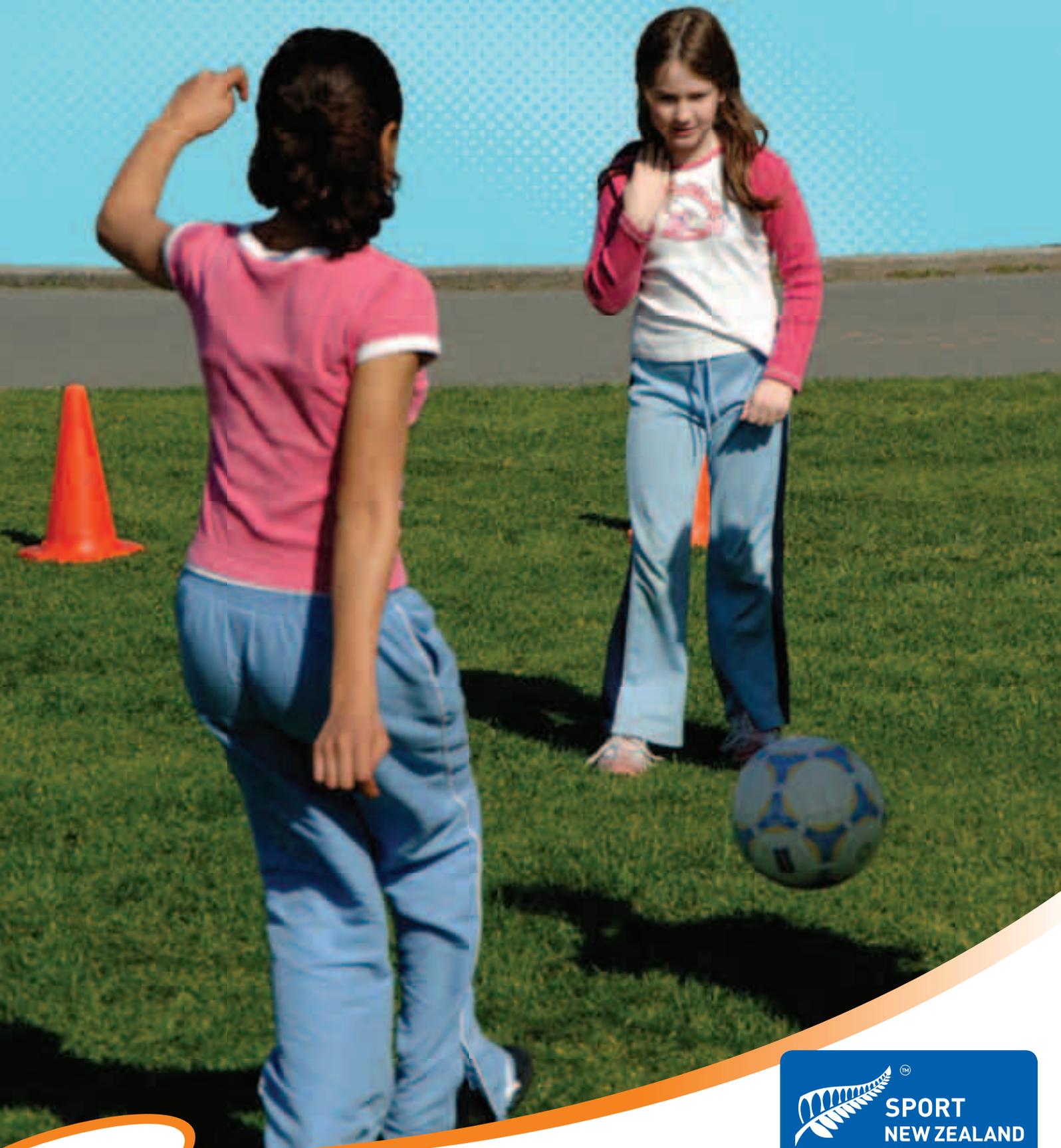


Introduction



**SPORT
NEW ZEALAND**

On 1 Feb 2012, SPARC
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www.sportnz.org.nz

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Introduction

Developing Fundamental Movement Skills is a resource for teachers, coaches, parents, children and others who want to support the development of fundamental movement skills in children aged 5–12 years in a fun and purposeful way. Fundamental movement skills provide a foundation for many physical activities including play, games, te ao kori, kapa haka, dance, outdoor recreation and sports. Having these skills is an essential part of enjoyable participation and a lifelong interest in an active lifestyle.

The intent of this resource is to enable children to learn and develop fundamental skills through play and games. It is also designed to encourage maximum participation and enjoyment, and to assist children to progress at their own rate.

