

Fundamental Movement Skills

Saskatchewan Physical Education – Grades One to Five

This resource was co-created by 27 pre-service elementary teachers from the University of Regina. Each movement skill within this resource is directly connected to Saskatchewan’s physical education curriculum for grades one to five. Teaching points for each movement skill coincide directly with the indicators at a *control* level of skill.

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Walking

Locomotor

Non-Locomotor
Manipulative

Control Level

1 2 3 4 5

Teaching Points
<ul style="list-style-type: none"> • Head held in line with spine • Foot moves opposite to arm swing • Arms swing through small arc • Leg pushes body forward • Heel contacts surface first • Knees bend slightly after ground contact • Toes face straight ahead
Common Errors
<ul style="list-style-type: none"> • Right arm is swinging when right foot is stepping and vice versa • Ball of foot contacting surface first • Looking down instead of forward • Swinging your arms in crossing paths
Safety Considerations
<ul style="list-style-type: none"> • Be cautious of the space around you • Don't walk too close to people; you could step on their heels • Keep your arms close to your sides or you may hit someone
Imbedding Movement
<p>You can play physical education games with movement restrictions of walking Example: Capture the Flag</p> <p>The children are split into two teams, one on each side of the gym. The teams are given a time period (e.g. 5 minutes) to hide their flag in their part of the yard.</p> <p>When the flag is hidden you call out that you are finished. Then you simply try to get the other teams flag. If you get caught and tagged by the opponent on their territory you had to go to jail and could only be freed by walking back to your team's side.</p> <p>The first team to capture the flag wins. In most versions you had to both get the flag, and bring it back to your side.</p> <p>This game was adapted from http://www.teachingideas.co.uk/pe/capturetheflag.htm</p>

Running

Locomotor

Non-Locomotor
Manipulative

Control Level

1 2 3 4 5

Teaching Points
<ul style="list-style-type: none"> • Trunk Leans Forward Slightly • Foot Moves Opposite to Arm Swing • Arm Swings Through Large Arc • Leg Pushes Body Forward and Upward • Balls of Feet Contact Surfaces First • Knees Bend Slightly after Ground Contact
Common Errors
<ul style="list-style-type: none"> • Over Extending the Lead Foot • Swinging their Arms in an Uncontrolled Manner or Bobbing their Head • Arms Swinging in Stride with the Leg on the Same Side • Legs are Wobbly and/or Flail out to the Side
Safety Considerations
<ul style="list-style-type: none"> • Proper Footwear • Space Awareness • Removal of any clutter such as balls, skipping ropes, and other hazards • Clear understanding of which direction all students are running
Imbedding Movement
<ul style="list-style-type: none"> • Running is easily integrated into a variety of activities, games, sports, and in physical education in general. For instance, one could integrate running into physical education through a game of basketball, or teaching the drills and movement skills of soccer. • If a game or an activity is being played in the class that requires students to wait for some reason, you can integrate running into the waiting aspect of the game/ activity. This may need to be running on the spot if the space is limited. • If there is a game being played that takes up the entire space of the gym, section off the gym into threes; split the grade into three groups with each group being limited to that space. Doing this limits space and the amount of students in a particular space, allowing and encouraging more movement from the students.

Jumping Forward & Landing

Locomotor

Non-Locomotor

Manipulative

Control Level

1 2 3 4 5

Teaching Points

- Feet shoulder-width apart
- Shoulders back and down
- Knees over toes
- Arms Extend Upward on Take-off
- Arms Reach Full Extension
- Hips, knees, and Ankles Extend
- Knees Flex & Body Thrusts Forward
- Legs Move Forward, Arms Downward
- Heels Contact First

Common Errors

- Looking at the ground or feet
- Takes off and lands on 1 foot
- Knees are straight during take-off and landing
- Takes off and lands with feet together
- Does not use arms on takeoff; arms not coordinated with action
- Landing flat-footed or on heels first
- Uncontrolled landings such as falling, or losing balance

Safety Considerations

- Wearing proper running shoes, allowing for grip when landing.
- Assuring footwear is tied properly.
- Keeping head up to avoid others and objects.
- Increase speed only when students demonstrate control.
- Avoiding impact with proper landing techniques.

Imbedding Movement

Circle Jump Relay

-Students will be in groups of 4, need hard surface open space and chalk.

-Mark 5 chalk circles 1 meter apart per group. Students start in line facing the circles. Student 1 jumps using the jumping forward and landing technique from circle to circle using a double foot take-off. After jumping out of the first circle, the next student starts etc.

Shape Jumping

-Pairs of students need open space, along with chalk, low bench and 2 gym mats.

-Individually with partner feedback or in combination with the partner students stand on the bench or Horse and perform various jumps to land on a target on a mat. The target should be a chalk circle about the size of a hoop. When in the air the students make symmetrical or asymmetrical shapes (wide, curled, thin, twisted). Students must hold all landing for 2 seconds.

→These activities along with many more can be found at

<https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/fmsactresource09.pdf>

Jumping Backward & Landing

Locomotor

Non-Locomotor
Manipulative

Control Level

1 2 3 4 5

Teaching Points

- Arms Swing Backward on Take-off
- Hips, Knees and Ankles Extend at Take-off
- Body Angle Slightly Forward
- Legs Move Backward, Arms Downward
- Balls of Feet Contact First on Landing
- Body leans Forward for Control

Common Errors

- Instead of looking forward, look backwards or down at one's feet while jumping.
- Knees are bent too far over the toes, which can lead to injury.
- Not landing with knees bent. Consequently, the knees are not able to absorb shock upon landing.

Safety Considerations

- If you are landing on material other than the floor, make sure that the landing area is secure.
- Check to see how students are bending their knees. Make sure they are not bending their knees too much that they come over their toes, or check to see if they are not bending their knees enough.
- Personal Space – be aware of space around you and others.

Imbedding Movement

- Balance and Jump – Students walk slowly backwards along balance beam with a beanbag on their head. At the end of the beam, students jump backwards and land onto a mat using the correct technique, trying to keep the beanbag on their head.
 - Hoop Hopscotch or Frog Jump- Place floor markers on the floor no more than one metre apart in a course that takes different directions. Students jump backwards from marker to marker through the course, demonstrating correct jumping and landing techniques. Ensure that both feet take off and land at the same time.
 - Let's go jumping – Song: Let's go jumping, jumping, jumping
Let's go jumping far, far away
Let's jump back again, back again, back again
Let's jump back again, back the same way.
- Ask children to mime the actions of the song and suggest other ways to move (include all fundamental movement locomotor skills in this).

(Adapted from: <http://www.goodforkids.nsw.gov.au> - The Physical Activity handbook)

Hopping

Locomotor

Non-Locomotor

Manipulative

Control Level

1 2 3 4 5

Teaching Points

- Knees and ankles bend
- Arms extend Upward for take-off
- Knees slightly bent throughout
- Ball of foot contacts floor softly
- Knee and ankle flex upon contact with the floor
- Hop 5 times on one foot
- Switch foot to continue movement

Common Errors

- Knees not slightly bent before take off
- Difficulty switching feet
- Difficulty keeping balance/not utilizing the arms for balance

Safety Considerations

- Proper footwear so students do not risk ankle injuries
- Make sure each student has enough personal space to complete the movement properly

Imbedding Movement

- This is a 5 minute hopping activity designed to help children develop their jumping and hopping skills. The only material needed for this activity is circle mats, but masking tape or carpet squares are a great alternative.

