

Fundamental Movement Skills In Action

Fundamental Movement Skills (FMS) act as the building blocks for movement. This workshop will provide teachers with skills and strategies to successfully implement FMS into their physical activity lessons. Participants will be provided with a range of engaging minor/small team games as well a comprehensive resource of FMS activities.

Fundamental Movement Skills in Action

Focus (Overview):

Fundamental Movement Skills (FMS) act as the building blocks for movement. This workshop will provide teachers with skills and strategies to successfully implement FMS into their physical activity lessons. Participants will be provided with a range of engaging minor/small team games as well as a comprehensive resource of FMS activities.

Warm-up Activities:

1. "Clumps"
2. "Monkeys and Gorillas"
3. "Heads and Hips"

Strand/s:

- Movement Skill & Performance
- Healthy, Safe & Active Lifestyles

PDHPE Syllabus Outcomes:

Stage 1:

PD1-4 - performs movement skills in a variety of sequences and situations **PD2-5** - applies strategies to solve movement challenges

PD1-5 - proposes a range of alternatives to solve movement challenges through participation in a range of activities

PD1-8 - participates in a range of opportunities that promote physical activity

PD1-10 - describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

Stage 2:

PD2-4 - performs and refines movement skills in a variety of sequences and situations **ALS1.6** – Participates in physical activity, recognising that it can be both enjoyable and important for health.

PD2-5 - applies strategies to solve movement challenges

PD2-8 - investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing

PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Key Inquiry Questions (KIQ):

Stage 1:

1. What are the different ways we can move our body?
2. How can we move and improve our involvement in physical activity?
3. How can we participate safely and fairly during physical activity?
4. How can I act to help make my environments healthy, safe and active?

Stage 2:

1. How can we move our bodies to perform skills in different ways?
2. How can we demonstrate our understanding of movement to solve challenges?
3. How can we include others in physical activity?
4. How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

Content:**Movement Skill & Performance**

Stage 1:

KIQ1: What are the different ways we can move our body?**Demonstrate movement skills and movement sequences in a variety of contexts, for example:**

- perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling **M** 🏃 🏊 🏈

KIQ2: How can we move and improve our involvement in physical activity?**Propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)**

- select and implement different movement skills and concepts to be successful in a game and/or physical activity **S M** 🏈 🏊 🏈
- identify appropriate strategies and/or tactics to influence achievement in games and physical activities **S M** 🏈
- compare different types of movements and identify which ones are easier and harder, eg locomotor **S M** 🏈
- persist with more difficult movements in a range of physical activities regardless of success **S M** 🏈
- predict possible outcomes of alternative actions and decide which is likely to be the most effective **S M** 🏈 🏈
- reflect on performance and identify and demonstrate ways to perform a skill more successfully **S M** 🏈 🏈
- seek and respond to feedback from peers or teachers on their performance **S I M** 🏈 🏈

KIQ3: How can we participate safely and fairly during physical activity?**Identify rules and fair play when participating in physical activities, for example: (ACPMP032)**

- explain why rules are needed in games and physical activities **I M** 🏈 🏈
- demonstrate turn-taking and safe sharing equipment when participating in physical activities and minor games **I M** 🏈
- explain how rules contribute to personal safety and fair play and apply them in group activities **I M** 🏈 🏈
- communicate how and when they and others demonstrate safety and fair play **I M** 🏈 🏈

Stage 2:

KIQ1: How can we move our bodies to perform skills in different ways?**Perform and refine movement skills in a variety of movement sequences and contexts, for example:**

- perform activities where locomotor and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping **M** 🏈

- demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained using the body and objects **M** ⚙️
- perform fundamental movement skills to demonstrate weight transference in different physical activities, eg sidestepping or running backwards **M** ⚙️

KIQ2: How can we demonstrate our understanding of movement to solve challenges?

Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

- apply movement skills and respond to feedback to solve movement challenges **S M** ⚙️ 🏆
- pose questions to others as a strategy for solving movement challenges **S I M** ⚙️ 🗣️ 🏆
- test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M** ⚙️
- draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M** ⚙️
- identify how to modify plans within a game to achieve success **S M** ⚙️
- participate in physical activities which require problem-solving and persistence to achieve a goal **S M** ⚙️ 🏆
- use problem-solving strategies to identify ways to make environments safer **S M** ⚙️

KIQ3: How can we include others in physical activity?

Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)

- modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space **S I M** 🏆
- identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I M** 🏆

Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)

- contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M** ⚖️ 🏆
- recognise fairness and inclusion in a game situation, and propose strategies to promote these actions **S I M** ⚙️ ⚖️

Content:**Healthy, Safe & Active Lifestyles**

Stage 1:

KIQ4: How can I act to help make my environments healthy, safe and active?**Practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMPO30)**

- develop respectful relationships with peers and other people through interaction and cooperation in organised group activities **M** 🧑🏫
- use positive communication to encourage others and express appreciation when others give help **I** 🧑🏫
- develop and demonstrate inclusive strategies to work cooperatively in games and physical activities **I M** 🧑🏫 🧑🏫

Explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:

- participate in new and unfamiliar physical activities to develop fitness and health **M** 🧑🏫 🧑🏫
- describe how being fair, respectful and inclusive during activities contributes to their own and others' health, safety and wellbeing **I** 🧑🏫 🧑🏫
- explore the benefits of regular physical activity to health and wellbeing **M** 🧑🏫 🧑🏫

Stage 2:

KIQ4: How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?**Perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:**

- participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course **M** 🧑🏫
- perform and describe a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques **M** 🧑🏫 🧑🏫

describe the interrelationship between regular physical activity and levels of fitness and health **S M** 🧑🏫 🧑🏫**Suggested Links to other Key Learning Areas:**

- Numeracy: If using pedometers to measure students' activity levels, use the data collected to address stage appropriate numeracy outcomes.
- Clumps: Problem solving in groups.

Success Criteria:

- Repeats movements to form a sequence eg, jump, hop run.
- Values their health and safety, and that of others.
- Appreciates the need for safe practices in a range of situations and environments.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>WARM-UP PHASE</p> <p>Warm-up 1: Clumps</p> <ul style="list-style-type: none"> Students move around the playing space in any direction, responding to teacher commands, for example: March like a soldier; run on your tippy toes; walk through sticky mud; skip; walk like a robot; walk with high knees, walk with stiff knees; gallop; or various other FMS After 10-15 seconds teacher calls out a number and a body part and students have to get into groups or 'clumps' of that size with the body parts touching. <p>Numeracy: Encourage students to include others by problem solving. E.g. "4 knees", a group of two people could take one knee out to allow another person to join.</p>	<p>WARM-UP PHASE</p> <p>Warm-up 1: Clumps</p> <p>Equipment: N/A</p> <p>Set Up: Students in own space inside a 20m x 20m grid</p> <p>Time: 3 minutes</p>	<p>WARM-UP PHASE</p> <p>Warm-up 1: Clumps</p> <ul style="list-style-type: none"> Highlight to students that this activity warms up their legs and arms which are BOTH important for running. Use whistle cues to start and stop the game. Ensure students are not eliminated from the game. If they want elimination, use 'active re-entry'. Change the means of locomotion. Include dynamic stretches at the end of the activity.
<p>Warm-up 2: Monkeys and Gorillas</p> <p>Half of the class receives a braid, which they tuck into the top of their pants at the back.</p> <ul style="list-style-type: none"> Students attempt to take another student's tail. Students are not allowed to hold onto their own tail or push someone's hands away. After a few minutes, pause the game and get all monkeys to give their tail to a gorilla to ensure everyone gets a turn with a tail. 	<p>Warm-up 2: Monkeys and Gorillas</p> <p>Equipment: Two braids for each student</p> <p>Set-up: Students are set up in a 15m x 15m grid, or half basketball court</p> <p>Time: 5 minutes</p>	<p>Warm-up 2: Monkeys and Gorillas</p> <ul style="list-style-type: none"> Teacher to encourage students to continue to be active as they can in the allotted time period. Teacher can change the loco-motor movement to increase success and activity of different students.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>Warm-up 3: Heads and Hips</p> <ul style="list-style-type: none"> Half the students are 'heads' and the other half are 'hips'. The 'heads' must run with one hand on their head, while the 'hips' must run with 1 hand on their hip throughout the game. Players of both the heads and the hips team must attempt to tag each other. When a hip is tagged by a head, they become a head, and when a head is tagged by a hip, they become a hip. The game is finished when everyone is either a head or a hip, or when the time is up. 	<p>Warm-up 3: Heads and Hips</p> <p>Equipment: N/A</p> <p>Set-up: Students are set up in a 20m x 20m grid, or half basketball court</p> <p>Time: 3 minutes</p>	<p>Warm-up 3: Heads and Hips</p> <ul style="list-style-type: none"> Highlight to students that this activity warms up their arms and legs which are important for running. Use whistle cues to start and stop the game. Ensure students are not eliminated from the game. Change the means of locomotion. Include dynamic stretches at the end of the activity for student 8 years and older.