Developing Fundamental Movement Skills can be used to enable movement in formal and informal activity sessions (play, games, dance and sport) in schools, sports clubs, community groups and at home. You are encouraged to implement a child-centred approach by providing movement experiences in which children can explore and discover for themselves. These experiences increase their understanding of movement and help to develop their competence and confidence in a broad spectrum of fundamental movement skills.

Using this resource

The following sections offer further insight into the structure of this resource and how to use it:

- Categories of fundamental movement skills.
- Understanding the fundamental movement skills sections.
- Understanding the activities.
- Questioning to enhance learning.
- Selecting developmentally appropriate activities.
- Learning through playing games.
- Creating an environment for participation and learning.

Categories of fundamental movement skills

This resource groups skills and activities under three fundamental movement skill categories:

- **Locomotor skills** involve the body moving in any direction from one point to another. Locomotor skills in this resource include walking, running, dodging, jumping, hopping and skipping.
- **Stability skills** involve the body balancing either in one place (static) or while in motion (dynamic). Stability skills in this resource include landing, balance (static and dynamic) and rotation.
- **Manipulative skills** involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racquet). Manipulative skills in this resource include throwing and catching, striking with the hands, feet and an implement (e.g. kicking, volleying, batting and dribbling).

Understanding the fundamental movement skills sections

Description

A brief description of each movement skill is provided at the beginning of each activity section. This description includes what the skill is, when it is used and why it is important.

Movement principles and learning cues

Definitions and application of movement principles relating to each skill are provided where appropriate. These principles are the foundation on which the learning cues are based. The **learning cues** provide a focus for your observations of children's learning and development in relation to movement skills.

You are encouraged to take a child-centred approach to applying these movement principles and learning cues. Learners develop an understanding of movement skills and learn more effectively when they are involved in solving problems for themselves. Children need the opportunity to experience an activity and play an active role in contributing to or being part of their own learning. You can help them in their learning process by providing learning cues when and only if they require it.

Learning phases

Each movement skill is divided into three learning phases that progress from simple (**discovering**) through to more complex (**consolidating**). Each child will be at a different phase depending on their experience and prior learning. Activities in each phase provide a progressive sequence for learning.

The three learning phases are characterised below.

In the **discovering phase**, the child makes a concentrated effort to learn the movement. Activities for this stage enable children to explore and discover for themselves what is involved in performing a particular movement skill.

- In the **developing phase**, learners become more efficient and refined in their performance of the movement skill through repetition and practice in a variety of contexts.
- In the **consolidating phase**, children use more automatic movements than in the developing phase. They can apply movement skills in a variety of ways and combine other movements in more complex games and activities.

Understanding the activities sections

Developing Fundamental Movement Skills provides a selection of activities that help children to learn about movement skills, movement concepts and strategies that are associated with many kinds of play and games. Playing games that are fun, inclusive and skill-based will help prepare children to participate in a wide variety of physical activities with greater success and enjoyment.

Each activity provides information about the movement skills and concepts being developed, along with a list of resources needed to implement the activity.

Movement skills/concepts

At the beginning of each activity, a list of the movement skills and concepts that it develops has been included. Movement concepts describe how a movement skill can be performed (e.g. jump *high*, land *softly* and kick *far*). To perform the skill, children need to have a basic understanding of movement concepts. This resource, through games and activities, provides children with an opportunity to explore movement and develop an understanding of how their body moves in different ways. The movement concepts are the basis of many movement education programmes. Table 1 outlines these movement concepts.

Table 1. Movement concepts

Body awareness (what the body can do)	Space awareness (where the body moves)	Qualities (how the body moves)	Relationships (to whom and what the body relates)
Different shapes a body can make (e.g. stretched, curled, twisted, wide, narrow)	Personal (immediate space around child) and general space (total available space)	Speed of moving (e.g. fast, slow, sudden, sustained)	To people (e.g. mirroring, matching, shadowing, together, pairs or group)
Balancing on different parts of the body (e.g. one foot for a stork balance)	Direction (forwards, backwards, up, down) and pathways or patterns (e.g. circle, zigzag) of moving	Force (effort) of moving (e.g. strong, light)	To objects (e.g. under, over, in, out, between, in front of, above, below)
Transfer of weight from one part of the body to another (e.g. walking)	Levels or location of body or body parts of moving (e.g. high, medium, low)	Flow of moving (e.g. free, bound)	

Adapted from Kirchner & Fishburne, 1996.

