show how peer assessment and self-assessment can be used as strategies to collect evidence of students' progress in fundamental movement skills.

### Example 1: Peer observation




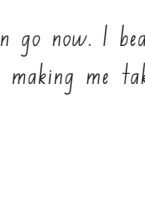

In the following example, a peer observation sheet is used in conjunction with a series of activities based around the overarm throw for a group of Year 4 students. Each group has been asked to provide feedback on a partner by observing each component of the overarm throw and writing a comment at the bottom.

My buddy was <u>Erica (4D)</u>	<b>Overarm throw</b>	Date: <u>2 March 2000</u>
	<input type="checkbox"/> eyes look forward	<b>KEY:</b> ✓ = success * = things needing work
	<input checked="" type="checkbox"/> stands side on	
	<input checked="" type="checkbox"/> throwing arm moves down and back	
	<input checked="" type="checkbox"/> steps towards the target	
	<input checked="" type="checkbox"/> hips rotate	
	<input checked="" type="checkbox"/> shoulders rotate	
	<input type="checkbox"/> throwing arm follows through, down and across the body	
<b>My observations:</b> <i>Erica was really good at throwing. She moved her arm down and back, stepped towards the target and followed through, but when she throws she looks at the ground.</i>		
Signed: <i>Kristen</i> Class: <i>4D</i>		

## Example 2: Student self-assessment

When students complete a self-assessment task, they are invited to comment on their own performance of a skill. Self-assessment can be the basis of discussions where feedback is received, or it may be the starting point for students to determine and nominate where they need further practice.

In this example, Dimitry, a Year 3 student, gives an assessment of his own performance after a series of vertical jumps.

Name: <i>Dimitry</i>	Vertical jump	Class: 3W
<b>Components</b>		
1. Eyes focused forward or upward throughout the jump.		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2. Crouch with knees bent and arms behind the body.		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
3. Forceful forward and upward swing of the arms.		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
4. Legs straighten in the air.		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
5. Lands on balls of the feet and bends knees to absorb landing.		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
6. Controlled landing with no more than one step in any direction.		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
An area I need to improve <i>is having a controlled landing.</i>		
Comments:	<i>I can't believe how much higher I can go now. I beat my previous highest score by 6cm. At times I think I lean too far backwards and this is making me take more than one step when I land.</i>	
Signed:	<i>Dimitry</i>	

## Managing the assessment information

Teachers use a variety of methods to record assessment information. This information needs to be systematically recorded to ensure that appropriate decisions about student achievement can be made. It is not practical to record comments on every student, every time you have a PDHPE lesson. However, it is important to develop a process for recording your observations about students' progress as part of your normal practice.