Directions:

Set up in a line three single mats and three double mats (side by side) for every child participating. Set up this line of mats in a circular fashion so that when a child finishes one set of 3 single hops and 3 double hops, they are at the next to start the next set. Demonstrate hopping on one leg (single) and two legs (double) and ask the children to copy. Then use the line of mats and demonstrate hopping from mat to mat, using two legs (jumping) when you reach the double mats.

Hop, hop, hop if you feel you want to.

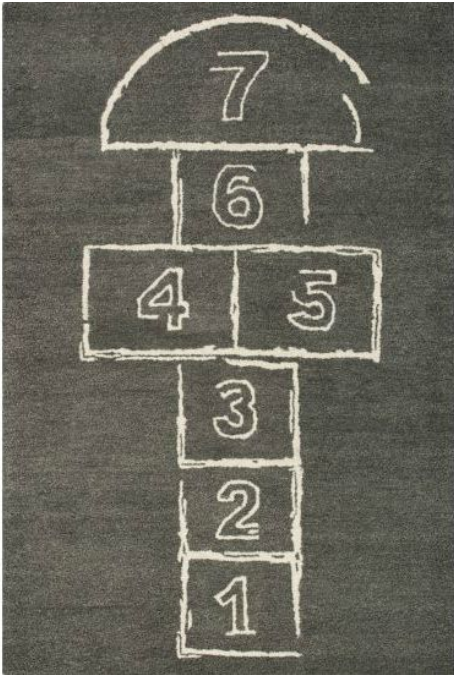
Hop, hop, hop if you feel you can.

Hop, hop, hop if you feel you want to

Hop, hop, hop if you feel you can.

<http://health.act.gov.au/kidsatplay/pdfs/ActivityPlans/AP25.pdf>

- Hop Scotch



To begin, the first player tosses their marker onto square one. They must hop over that square and land on squares two and three with one foot in each. Next, they hop on one foot and land on square four, then jump and land on two feet in squares five and six and so on until they reach the end, square ten. There they must turn around by hopping on one foot and come back the same way they went up, stopping on squares two and three to pick up their marker from square one. Next, they hop to square one and out of the grid. If no mistakes were made, the same player continues by tossing their marker to square two and repeats the process, always avoiding contact with the square that contains the marker.

A player's turn ends when one of the following happens:

- Marker does not land on the intended or correct square
- Player loses balance and places hand or second foot down
- Player steps on a line
- Player hops on wrong square or square containing a marker
- Player puts both feet down in a single box

Skipping

Locomotor

Non-Locomotor
Manipulative

Control Level

1 **2** 3 4 5

Teaching Points

- Lead Leg Steps Forward Then Hops
- Rear Leg Steps Forward Then Hops
- Balls of Feet Contact Floor Softly
- Arms Swing In Opposition to Legs
- Skip Forward 5 Times, Alternating Legs

Common Errors

- Choppy, non-rhythmical movement
- 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

Retrieved from:

<http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/gsga/wholebooklet.pdf>

Safety Considerations

- Ensure students are wearing proper footwear
- Ensure students have an adequate warm up before beginning
- Make sure there is adequate space between students and obstacles
- Be aware of surfaces ie. wet grass when playing games outside or newly polished floors cracked pavement etc.
- Discuss with students the importance of staying alert in the gym and finding open spaces

Imbedding Movement

- Have the students play follow the leader: the leader gets to choose a variety of locomotor movements as well as non-locomotor movements and the other students must repeat the movements. This allows students to have choice. You may specify that they use skipping at least three times etc.
- Another variation of follow the leader they could use is a game called do this, don't do that. In this

game students could be in partners again. This game works similarly to Simon says. A student will say “do this” and perform an action meaning the other person must perform the movement or they may say “don’t do this” and they will have to refrain from doing the action.

- Incorporate skipping into the students’ warm up activity by calling out a variety of different locomotor movements, in this case “skipping”, for the students to do as the music plays.
- When doing station type activities in the gym students could use skipping (or other locomotor movements) to get from one station to the next.
- In games where students would typically run from one point to another, have them switch things up and skip instead.
- Freeze-have students skipping around a play area to music. Whenever the music stops students must freeze or do a particular balance until it begins again. You could vary the locomotor movements or non-locomotor movements each time the music stops or starts.

Gallop

Locomotor

Non-Locomotor

Manipulative

Control Level

1 **2** 3 4 5

Teaching Points

- Both feet planted and facing forward
- One foot forward and starts with a step
- Keep that same leg in the lead during the gallop
- The back leg chases the front leg but does not go ahead
- Bend at the knees and try to be light on your feet

Common Errors

- Gallop becomes a run
- No forward body lean
- Back leg passes lead leg

Safety Considerations

- Laces on shoes tied
- A proper warm-up for activity
- Proper spacing/room for students to gallop
- If students are galloping freely in circular pathways, have them be aware of their space and others'.

Imbedding Movement

- Have students learn to gallop by singing this little song adapted from The Ants Go Marching. Students Will stand in a line and begin galloping (after explain and demonstrating what galloping is) one by one. During the second verse, have students move to do this in pairs, then in groups of three, four, etc. and each time they reach the part “down... turn around” students will turn around and gallop the opposite direction during the next verse.

The horses go galloping one by one hurrah hurrah x2

The little one hopped just for fun

And they all go galloping ... down ... turn around... boom boom boom

The horses go galloping two by two hurrah hurrah x2

The little two stopped to tie his shoe

And they all go galloping... down... turn around boom boom boom

The horses go galloping three by three hurrah hurrah x2

The little one stopped to climb a tree

And they all go galloping... down... turn around boom boom boom

Leaping

Locomotor

Non-Locomotor
Manipulative

Control Level

1 2 3 4 5

Teaching Points

- Body Extends Forward & Upward
- One Foot Take-off
- Other Leg Stretches Forward
- Arms Out to Side
- Foot Opposite to Take-off Foot Lands First
- Knee & Ankle Bend as Foot Contacts Floor
- Leap Forward 5 Times in Sequence

Common Errors

- Exerting too much force, resulting in an awkward landing if the movement is not controlled
- Looking down at ground or feet
- Insufficient knee-bend in take off leg (resulting in lack of propulsion or forward or upward elevation)
- Being unable to take off on one leg
- Taking off and landing on the same foot (hops)
- Legs remain bent during flight
- Landing flat-footed or heel first
- Ankle, knee, or hip do not bend to absorb landing
- Inability to absorb landing without losing balance
- Little horizontal distance covered

Retrieved from:

<http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/gsga/learnfms.pdf>

Safety Considerations

- Ensure all students have the proper footwear and laces are tied
- There must be enough space for movement
- Have students stretch/do a warm up activity
- Have students focus on a point on the wall to ensure they are looking up and do not collide with a classmate
- Ensure the surface is not slippery or dusty
- If using ropes or a barrier to leap over, ensure that all students are able to safely jump over them

Imbedding Movement

Exploring the Movement

- Have students take large steps over a variety of obstacles from a basic standing position, landing on

one foot. Use small hoops, marks on the ground, or a low pile of bean bags. To further this exploration, have students do this activity by making the bean bag barriers higher and having them take a running start.

- Have students explore different body positions while they are leaping. For example: bend at the waist lean backwards, keep the body upright, and lean forward. Have students evaluate which is the most comfortable. In addition, have students explore different arm positions that help them leap the furthest or highest.
- Have students also evaluate and explore different ways of pushing off with their take-off leg. Use marks on the ground to measure the differences between: Taking off with a straight leg from a standing position or using a slow (or fast) run-up, with a bent leg on take off, with the leading leg stretching out in front.