Assessment:

Skills: Teacher observation of students' skill performance during warm-up activities that incorporate fundamental movement skills is important as this allows teachers:

- To identify common performance errors and provide immediate, specific feedback to individual students as the activity progresses.
- Ask students what the correct technique is.
- Use the observed information to help guide the skill development phase/s of the lesson/unit.

Students' Values and Attitudes can be assessed by using targeted questions. Examples may include:

- How did you ensure you were safe in this activity?*
- How did you ensure the safety of others?*
- What does being safe look like in this activity?*
- Why is a warm-up game an important part of a PE lesson?*

How can this activity be differentiated? (Ideas for inclusion)

"Monkeys and Gorillas" and "Heads and Hips"

- Allow less skilled students to begin with a tail (in Monkeys and Gorillas).
- Slow the more skilled/faster students down by giving them a more challenging locomotor skill such as a hop, power-walk or skip (while still allowing the other students to run).
- Divide the class between two grids and evenly match students within those two activity areas.

How can this activity be adapted to:	
Early Stage 1	These warm-up activities are appropriate for ES1.
Stage 1	These warm-up activities are appropriate for Stage 1.
Stage 2	Consider utilising a larger play space to suit the age, number, and ability of your students. It is recommended that a more age-appropriate warm-up for the sprint be used. An example being the sprint-specific warmup: “Sprint Skill Development” found in the SCORES Activity Booklet.
Stage 3	
Other Considerations:	
<p>Safety:</p> <ul style="list-style-type: none">▪ Ensure the activity space is large enough to accommodate the number of students. It should be large enough for them to comfortably run a pace with enough space to avoid collisions.▪ Where space allows, the class into 2 grid areas for these activities. <p>Girls and Boys:</p> <ul style="list-style-type: none">▪ If using two grids, consider organising the class into boys and girls groups. Generally Girls in ES1 and S1 have had less exposure than boys to physical activity. This strategy helps to promote girls’ participation, enjoyment and activity levels. <p>Aboriginal and Torres Strait Islander students:</p> <ul style="list-style-type: none">▪ Regularly utilise Traditional Indigenous warm-up Games (TIG) such as “Thapumpun” from the Tag Games section of the Australian Sports Commission (2009) Yalunga resource. <p>Students learning English as a Second Language:</p> <ul style="list-style-type: none">▪ Utilise clear practical demonstrations of each activity. <p>Multi-staging:</p> <ul style="list-style-type: none">▪ These warm-up activities work well with multi-stage classes when the differentiation strategies listed above are introduced.	

Links to Technology:
<p>Warm-up activities:</p> <ul style="list-style-type: none"> Pedometers are a simple and effective tool that can be used to measure the number of steps, and the total distance travelled by each individual student. The collected data can be linked to stage-appropriate numeracy outcomes. A fun, whole-class activity that can be used with pedometer data is to map the ‘virtual’ distance the class travels around Australia over a given period of time. Each PE lesson, add up the distance the class’s pedometers have recorded. Transfer the information onto a map kept in the classroom.