Set-up

Resources, facilities and equipment required for each activity are listed under 'Set-up'. Modify the activity as appropriate, based on available resources. Here you can also find details on how to group and arrange the children for the activity.

Activity

This is a description of how the activity can be implemented, including rules and modifications where relevant. Amend the activity to suit the needs and interests of the group of children with whom you are working.

Can you see ...?

The bullet points under this question are a sample of what you should observe when children execute the movement. Apply them where needed to assist the development of children's learning. The bullet points provide the basis for possible questions to ask the children about their experiences. The bullet points also include some safety considerations where required.

You could ask ...

In this section specific sample questions are provided to create a learning environment where children reflect on and share their experiences of that activity. Through this method, children's learning is enhanced and children take more responsibility for their own learning.

Variations

Examples of variations for each activity are provided. Children are encouraged to modify activities themselves to suit their needs, availability of equipment and facilities, and to take ownership of the activity.

Questioning to enhance learning

When you pose questions and give children an opportunity to solve a problem, the children will try hard to solve it. The solution they generate is theirs. They will take greater ownership of the solution than if they were told what to do, when to do it and how to do it. Solving problems through questioning enables children to explore, discover, create and generally experiment with a variety of movement and tactical processes.

Developing Fundamental Movement Skills includes sample questions (see 'You could ask ...' in specific activities) to help children reflect on their learning while playing games, as well as to enable them to share what they know and discover.

The following are some examples of the types of question you could ask:

- **Skill questions** develop purposeful feedback and skill awareness. They ask *what? where?* (e.g. What did you notice when you hopped for distance? Where did your throwing arm finish after you released the ball?)
- **Tactical questions** develop decision making and problem solving with respect to the strategies of the game/activity. They ask *how? why?* (e.g. How can you and your partner work together to get into a position to score a goal? Why did you run faster this time?)
- **Review questions** develop thinking skills in relation to modifying activities to make it more challenging, enjoyable and inclusive (e.g. What did you enjoy about this activity? What would you change about this activity? What did you learn about this activity?)

For further information on questioning, visit www.sparc.org.nz/sport/coach-development-education

Selecting developmentally appropriate activities

Developing Fundamental Movement Skills is designed to identify the needs and interests of children, and engage them in a variety of movement experiences and contexts, with the emphasis on fun and learning through play and games.

When selecting activities for children/group, keep in mind that:

- children learn and develop movement skills in different ways and at varying rates
- children's motor skill development is related to – but does not depend on – their age and experience
- when children are ready (i.e. they have the prerequisite physical, social and cognitive skills) and are interested (i.e. they are keen and motivated), they will learn
- children are likely to develop movement skills in a progressive order, learning simple before complex skills (e.g. walking and hopping are simple movement patterns and combine to create a skip).

- children tend to develop control of their body from the centre (trunk) to the more distant parts (arms, hands and feet), (e.g. children develop trunk rotation movements like throwing before they develop fine motor skills like handwriting).

This resource provides developmentally appropriate activities, progressing from simple to complex movement skills, to enable children to learn those skills.

Identifying and catering for children's physical, cognitive, social and emotional needs and interests are explored in other coaching and educational support material available on www.sparc.org.nz (coaching sections) and www.tki.org.nz (physical education sections).

Learning through playing games

Children love to play games. Through playing games they have an important means to express, explore and discover many aspects of life relative to themselves and others. Playing games can be a means of physically developing fundamental movement skills and, at the same time, of enabling children to learn about cooperation, competition, communication, relationships, equity and the meaning of success.

Teaching Games for Understanding (TGfU) is one child-centred approach through which children learn about the game and develop skills within the context of a game rather than separate from it. Learning in context builds a sound understanding of the game and provides better opportunities to apply skills and make decisions about it.

When assisting children to learn in the context of games, your role is to make decisions on how to adapt the game to suit the needs of the child or group. You can ask questions so that children can learn about a particular aspect of their performance.

Creating an environment for participation and learning

A secure and supportive environment that focuses on participation, enjoyment and learning of movement skills will produce positive outcomes.

In establishing this kind of environment, consider the following:

- establish a positive atmosphere in which children and adults interact in a supportive and enthusiastic way, and positive reinforcement and praise dominate
- maximise participation by:
 - allowing lots of time for practice
 - having small groups with access to equipment
 - ensuring all children have access to equipment
 - avoiding elimination games
 - catering to different needs and abilities
- modify the activity (making it harder or easier) so that all children achieve success by changing rules, equipment, grouping, area and demands of the task
- ensure children's safety both physically (e.g. equipment, facility) and emotionally (children are comfortable about what they are doing and confident to extend themselves).