Activity #1- Obstacle Course

- Create an obstacle course for the students that incorporate leaps, hops, and jumps. Have students pair up, and shadow one another during the obstacle course. Encourage students to give one another constructive feedback. Some ideas for the obstacle course include: Having students do high and low leaps with a variety of barrier sizes, using rhythmic sounds to indicate certain leaps, or adding imagery to the course. For example, leaping over a river, leaping over a pit full of crocodiles, or leaping from cloud to cloud.

All of the activities above are retrieved from:

<http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/gsga/learnfms.pdf>

Activity #2- Slithering Snakes

- This activity requires jumping over a moving or “slithering” rope. The rope will be held by a student on each side. They will make the rope move in a wavy motion on the floor.
- The other students will form two teams. The teams will be in a line behind the rope. Each player will have three hair elastics on their arm. There will also be a basket next to each team.
- Team one will jump over the rope, and then team 2 will do the same. The rope will progressively get higher after all the players on each team had a turn at a certain height.
- If the rope touches a player, they must place one of their elastics in the other team’s basket. If a player loses all of their elastics, some of their teammates must share their elastics with him or her to keep everyone involved in the game.
- Note: Teammates can only give one elastic away per round! If a student only has one elastic left, they cannot give their elastic away.

Sliding

Locomotor

Non-Locomotor
Manipulative

Control Level

1 **2** 3 4 5

Teaching Points
<ul style="list-style-type: none"> • Knee slightly bent weight on balls of feet • Lead footsteps quickly in direction of travel • Free foot moves quickly to lead foot • Little upward lift, arms out for balance • Weight shifts sideways • Slide sideways in both directions
Common Errors
<ul style="list-style-type: none"> • Sliding is an asymmetrical gait that consists of a step on one foot, then a Leap-step of the other foot, this where kids make errors. The same leg always should lead with the step. • In sliding, the movement is sideways. One error which kids often make is that they cross their feet while going in one direction, sometimes kids slide perfectly in one direction (for example left to right) but they cross their feet while they come from the other direction (from right to left). • Sliding can also be done forming a zigzag pattern where kids need to do a leap foot change. If they cross their legs while doing a zigzag pattern then that’s a common error. • Other common error is that if we see hip and shoulders and toes are open and that looks like a gallop.
Safety Considerations
<ul style="list-style-type: none"> • Ensure movement area is free from any hazards and surface is appropriate • Participants have proper footwear • Ample space is provided • participants understand <i>personal</i> and <i>general</i> space
Imbedding Movement
<p>Name of Activity: Bean Bag Sliding Purpose of Activity: practice sliding at a low level Activity cues: step-close, stay sideways, weight on balls of feet Prerequisites: Prior instruction on sliding. Understand concepts of general space and self space. Suggested Grade Level: K-2 Materials Needed: Bean bags, 7 buckets,</p> <p>Description of Idea</p> <p>Bean bag sliding is a game that challenges student to continue practicing sliding at a low level, appropriate for a variety of sports and activities.</p>

On the "go" signal, students begin sliding at a low level, pick up Beanbags will be spread out around the floor and as partners they will have to trade off each time and put the bags in a bucket, when the teacher says stop, as partners they will count up the bags in there bucket,

Children can challenge themselves to pick up a certain number of bean bags, or beat their previous score.

Variations:

* Place buckets in a line down the center of the floor -- running north to south. * Spread bean bags throughout the activity area. * Use pennies or other small equipment instead of bean bags.

Assessment Ideas:

Use a rubric focusing on given cues to assess sliding technique.

Adaptations for Students with Disabilities:

Instead of using bean bags if they find difficult then we will use larger objects that are easier to grasp.

PEC: Lesson Plans for Physical Education - PE Central

www.pecentral.org/lessonideas/ViewLesson.asp?ID

Rolling Forward

Locomotor

Non-Locomotor
Manipulative

Control Level

1 **2** 3 4 5

Teaching Points
<ul style="list-style-type: none"> Hands & Arms Receive Body Weight Evenly Chin Tucked to Chest Head Slides Through Neck Non-weight Bearing Weight Shifts from Arms to Shoulders Back Curves Body Curls Through Weight Moves to Feet
Common Errors
<ul style="list-style-type: none"> Hands too far in front of you when initiating the movement Un-tucking too early- students should hold the tuck until their feet touch the ground Starting in the kneeling position- this doesn't allow students to transfer their weight to have a successful roll Students may not tuck in chin Students may not raise legs & gluteus maximus to give support for the forward roll Placing the top of the head on the floor instead of the back of their shoulder blades
Safety Considerations
<ul style="list-style-type: none"> Students should understand the basic steps before doing the forward roll If students don't feel comfortable doing this movement, it is important not to force them to do it Students should practice these rolls on mats away from any walls, other students, or any other hazards in the gym Students should always be supervised
Imbedding Movement
<p>Name of Activity: Crazy Frog's Lily Pad Game</p> <p>Purpose of Activity: This activity is designed to introduce and practice the forward roll.</p> <p>Prerequisites: One must know how to do a forward roll safely.</p> <p>Suggested Grade Level: K-2</p> <p>Materials Needed: gymnastic floor mats and gymnastic wedges (if available), crazy frog music (optional)</p> <p>Lead-up Activity: Crazy Frogs</p>

When the music starts students begin jumping like frogs in the open space. When the music stops each student must find a partner and stand back to back in the "frog" position (squatting down with their hands on the floor right in front of their feet). When the teacher calls out "Crazy Frogs" each student lifts their gluteus maximus in the air and looks at their partner between their legs (the peek-a-boo position). When the music begins again the frogs jump away until it's time to find a new partner.

Lily Pads: Place the gymnastic mats around the gym in a circle with 10-15 feet in between each mat. These are the lily pads.

On the teacher's signal the students begin jumping counter-clockwise around the gym like frogs. When the student arrives at an unoccupied mat, (s)he will perform a forward roll with the following cues: "frog, peek-a-boo, push." (see below)

Frog: Frog position with hands right in front of your feet. (strong arms)

Peek-a-boo: Lift your gluteus maximus in the air and look between your legs behind you. Place your chin on your chest.

Push: Push with your legs and roll on to the upper back to complete a forward roll.

After completing a forward roll the student jumps to the next mat and performs another forward roll.

Retrieved From:

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6306#.UvBLJXddVBg>

Rolling Sideways (Tuck Roll)

Locomotor

Non-Locomotor

Manipulative

Control Level

1 2 3 4 5

Teaching Points

- Knees Through Ankles Contacting Mat
- Body in Tucked Position
- Arms Hugging Legs
- Body Rolls Sideways Over Curved Back
- Knees Through Ankles Contacting Mat

Common Errors

- Arms are not hugging legs causing the body to be loose and not tightly tucked
- Straight back
- Starting on back
- Using legs for momentum

Safety Considerations

- Keep back curved and head tucked in slightly
- Use mat for a soft surface
- Make sure no one else is around that you could roll into

Imbedding Movement

- Obstacle courses are great because we can incorporate so many locomotor skills such as this one.
- The children could have a rolling race. They would break into two or three groups and make a line the length of the gym. They would spread their line out and each child must do two sideways rolls in a row to the next person in their line. When the first child reaches the second child, the second would then go down and do two rolls as well, until they reach the third child and so on.
- Any game that involves getting tagged or has a “safe mat” can have a side roll as a way of getting un-tagged or as a stipulation to staying on the safe mat.
- If the children are older we could do this as an introduction to a volleyball roll. We did this a lot in training to get everyone used to rolling on the ground and do it in a safe way. We could do this as the start of a drill then move into a crouching roll and so on. It’s a good way to get children comfortable and feel safe while developing their skills in a sport.