Supporting Teacher Resources:

- Get Skilled: Get Active Fundamental Movement Skills Resources Booklet
http://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/Get_skilled_get_active_booklet.pdf
- Get Skilled: Get Active online videos (How to teach and assess FMS)
<http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/gamesport/fmsindex.htm>
- Fundamental Movement Skills In Action
http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/fms_action.pdf
- Yalunga: Traditional Indigenous Games (Australian Sports Commission 2009)
http://www.ausport.gov.au/participating/resources/indigenous/full_resource
- SCORES Booklet (provided to workshop participants)

Skill Development Games

Strand/s:

- Movement Skill & Performance
- Healthy, Safe & Active Lifestyles

PDHPE Syllabus Outcomes:

Early Stage 1:

PDe-4 - practises and demonstrates movement skills and sequences using different body parts

PDe-5 - explores possible solutions to movement challenges through participation in a range of activities

PDe-8 - explores how regular physical activity keeps individuals healthy

PDe-10 - uses interpersonal skills to effectively interact with others

Stage 1:

PD1-4 - performs movement skills in a variety of sequences and situations **PD2-5** - applies strategies to solve movement challenges

PD1-5 - proposes a range of alternatives to solve movement challenges through participation in a range of activities

PD1-8 - participates in a range of opportunities that promote physical activity

PD1-10 - describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

Stage 2:

PD2-4 - performs and refines movement skills in a variety of sequences and situations **ALS1.6** – Participates in physical activity, recognising that it can be both enjoyable and important for health.

PD2-5 - applies strategies to solve movement challenges

PD2-8 - investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing

PD2-10 - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Key Inquiry Questions (KIQ):

Early Stage 1:

1. How do we move our bodies?
2. How can we solve problems when moving?
3. How do we participate with others when we are active?
4. What helps us to stay healthy and safe?

Stage 1:

1. What are the different ways we can move our body?
2. How can we move and improve our involvement in physical activity?
3. How can we participate safely and fairly during physical activity?
4. How can I act to help make my environments healthy, safe and active?

Stage 2:

1. How can we move our bodies to perform skills in different ways?
2. How can we demonstrate our understanding of movement to solve challenges?
3. How can we include others in physical activity?
4. How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

Content:**Movement Skill & Performance**

Early Stage 1:

KIQ1: How do we move our bodies?**Demonstrate a variety of movement skills and movement sequences, for example:**

- perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, turning, sliding, leaping, following a line **M** ⚙️ 🧑
- perform object control skills to send, control and receive objects at different levels and in different ways, eg kicking **M** ⚙️ 📄

Participate in games with and without equipment, for example: (ACPMP009)

- participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries **M** 🧑
- participate in minor games responding to stimuli, eg cooperation games, imagination games, simple ball games **M** 🧑
- show understanding of language used in games and activities by responding to verbal and/or nonverbal directions **I M** 🗣️

KIQ2: How can we solve problems when moving?**Test possible solutions to movement challenges through trial and error, for example: (ACPMP013)**

- attempt different ways to solve a movement challenge and discuss which ways were successful or not, eg use signals, cooperation, modify rules, change formations **S I M** ⚙️ 🧑
- trial a number of techniques when trying new movement activities, eg position, focus, direction **S M** ⚙️ 🧑
- identify options and make positive choices when faced with a decision about how they participate in a movement activity **S M** 🧑

KIQ3: How do we participate with others when we are active?**Collaborate with others and follow rules when participating in physical activities, for example: (ACPMP012, ACPMP014)**

- relate appropriately to others in play situations, eg share equipment, materials and space **I M** 🧑
- work with a partner or small group to complete a movement task or challenge **I M** ⚙️ 🧑
- communicate intentions clearly when playing minor games 🧑 **I M**
- follow instructions for personal safety, fair play and appropriate use of equipment **I M** 🗣️ 🧑
- identify boundaries, eg personal space and playing area **I M** ⚙️ 🗣️ 🧑

Movement Skill & Performance

Stage 1:

KIQ1: What are the different ways we can move our body?