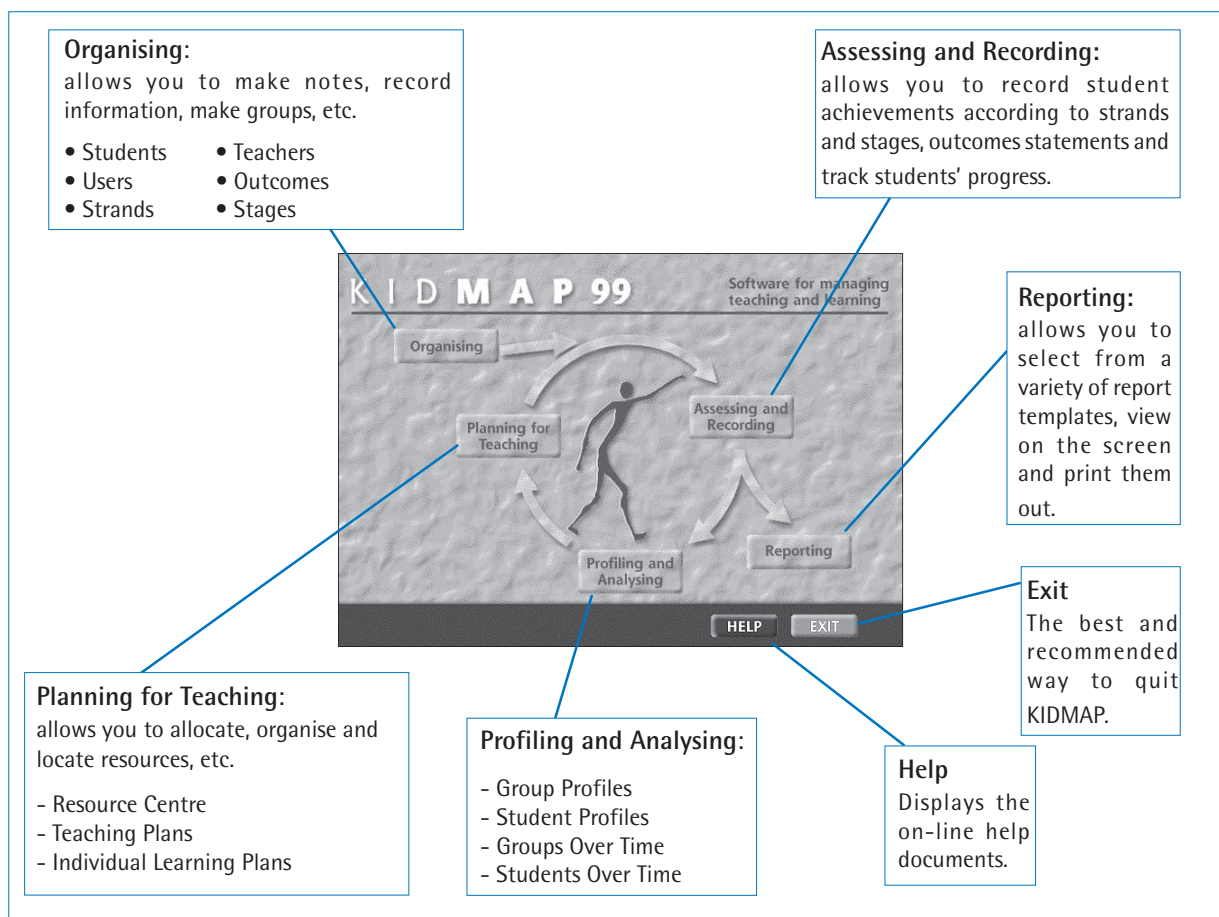
The assessment information collected for each student needs to be maintained so that teachers in future years remain informed. This information needs to be consolidated on student record sheets to ensure that this evidence does not go unnoticed or is not misplaced. Examples of effective methods include:

- curriculum management and support software (e.g. KIDMAP)
- portfolios
- file cards.

## Curriculum management and support software

The KIDMAP software supports teachers and school leaders in managing the curriculum at each stage of the teaching and learning cycle (see diagram below). KIDMAP enables teachers to plan, program, record, report and profile students' learning outcomes using the following NSW Board of Studies syllabuses.