Rolling Sideways (Log Roll)

Locomotor

Non-Locomotor
Manipulative

Control Level

1 **2** 3 4 5

Teaching Points
<ul style="list-style-type: none"> • Arms stretch above the head • Feet tight together • Body in a straight line • Maintain a straight line in the direction of travel
Common Errors
<ul style="list-style-type: none"> • Pulling arms into chest • Bending the knees • Twisting legs
Safety Considerations
<ul style="list-style-type: none"> • It is a good idea to use a floor matt to roll on as the floor in a gymnasium can be very hard. • For students with longer hair, it should be tied back of to the side low on the head so that students do not hurt themselves when they roll.
Imbedding Movement
<p>Log Roll Relay (Idea sourced from: Summaries of Co-operative Non-competitive Games)</p> <ul style="list-style-type: none"> • Have students lie down alongside each other. • Practice rolling together (in the same direction). • After everyone has got the hang of rolling at the same place have a smaller students place a mat on top of the group and lay on the mat. • Have the group propel the mat by rolling together, after the mat is off of them have them get up and run to the front of the group so that the matt doesn't touch the ground. • Have students do this between to points in the gymnasium. <p>Crazy Frogs (Idea sourced from: PE Central)</p> <ul style="list-style-type: none"> • Place lily pads (floor mats) around the gym in a circle with 10-15 feet between each mat. • When the teacher signals have students hop around the room counter clockwise. • Have music playing while students hop around the room like a frog (squatting down with hands on the floor right in front of their feet). • When the music stops have students lie down on their stomachs beside each other and do one log roll away from each other. • When students get to an empty mat have them log roll on the lily pad. • If the lily pad is occupied have students hop like a frog as they wait. <p>How could you incorporate a sideways roll into an activity where movement is required to move from location to location?</p>

Rolling Backward

Locomotor

Non-Locomotor

Manipulative

Control Level

1 2 **3** 4 5

Teaching Points

- Begin by squatting into a tuck position
- Place hands flat by ears, fingers pointing behind head, bring chin to chest
- Body lowers to seated tuck
- Body rolls in backward direction
- Place hands on floor by shoulders
- Keep the body tucked throughout the movement
- Arms extend, pushing with hands to complete the roll
- Feet contact floor
- Legs extend to standing

Common Errors

- Arching back while beginning the backward motion.
- Twisting the neck and head- this happens because there is not enough momentum to complete the roll or because the participant is not pushing away from the ground with the hands in the last part of the roll.
- Landing on the knees instead of the feet.
- Starting the roll from the knees- this makes it difficult to gain enough momentum to complete the skill properly, always start from the feet.

Safety Considerations

- Very important to have the chin tucked into the chest during the entire movement or the neck will be strained.
- Do not place body weight on the neck.
- Begin teaching this skill on an incline/wedge mat, the angle will give participants more momentum to avoid getting stuck on their head or neck.

Always perform backwards rolls on mats.

Imbedding Movement

- For any activity or game when students are supposed to be eliminated instead have them run to a mat perform a backwards roll and come back into the game.
- Rock & Roll Creation: Have participants create a rock and roll sequence. Choose two ways to rock and two ways to roll. Combine these into a sequence and practice! Each roll should be done clearly. Practice the sequence and show it to a partner. *Explain to participants that they may want to start with a beginning shape, add in the rolls, and finish with an ending shape. See if participants can identify the various rocking and rolling movements their partners are demonstrating. Retrieved from: Abels, K., & Bridges, J. (2010) *Teaching Movement Education: Foundations for Active Lifestyles*. (p. 139).

- Play Simon Says incorporating backwards rolls into the activity.
- Backwards rolls can be incorporated into any stations or circuits you may set up for participants (always use a mat).
- Musical Rolls: Scatter mats around the gymnasium or activity area, have students perform locomotor movements (skipping, hopping, leaping) while the music plays, when the music stops call out a roll for students to perform (backwards, forwards, sideways, or log). Students find a mat and perform the roll you instructed. This could be a great warm up activity.

Balancing

Locomotor

Non-Locomotor

Manipulative

Control Level**1** 2 3 4 5

Teaching Points

- Body still on increasingly smaller bases
- Muscles of free body parts held tightly
- Free body parts extended for stability
- Demonstrates variety of two foot balances

Common Errors

Two foot balance

- 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
- Lack of tension on free held body parts

Safety Considerations

- Discuss and emphasize safety practices and precautions with students when practicing skills
- Provide proper supervision of activities at all times
- Organize activity areas so there is ample space between students, groups and obstacles.
- Pay attention to the suitability of the surface. Wet grass, wet concrete. Uneven surfaces.

Imbedding Movement

Freeze (page 139)

Set-up

Hard or grass surface.

Each group of four stands in a line with a leader at the front.

Activity

Students want to avoid collecting “thaw” points. Thaw points are issued when the player fails to freeze. Points are not used for winning.

The group walks or jogs a short distance behind the leader. When the leader turns around, all the followers ‘freeze’ on the spot. Any children who move or who are slow to stop, collect a ‘thaw’ point.

Repeat several times – leader can change the type of movement to skipping or galloping etc.

Change the leader after several turns. Who can avoid collecting any thaw points?

- ✓ Vary movement: Change the type of movement after each stop, e.g. to hopping, crawling).
- ✓ Vary body shape: Leader nominates some kind of statue position, which the children assume, (e.g. ballerina, tall shape, stretched elastic).

Look for quick reactions, using space, tight muscles, stable base, and eyes on leader.

Connect It (page 140)

Static and dynamic balance, body awareness, space awareness and relationships.

Children are spread out in a defined area on hard or grass surface.

Connecting yourself

Children walk freely about the area. On a signal,(stop the music as in musical chairs) they stop and listen to the announcer calling out two body parts, which each child has to join together. E.g. elbow to knee, hand to foot, foot to foot, hand to shoulder, head to hand, etc.

Connecting in pairs

In pair, children travel around the area in a designated locomotion (skip, gallop, slide) while joined together Linking arms. On a signal, the pairs connect to each other by the body parts called by the announcer.

Have students play the role of announcer or have students pick two body part cards from a bag, children join these parts together.

Change the locomotor patterns by varying body shapes and levels: include narrow/wide shapes and low/medium/ tall levels.

Activities adapted from: Developing Fundamental Movement Skills Manual

Retrieved from:

http://www.sportnz.org.nz/Documents/Young%20People/B_5620-3_SPC_A4_1_introduction-ff_WEB.pdf

Jumping & Landing on Feet on the Spot

Locomotor

Non-Locomotor

Manipulative

Control Level**1 2 3 4 5**

Teaching Points

- Hips, knees, and ankles flex into a crunch position
- Arms extend forward and upward
- Body extends fully into a takeoff position
- Hips, knees, and ankles flex to absorb
- Balls of feet contact the floor first
- Two foot landing

Common Errors

- Keeping legs straight
- Pushing off while heels are in contact with the floor
- Arms not moving backward then forward
- Landing with flat feet
- Landing with straight legs and upper body
- One foot landing
- Arms are by the side instead of stretched horizontally

Safety Considerations

- Proper footwear (running shoes)
- Begin jumping off flat surfaces before jumping off high levels
- Use a mat for beginners
- Ensure surface area is clear (of rocks or equipment) that children could trip on

Imbedding Movement

- “Shape Hopscotch Activity”
 - Various shapes (triangles, squares, circles, rectangles) will be largely drawn (with chalk) in a vertical line on sidewalk
 - Children will roll a dice onto a shape, this shape will designate where the child needs to jump to
 - The roller will jump from one shape to the next using the key points in proper jumping technique
 - As the shapes progress, the space between will become farther apart, which means children will have to emphasize their jumping technique
 - Once the roller has reached the shape where their dice landed, they will pick it up and run back to pass it onto the next roller

Adaptations:

- If played indoors, colourful tape can be used to outline shapes in the gymnasium
- Shapes can become more advanced depending on grade level (ex. hexagon, octagon, etc.)
- Depending on ability, the space between each shape can become longer or shorter in distance.
- If dice is not available, a small rock outside can be used to toss for distance
- If children have mastered jumping on two feet, they can jump on one foot (keeping balance between shapes), backward and sideways jumping can be added on for a challenge
- Once a roller's turn is finished they can practice various movement skills on their way back to the rest of group (skipping, leaping, rolling, etc.)

Landing on Hands from Kneeling

Locomotor

Non-Locomotor

Manipulative

Control Level1 **2** 3 4 5

Teaching Points

- Kneeling Position
- Body Falls Forward
- Fingertips then Palm Contact Surface
- Elbows Bend Slightly Away from Body
- Body Lowered with Minimal Sound

Common Errors

- Stiff armed landing
- Bend from waist
- Does not remain in the pushup position
- Hips contact the mat

Safety Considerations

- Each student should be on a mat when practicing this skill
- Stiff armed landing can be cause for injury or pulled muscles.

Imbedding Movement

- Timber Tag
Students play tag
When a student is tagged, they must kneel, yell “Timber” before landing on their hands
After they land on their hands, they are now “It”
This should be played on a soft surface or with many mats placed around the space
Taken from:
Sport New Zealand
http://www.sportnz.org.nz/Documents/Young%20People/J_5620-3_SPC_A4_3_stability-ff_WEB_landing.pdf

Landing on Hands from Standing

Locomotor
Non-Locomotor
 Manipulative

Control Level
 1 2 **3** 4 5

Teaching Points
<ul style="list-style-type: none"> • Bent Knee Standing Position • Body Falls Forward • Fingertips then Palms Contact Surface • Elbows Bend Slightly Away from Body • Body Lowered with Minimal Sound
Common Errors
<ul style="list-style-type: none"> • Bending at Waist • Starts from a Squatting Position • Arms Held Close to Body • Stiff armed Landing • No Control of Core on Landing • Students are Out of Control While They Fall and Collapse Onto the Mat
Safety Considerations
<ul style="list-style-type: none"> • Mats should be placed under students when practicing this skill • Students should attempt this skill after mastering the landing on their hands from kneeling skill
Imbedding Movement
<ul style="list-style-type: none"> • To practice this movement, the game “Timber Tag” from landing on your hands from kneeling. • The students have to land on their hands from standing when they get tagged before they become “it”.

Rotating on the Spot (Jump & Pivot)

Locomotor
Non-Locomotor
 Manipulative

Control Level
 1 2 3 4 5

Teaching Points	
<p>Jump:</p> <ul style="list-style-type: none"> Hips, knees & ankles flew into crouch Arms extend forward and upward Body extends fully into a take off Hips rotate ¼ turn in air Hips, knees & ankles flex to absorb Balls of feet contact first Two foot landing 	<p>Pivot:</p> <ul style="list-style-type: none"> One foot slightly in front of other Body raises onto toes Arms out at shoulder height Body turns in direction of back foot Heels lower to floor Maintain balance
Common Errors	
<ul style="list-style-type: none"> Over Rotating your hips Landing on the heels of your feet Body does not extend fully 	<ul style="list-style-type: none"> Both feet in the same spot Rotates on whole foot Balance is not maintained
Safety Considerations (retrieved from https://www.ophea.net/user/21794/licensed-files)	
<ul style="list-style-type: none"> Discuss and emphasis safety practices and precautions with students when introducing a new activity or skill. Provide proper supervision of activities at all times. Organize activity areas so there is ample space between students Hoops, carpet squares and mats sometimes slip when jumped on by students. Pay careful attention to the suitability of the activity surface. Make sure that the surface students are working on is flat when rotating and jumping. 	
Imbedding Movement	
<p>Through the Forest</p> <p>Students begin on one side of the gym. The teacher explains the gymnasium is a "forest" filled with thorns (cones), rocks (polyspots), broken tree limbs (noodles) and small bridges (aerobic steps). Their goal is to find their own pathway through the forest without touching any of the obstacles (thorns, rocks, or tree limbs). They can cross the bridges (aerobic steps) when they come to them. Students focus on personal space (by not being next to someone), correctly performing various locomotor skills (skipping, walking, running, etc.), and finding different pathways through the forest. Once they arrive safely on the other side of the forest, they have successfully completed the task. If students touch anything on the ground, besides the bridges (steps), they go back to the beginning to try again. Once students have successfully completed</p>	

the task, they are encouraged to find a different pathway through the forest, or they travel through the forest by rotating on the spot, jumping and on the ground.

For the different objects you could use any materials that you have around the gym. If you don't have any materials you could just use the lines on the gym floor.

Jumping Patterns

Give each of the students an index card and instruct them to go to a hoop and perform the jumping and landing pattern on his/her card.

Explain that when the music starts they are going to travel within the boundaries between the hoops on the floor using the designated locomotor skill. When the music stops the students stand back to back with another student, who is nearby, and swap index cards. Each student then goes to a hoop and practices the pattern on the card. Continue by having the students practice different locomotor skills between each round. Also, one may add a few extra hoops. Most of the cards will have directions that include rotating on the spot both with jumping and staying on the ground. You can include some cards that have other fundamental skills on it.

Pacman

One player (or maybe more?) must run along the lines to collect goodies (beanbags). The other players are ghosties & start at the other end of the gym & must run along the lines trying to tag Pacman. A few of the objects might turn Pacman invincible! Pacman gets 3 lives in which to collect all goodies. (Do it so that there are multiple pacman's.) When students turn on the lines they must either rotate on the spot staying on the ground or rotate on the spot by jumping.