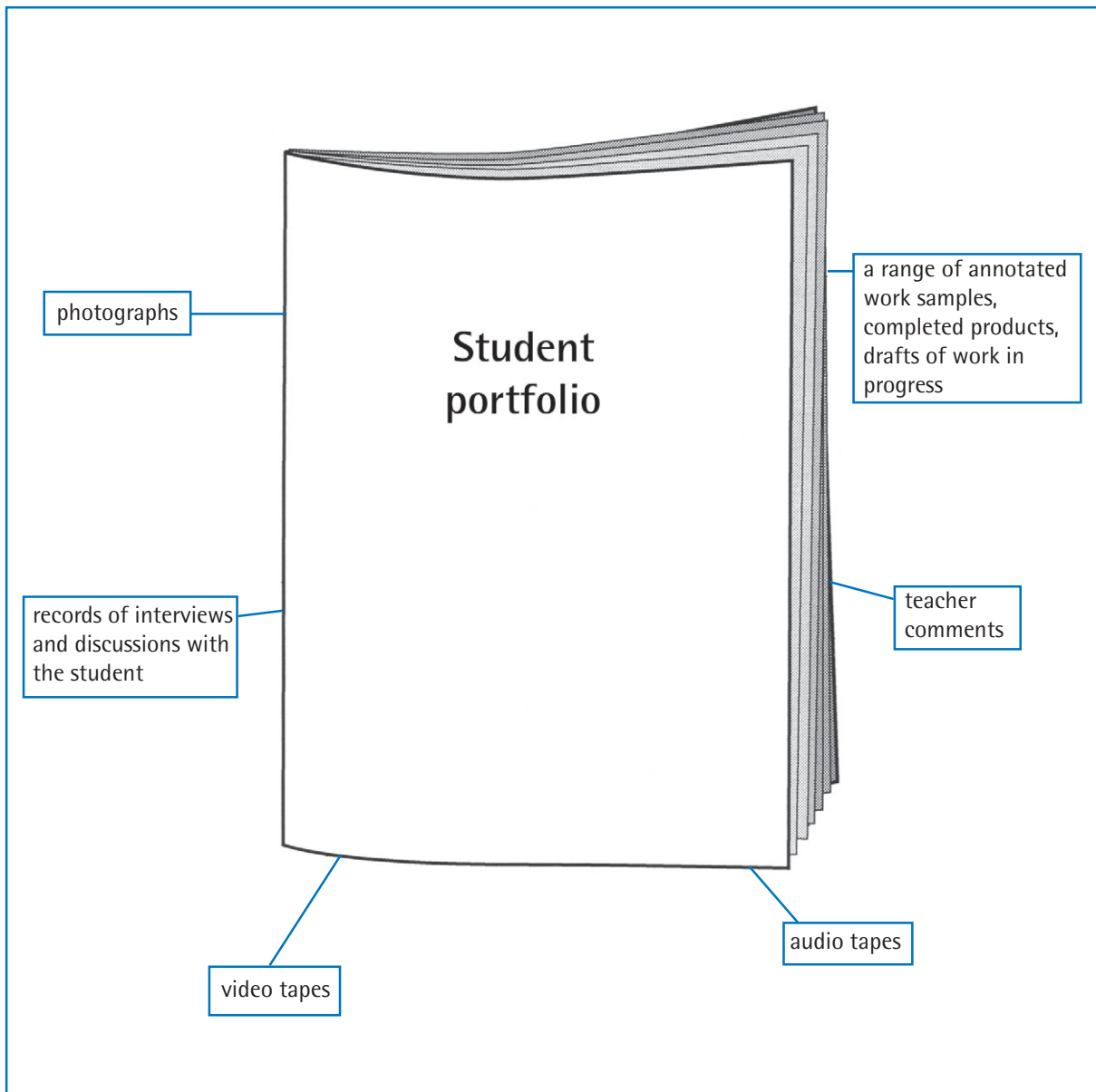
- PDHPE K-6
- English K-6
- Maths K-6 and Stage 4
- HSIE K-6
- ESL scales
- Selected language syllabuses.



## Portfolios

Portfolios are a specific collection of student work or evidence of student work (e.g. observation sheets from students' performance) that demonstrate that learning has occurred. In order for portfolios to be effective, they must have a clear intent and purpose linked to syllabus outcomes.

Portfolios provide evidence for judgements about students' achievement in a variety of contexts.

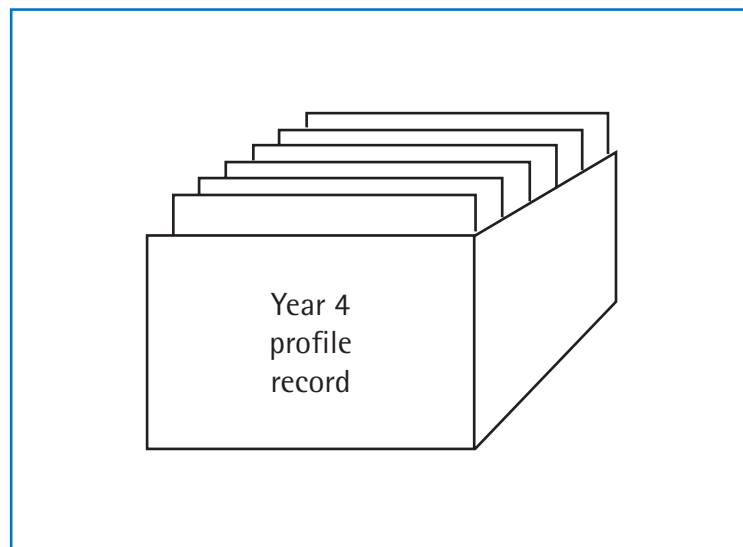




## File cards

File cards can be used to record your informal observations. This may include:

- keeping one folder for each student and writing comments on dated cards inside
- having a set of cards for each student, perhaps with different colours representing each subject or skill, with space on each to record your comments
- having a card for each student on a clipboard or noticeboard for easy access. When a card becomes full, simply file it for future reference
- using a computer as an electronic file, employing the “cut” and “paste” options to create a separate file for each student.





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