Retrieved from <http://pecentral.org/lessonideas/searchresults.asp?category=51>

Throwing

Locomotor
 Non-Locomotor
Manipulative

Control Level
 1 **2** 3 4 5

<p>Teaching Points</p> <ul style="list-style-type: none"> • Stand Non-Throwing Shoulder to Target • Opposite Foot Steps Forward • Weight Transfers from Back to Lead Foot • Hips and Spine Rotate • Non-Throwing Air Raised • Throwing Arm Extends in Backswing • Throwing Arm Moves Forward • Non-throwing Arm Moves Downward • Hand Releases Ball • Hand Follows Through to Target
<p>Common Errors</p> <ul style="list-style-type: none"> • Some will begin with hips and/or shoulders already facing target • People will step forward with their same foot as their throwing arm • They will not make any weight transfer while throwing • The arm will be the only body part moving while performing the throwing action • People will also miss the follow through portion of the throw
<p>Safety Considerations</p> <ul style="list-style-type: none"> • Use a Soft ball • Have students stand a reasonable distance apart to avoid them getting hurt by others • Ensure students throw to a target and do not throw if someone is in the path of travel
<p>Imbedding Movement</p> <p>Great activities on this site-These two activities have been retrieved from http://www.sasksport.sk.ca/cis/cis_modules.html</p>

HOME RUN

Equipment: 1 ball and target for every 3 participants

B, N, R

Skills:
 Movement: Effort awareness
 Manipulation: Throwing accuracy
 Cognitive: Decision making
 Social: Responsibility, positive attitude, support

Organization: Groups of 3
 Each group has a target to throw at. Targets should be approximately 3 feet by 3 feet.
 Mark out 4 lines at various distances in front of each target. Distance depends on ability level. High success rates are the goal. Lines are named as follows:

target



Activity: Players choose which line to throw from.
 Award points as follows:
 Single – 1 point Double – 2 points Triple – 3 points Home Run – 4 points
 Players see if they can get more points on each consecutive throw or it can be made into a group competition by totalling each group's points to see which group gets the most.

Variation: Change the name to STRIKER and use kicking skills instead or JORDAN and use basketball shooting skills.

POISON BALL

Equipment: 15-20 yarn of Nerf balls

B, N, R

Skills:
 Locomotion: Running
 Movement: Agility
 Manipulative: Throwing, catching
 Social: Co-operation, positive attitude, accept rules

Organization: Mark of play area into 2 halves – with balls scattered throughout both halves.
 Designate a specific coloured ball as the “poison” ball.
 2 equal teams – each defending one half of play area.
 Designate at time limit (1-3 minutes).

Activity: Neither team wants to end up with the poison ball in their end when time is up because it is worth 5 points against.
 Players throw yarn balls back and forth trying to end up with the fewest when time is called.
 Score 1 point against for each ball left in each team's zone – 5 points against for “poison” ball.

Variation: Use more than 1 poison ball.

Kicking

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 3 4 5

Teaching Points

- Approach with limited steps (1-5)
- Non-kicking foot plants near the ball
- Knee of kicking leg flexes
- Trunk leans forward at contact
- Top of kicking foot contacts ball
- Kicking foot follows through to target

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.

Safety Considerations

- Ball hitting body part of student kicking the ball or another student – use soft ball, have first aid kit available, have ice pack(s) available, make sure no-one is stood in or near the target area

Imbedding Movement

Kick and Catch - Students kick a bean bag to a partner, students simultaneously kick bean bag to each other, a bean bag can be flicked from the heel of the foot to a partner, students kick and catch sitting down or lying down, students invent their own ways to kick the bean bag to a partner.

Norwegian Ball – Split students into 2 groups with 8-12 people in each group. The object is for the kicker (first person in the line) to kick the ball and to run around the group 3 times before group 2 in the field completes its activity.

Pin Ball Soccer - Skittles are placed midway between 2 groups. The students on opposite sides kick balls

trying to knock the skittles down. The kicks must be taken from behind a line marked at least 5 metres from the skittles.

Long Base Soccer - When the activity starts, group 1 is at a goal line, group 2 is in the field. The object is for group 1 students to kick the ball, run around the long base, and return home before the fielded ball crosses the goal line. When all group 1 students have had a turn, groups change sides.

Three Zone Soccer - Each group is divided into 3 equal groups of goalies, halfbacks and forwards. The goalies are on the end line, the halfbacks in the middle zone of the field, and the forwards are between the halfbacks and the opposing goalies. The object is for the forwards to kick the ball, below shoulder level, over the end line past the goalies. The halfbacks try to get the ball to their forwards. All students must remain in their zone. Goalies may use their hands. Students rotate after each score.

Kick Ball - The marker cones or bases are placed in a diamond formation, approximately 15 metres apart. Each student in the kicking group takes a turn to kick a stationary ball into the fielding area and immediately runs towards first base and continues running towards second, third and home bases. The kicked ball is intercepted by a fielder who throws it to the fielder standing on the base towards which the kicker is running. If the ball beats the kicker to the base, the kicker is out.

Balloon Kicks – Students kick the ball in a variety of ways: students kick the balloon back and forth aiming to keep it airborne for as long as possible; students place the balloon on the ground, they forcefully kick the balloon into the air, students repeat this activity aiming to improve the length of time the balloon is airborne; students stand 2 metres apart. 1 student forcefully kicks the balloon into the air. Immediately the balloon becomes airborne, the kicker runs around their partner and back to where the balloon was kicked. If the kicker returns before the balloon touches the ground, they repeat the activity. Each time a kicker 'beats the balloon', their partner takes 1 step back to increase the distance to be run the next time.

Striking: Hands

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 **3** 4 5

**All references are cited numerically in parentheses within each heading and then listed below*

Teaching Points (1-3)

- Non-striking hand holds ball in front of the body
- Foot opposite to striking hand forward (body leaning slightly forward from the waist)
- Hitting arm swings backward
- Weight shifts backward
- Arm swings forward with weight shift to front
- Hand contacts ball underneath with open palm
- Striking hand follows through

Common Errors (4)

- Student may step with the same-sided foot as striking hand
- Student may not step forward at all
- Student may not follow through in swinging motion, possibly resulting in the ball being misdirected or going straight upward
- Student may toss ball upward prior to striking
- Student may not strike the ball with the pad of the hand (i.e., may create fist with striking hand)

Safety Considerations

- Jewelry/watches/rings should be removed from the hands to prevent injury to self or others
- Appropriate space between students should be maintained
- Could modify the exercise by practicing with a lighter weight object (i.e., beach ball)

Imbedding Movement [adapted from (2)]

After indicating safety precautions, explaining the fundamentals of the skill [see above], demonstrating common errors [see above], and demonstrating the skill to the class, have the students each pick a spot on the wall and have them serve the ball against the wall (choosing a spot to aim to) to get familiar with the movement.

Then, partner students and have them serve over the net to one another to understand the force required to get the ball over the net (set up low) and to aim to their partners. Emphasize the importance of the follow through for reaching their partners. As they get more comfortable, encourage students to step further away from the net to create more distance. Circulate through all students and make suggestions to improve their serves or, for pairs that are progressing more quickly, have the students create more distance as a challenge. Alternatively, half of the students could continue working with the wall while the other half serve to pylons on the other side of the net as target practice. Then, the two groups can switch.

**Note: Several lesson plan resources suggest having students line up and serve to a target area and then, once they are complete, they must move to the back of the line. It is less intimidating for students to aim at a spot on the wall and then work with a partner, as there are fewer eyes on them during practice (more likely to facilitate success with the skill). This will also allow more students to be engaged.*

References

- (1) Regina Catholic Schools. Basic movement patterns - Manipulative skills - 2.5. Striking objects with hands. 2014; Available at: <http://growingyoungmovers.com/+pub/document/Manipulativeskills.pdf>. Accessed February 2, 2014.
- (2) Sather B. Lesson plan - volleyball: Underhand serving. 2009; Available at: <http://www.unicommons.com/node/4858>. Accessed February 28, 2014.
- (3) WikiHow. How to perform an underhand volleyball serve. 2014; Available at: <http://www.wikihow.com/Perform-an-Underhand-Volleyball-Serve>. Accessed February 28, 2014.
- (4) Answers Corporation. What are some common errors in an underhand volleyball serve? 2014; Available at: http://wiki.answers.com/Q/What_are_some_common_errors_in_a_underhand_volleyball_serve?#slide=1. Accessed February 28, 2014.

Striking: Short-Handled

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 **3** 4 5

Teaching Points

- Eyes on Object
- Opposite foot to implement steps forward
- Non-implement hand drops object
- Implement slants slightly downward
- Object contacted slightly in front of body
- Implement follows through to target

Common Errors

- Student does not follow through with striking arm after hitting object
- Student does not keep eye on the object
- Student does not step forward with opposite foot to paddle hand
- When striking a self-dropped ball, student does not have paddle behind the hip
- Wrist is loose
- Feet are together

Safety Considerations

- Emphasize holding the short-handled implement with firm grip (if implement has lanyard, it should be used)
- Wear safety goggles
- Look behind you and in front of you before swinging

Imbedding Movement

Before the activity, scatter hoops around the general space. Place four safe striking objects in half of the hoops. After introducing one of the striking patterns and the cues for it to students, explain the activity as follows.

Students pair up; each pair goes to a hoop that is filled with four safe objects for striking. They decide who will first be the "**snatcher/striker**" and who will be the "**catcher/receiver**". The strikers get the paddle or racquet.

On your "go" signal, the "**snatcher/strikers**" move out of their hoop and go to any hoop in the gym which holds the objects for striking. While standing in that hoop, they pick up an object and strike it back to their partner using an **underhand motion** (or overhand or sidearm, depending on which one you are focusing on). If the catcher can catch the object while keeping at least one foot inside the hoop, the pair earns **one point** (balls can be caught in the air or off the bounce; objects go into the hoop at the catcher's feet). After each strike, the snatcher/striker can either stay at that hoop to strike another object or move

to a new hoop which holds objects to strike.

When the snatcher/striker has had **four striking turns**, they go back to their partner and switch roles. The new striker/snatcher gets the racquet, and the new catcher then goes to any empty hoop to stand and catch.

retrieved from <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=756#.UvlliPldWSo>

Volleying

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 3 **4** 5

Teaching Points

- Volley a ball continuously
- Feet move quickly to be in position
- Body weight is balanced
- Shoulders facing target
- One foot slightly ahead of other
- Hands held slightly above forehead height
- Fingers rounded, thumbs towards eyes
- All finger pads contact ball
- Generate movement through entire body
- Extend, following through to target

Common Errors

- Feet together
- Contact made below forehead height
- Not facing target
- Follow through is to the sides

Safety Considerations

- Proper footwear
- Keep your eye on the ball
- Start with lightweight objects and progress

Imbedding Movement

Volleying back and forth while doing sit ups

<http://www.youtube.com/watch?v=xbR1FUU4Yt4>

Volleying on the wall

http://www.youtube.com/watch?v=fvFDPnN8_fA&list=ULTsot2Y3AN4I

Piggy in the Middle:

- Divide children into groups of 3
- With one person in between other 2 players, outside players must volley the ball to each other
- The middle player must try to block the ball
- Players must stay in a set areas and lose a point every time they move out
- Attackers receive 1 point every time they get 5 volleys in a row
- Defender receives 1 point every time they block volley
- Winner is first to 5 points or after set time

Set continuously on the spot with a balloon, or back and forth with a partner

Shuffle down a court sideways, while volleying back and forth with a partner

Striking: Long-Handled

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 3 **4** 5

Teaching Points

- Eyes on object
- Two hands close together grip bat
- Knuckles of both hands line up, wrists firm
- Feet apart, knees slightly bent, hips 90°
- Arms pull back, weight transfers to back foot
- Front foot steps forward
- Hips, trunk, and arms rotate
- Contact and follow through

Common Errors

- Hands are too far apart
- Batter stops swing after contact (does not follow through)
- Feet are too far apart or too close together
- Batter has bat resting against shoulder
- When swinging, batter swings down or up (not straight across)
- Batter is leaning too far forward, or is rigid in their stance.
- Batter does not watch the object.

Safety Considerations

- Consider using a lightweight bat (plastic or foam)
- Consider using a lightweight ball (wiffle or yarn ball)
- Batter should have a firm grip on the bat to avoid swinging and letting go
- After contact, batter must set the bat down, away from the plate. They must not throw it or place it in the way of other runners.

Imbedding Movement

- To practice watching the object to hit, throw up two different colored balls (soft ones) and when they are in the air, call out the color you want the batter to hit.
- For students who struggle with holding the bat and swinging, try letting them hit a softer ball with their arm instead. This allows them to practice the rotation involved with batting without holding the bat.
- Strike Away (<http://growingyoungmovers.com/resources/post/?pid=109#.UxyTu3mA3IU>)
 - Begin by setting up 12-16 mats, evenly spaced on the gymnasium floor
 - (Variation) Batting team hits soft balls towards the fielders when the music starts. Batters then try to touch as many mats as possible until the music stops. The music stop when each member of the fielding

team has returned the object to the wall.

-Amount of batters: dependent on size of gym as each batter needs a safe area to swing the bat in (use a plastic bat!). Have the batters spread out to avoid anyone being hit.

- *Batting challenge*: Give each student three hits off a batting tee or high cone, marking how far they can hit the ball with a bat each time. Encourage students to equal or better the distance each time. Use large soft balls or foam balls initially and progress to smaller balls as the students' skill increases.

http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/sample%20units/s1_game_skills.pdf

Punting

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 3 4 **5**

Teaching Points

- Two hands hold ball in front of body
- Arms Extended
- Hands drop ball
- Non-kicking foot steps forward
- Kicking leg backswings with bent knee
- Kicking foot extend downward
- Top of foot contacts ball
- Eyes watch ball until contact is made
- Foot follows through in forward motion

Common Errors

- Students may forget to take a step forward with the non-kicking foot.
- Students may not watch the ball after making contact.
- Students may not be bending into the kick position.
- They may lift their head too early, effecting the position of their body
- The toes may not remain pointed, affecting the success of the movement.

Safety Considerations

- Have students in an open area and provide them with adequate space.
- Ensure that students are not too close to one another when practicing this skill.

Imbedding Movement

- Activity **“Punting Obstacle”**
 - Have students in groups of four or five.
 - Place three pylons in a straight row across the gymnasium. (With sufficient space in between).
 - Have One player standing at the back pylon, one at the middle pylon and the rest lined up at the first one.
 - Once the music starts, students can begin the activity.
 - The first person in the line will run toward the person at the second pylon. The person at the second pylon will throw the ball to the first student. Once that student catches the ball they must go to the second pylon and punt the ball to the person at the end. Once the student at the end catches the ball, every one will rotate one position.
 - Students will be asked to focus on how many times they caught the ball and how many punts they completed.

Another activity that you could do with children to provide them with the opportunity to practice their

punting skills is to adapt the game “Strike Away.”

To do this:

1. Have students punt a soft ball toward the fielders when the music starts.
2. Batters then try to touch as many matts laid out on the gymnasium floor as possible, until the Music stops.
3. The music stops when each member of the fielding team has returned the balls to the wall.

<http://growingyoungmovers.com/resources/post/?pid=109#.UxVcoPSwKxE>

Catching

Locomotor

Non-Locomotor

Manipulative

Control Level

1 **2** 3 4 5

Teaching Points

- Two hands receive object
- Arms in front of body, elbows flexed
- Eyes tracking object
- Arms extend to meet object
- Hands pull object into the body
- Hands receive objects that are: self-tossed, gently thrown, wall rebounded

Common Errors

- **Eyes:** not paying attention to where the ball is going/ following the target with your eyes all the way through.
- **Body Position:** trying to catch an object to the side of your body instead of directly in front of you.
- **Hands:** closing hands before or after the object has come into optimal catching position. Using only one hand to catch instead of utilizing both hands to stabilize the object. Not giving a target for where the object should end up.
- **Arms:** having arms straight out, and catching object away from the body instead of cushioning the object with bent arms and body.

Safety Considerations

- Make sure there is enough space, and that each child is observing theirs and their classmates personal space.
- Make sure children have proper foot wear.
- Establish safety protocols and rules with students before starting the activity.
- If students are being thrown the ball go over proper throwing techniques.
- Consider using soft objects for beginning catcher

Imbedding Movement

1. Small, light scarves can be thrown up into the air and caught using hands or other parts of the body.
2. Hit or throw balloons and catch them.
3. Frisbees – while the hard plastic Frisbees may be too dangerous for most playgrounds, there is a new design made from parachute silk which are much softer but still fly through the air.

Retrieved from:

http://www.goodforkids.nsw.gov.au/sitefiles/GoodForKids/documents/Children's%20Services/Final%20vesion%20I%20Move%20We%20Move_%20PA%20P

ACTIVITY:

1. When I say Go, underhand toss your beanbag 5 times at a low level. Toss it to the height of your eyes. Go.
2. Continue to give Go command to continue challenges:
 - a. Hold the beanbag and do 5 Jumping jacks.
 - b. Toss the beanbag as high as your head (high level) 10 times, counting by 2's.
 - c. Balance your beanbag on your shoulder and do 5 squats.
 - d. Toss medium level 3 times and clap in between tosses.
 - e. Toss low level while balancing on one leg.
 - f. Toss your beanbag and catch below your knees.
 - g. Toss with your partner skip counting by 5's.
 - h. Toss and catch with your partner counting by odd numbers.
 - i. Toss and catch with your partner by skip counting by 10's.

FOR UNDERSTANDING:

1. How did you make sure you safely caught the beanbag? Use your eyes, use two hands.
- Retrieved from: <http://www.nyc.gov/html/doh/downloads/pdf/cdp/mti-k-3.pdf>

1. **Catching Song:** Sung to the rhythm of "Head and Shoulders, Knees and Toes".
Arms, elbows, and two hands
Eyes looking, eyes following
Arms reach out, hands pull in
Now I know how catching begins

Hand Dribbling

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 3 4 5

Teaching Points

- Pads of Fingers Contact Top of Ball
- Wrist Firm Yet Flexible
- Hand Pushes Ball to Floor
- Hand Absorbs Ball Slightly on Return
- Knees Bent Slightly
- Back Straight with Slight Forward Lean
- Head Up Looking for Open Space

Common Errors

- Flat Palm (slap ball instead of absorb it)
- Head Down Looking at Ball or Floor
- Knees Straight
- Dribbling it above hip level
- Dribble with two hands

Safety Considerations

- Keep head and eyes up to ensure that you do not trip or run into things

Embedding Movement

Basketball Frenzy

Scatter the basketballs on the gym floor and have the students stand next to a basketball. On the "go" signal, each student will pick up a basketball and dribble it two times, leave it, move to another ball and dribble it two times. The object is to keep all of the basketballs moving until the stop signal. To add a challenge, the teacher can point to a stationary basketball and start counting out loud. If he/she counts to three before a student dribbles the ball, the teacher gets a point. If the teacher scores three points by the end of the time period, the teacher wins that round. When they have become comfortable with dribbling, add the following:

- Dribble three times and move to another ball.
- Dribble with the non-dominant hand.
- Do cross-over dribbles.
- Do patterns: one dribble, two dribbles, three dribbles then back to one dribble, then two, then three.

Partner Dribble

Partners hold inside hands or each hold onto the ends of a short strap. On the "go" signal, (when the music starts), partner #1 dribbles the ball with the outside hand while partner #2 tries to touch it. Inside hands must stay connected. After 20 to 30 seconds, stop the music and switch ball handlers. Start the music for the next round of play.

Basketball Pass and Dribble

On the "go" signal, the partners begin passing the ball back and forth. When the music starts, the player with the basketball begins to dribble it in a small space while the partner tries to steal it. If the ball is stolen, the players reverse roles until the music stops. When the music stops, they go back to passing the ball to each other.

Dribble Keep-away

Give each partner a basketball. Both players dribble at the same time while trying to knock the basketball away from their partner. Players must keep dribbling at all times.

Beanbag Toss

Distribute a beanbag to each student. While dribbling the basketball, toss a beanbag from right hand to left hand. Now dribble with the dominant hand while tossing and catching with the non-dominant hand, then switch to dribbling with non-dominant and tossing and catching with the dominant hand. This time partners face each other and toss one beanbag back and forth while continuing to dribble.

Resource for Activities:

White, Robbie. *Basketball Dribbling Activities*. Utah Education Network, July 2, 2007. Received on March 2, 2013 from: <http://www.uen.org/Lessonplan/preview.cgi?LPid=18842>

Foot Dribbling

Locomotor
Non-Locomotor
Manipulative

Control Level
1 2 **3** 4 5

Teaching Points

- Inside of foot taps ball
- One foot then the other contacts the ball
- Head held up, looking for open space
- Foot traps ball to stop movement
- Dribble around stationary objects

Common Errors

- Toe contacting the ball
- Favoring the use of only one foot (Whichever foot the participant feels more comfortable with)
- Looking down at the ball (Unable to look for open space & a safety risk)
- Kicking the ball ahead and then having to chase it before being able to kick it again. (Loss of control)

Safety Considerations

- Students are encouraged to keep their heads up, looking for space, to avoid collisions.
- It is important to start slow, to avoid participants tripping over the ball.
- Stretching and warming up beforehand is important to avoid injuries.
- Foot dribbling skills are best learned in a large gymnasium or outside in a flat grassy area where participants have space to move around and explore their abilities.

Imbedding Movement

- Beehive Game
 - Bees are constantly moving around, so it is important they are aware of the space around them so they do not run into other bees! Each student will be a bee, dribbling their ball or “honey” around the hive while protecting it from hitting other bees or being caught in “honey traps” or pylons. If a participant’s ball hits a pylon, he/she must wiggle out of the trap by doing 5 jumping jacks!
 - Provide a space large enough so each participant has approximately 1 square meter around him or her.
 - Encourage participants to use proper techniques like looking up to avoid hitting other participants, using both the inside and outside of their feet, changing direction and pace, and maintaining control while in the beehive.
 - As queen or king bee, you may give directions throughout the game depending on the needs of the beehive. This might mean the participants all have to make a right turn or dribble with the opposite foot. Bees work together for the hive to thrive!

- Shadow Dribbling Game

-Have participants pair up and choose one leader, to start. The leader dribbles his/her ball around the open space, being careful to look up to avoid hitting other participants. The leaders may change pace, what foot they use to dribble, and which direction they dribble. The shadower needs to follow behind the leader as close as possible, shadowing what they see the leaders doing. After a few minutes have the participants switch so the leader becomes the shadower and vice versa.

-If the participants need more of a challenge, have each pair join another pair, making a group of 4. Use pylons to make the space smaller, and have the students repeat the game.

-In this version, the last follower can become the leader by dribbling his/her ball to the front of the line. This can only be done when they are given a signal to do so. (Yelling “switch” is a simple way to do this.)

Games Adapted From:

http://www.footy4kids.co.uk/football_games_and_drills_that_improve-dribbling_skills.htm#