Demonstrate movement skills and movement sequences in a variety of contexts, for example:

- perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling **M** 🏃 🏃 🏃

KIQ2: How can we move and improve our involvement in physical activity?

Propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)

- select and implement different movement skills and concepts to be successful in a game and/or physical activity **S M** 🧠 🏃 🏃 🏃
- use a variety of equipment to perform object control skills to send, control and receive objects, eg kicking, striking, dribbling **M** 🧠 🏃 🏃
- identify appropriate strategies and/or tactics to influence achievement in games and physical activities **S M** 🧠
- compare different types of movements and identify which ones are easier and harder, eg locomotor, non-locomotor and object control skills **S M** 🧠
- persist with more difficult movements in a range of physical activities regardless of success **S M** 🏃
- predict possible outcomes of alternative actions and decide which is likely to be the most effective **S M** 🧠 🏃
- reflect on performance and identify and demonstrate ways to perform a skill more successfully **S M** 🧠 🏃
- seek and respond to feedback from peers or teachers on their performance **S I M** 🏃 🏃

KIQ3: How can we participate safely and fairly during physical activity?

Identify rules and fair play when participating in physical activities, for example: (ACPMP032)

- explain why rules are needed in games and physical activities **I M** 🧠 ⚖️
- demonstrate turn-taking and safe sharing equipment when participating in physical activities and minor games **I M** 🏃
- explain how rules contribute to personal safety and fair play and apply them in group activities **I M** 🏃 🏃
- communicate how and when they and others demonstrate safety and fair play **I M** ⚖️ 🏃 🏃

Movement Skill & Performance

Stage 2:

KIQ1: How can we move our bodies to perform skills in different ways?

Perform and refine movement skills in a variety of movement sequences and contexts, for example:

- perform activities where locomotor and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping **M** 🧑🏻
- explore and practise different techniques to propel objects towards a target, eg kicking target games **M** 🧑🏻
- demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained using the body and objects **M** ⚙️
- perform fundamental movement skills to demonstrate weight transference in different physical activities, eg sidestepping or running backwards **M** ⚙️
- participate and use equipment in a variety of games and modified sports **M**
- adapt movement skills to improve accuracy and control in a variety of contexts **M** ⚙️

KIQ2: How can we demonstrate our understanding of movement to solve challenges?

Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:

- apply movement skills and respond to feedback to solve movement challenges **S M** ⚙️ 🧑🏻
- pose questions to others as a strategy for solving movement challenges **S I M** ⚙️ 🧑🏻 🧑🏻
- test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M** ⚙️
- draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M** ⚙️
- identify how to modify plans within a game to achieve success **S M** ⚙️
- participate in physical activities which require problem-solving and persistence to achieve a goal **S M** ⚙️ 🧑🏻
- use problem-solving strategies to identify ways to make environments safer **S M** ⚙️

KIQ3: How can we include others in physical activity?

Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)

- modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space **S I M** 🧑🏻
- identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I M** 🧑🏻

Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)

- contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M** 🧑🏻 🧑🏻
- recognise fairness and inclusion in a game situation, and propose strategies to promote these actions **S I M** ⚙️ 🧑🏻

Content:**Healthy, Safe & Active Lifestyles**

Early Stage 1:

KIQ4: What helps us to stay healthy and safe?**Practise interpersonal skills when participating in various activities, for example:**

- participate in games and physical activities where they are required to make choices and share equipment, materials, and spaces **I M** ⚙️ 🧑🏫

Stage 1:

KIQ4**Practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMP030)**

- develop respectful relationships with peers and other people through interaction and cooperation in organised group activities **M** 🧑🏫
- use positive communication to encourage others and express appreciation when others give help **I** 🧑🏫 🧑🏫
- develop and demonstrate inclusive strategies to work cooperatively in games and physical activities **I M** ⚙️ 🧑🏫

Explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:

- participate in new and unfamiliar physical activities to develop fitness and health **M** ⚙️ 🧑🏫 🧑🏫
- describe how being fair, respectful and inclusive during activities contributes to their own and others' health, safety and wellbeing **I** ⚙️ 🧑🏫 🧑🏫
- explore the benefits of regular physical activity to health and wellbeing **M** ⚙️ 🧑🏫

Stage 2:

KIQ4**Perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example:**

- participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course **M** 🧑🏫
- perform and describe a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques **M** ⚙️ 🧑🏫 🧑🏫
- describe the interrelationship between regular physical activity and levels of fitness and health **S M** ⚙️ 🧑🏫

Suggested Links to other Key Learning Areas:

- English - provides opportunities for students to interpret and create text types such as procedure and procedural recount. Students could discuss issues related to participation.
- Mathematics - Students could estimate/measure the distance run, jumped, time taken to complete an activity, points accumulated in a game of rob the nest.
- Science and Technology - Students could investigate the influences of technology on the development of skills/games.

Suggested Success Criteria:**Early Stage 1**

- Moves and stops a ball with their feet.
- Stops a ball with their hands.
- Runs with equipment.
- Participates in games where cooperation is important for success.
- Identifies a variety of games and equipment.
- Shows an understanding of the language use in games by responding to verbal and non-verbal directions.
- Takes part in different types of physical activity: fundamental movement skills (sprint run, kick, static balance, side gallop, leap).
- Maintains stillness of head and trunk.
- Demonstrates balance and high knee lift when sprinting.
- Walks, runs and slides.

Stage 1

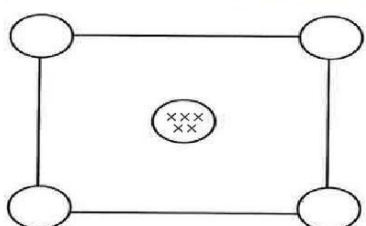
- Participates in a range of minor games and practices that assist skills development.
- Kicks a ball to a target area.
- Identifies the most efficient way to kick a ball, leap, sprint, side gallop, static balance.
- Runs with a ball.
- Engages in a range of fundamental movement skills.
- Strikes a stationary object, eg soccer ball.
- Values their health and safety, and that of others.
- Appreciates the need for safe practices in a range of situations and environments.
- Appreciates the need to participate in physical activity with safety.
- Enjoys regular participation in worthwhile physical activity.

Stage 2

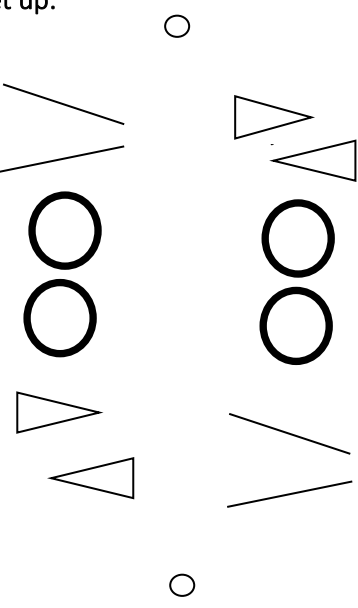
- Participates in regular physical activity and discusses progress.
- Keeps a log of activity using a spreadsheet and analyses patterns of participation over time.
- Identifies factors that influence participation in physical activity
- Identifies the activities people participate in to maintain an active lifestyle, eg bushwalking, sports.
- Contributes to physical activity programs, eg peer leader/tutor, sharing equipment.
- Describes links between nutrition, exercise and performance.
- Demonstrates fun way of practicing skills, eg partner, team.
- Describes how cooperation and encouragement lead to success in games
- Practices and refines movement skills in a variety of games from a range of cultures
- Demonstrates efficient way of using equipment while working cooperatively with others.
- Demonstrates a range of skill in practices and modified games, eg throwing and catching in moving and stationary positions, striking or dribbling with hand, foot, stick or bat.
- Explains how their level of skill can influence their participation in movement activities.
- Runs in, skips and runs out of large rope turned by others.
- Explains the correct use of specific sports equipment.

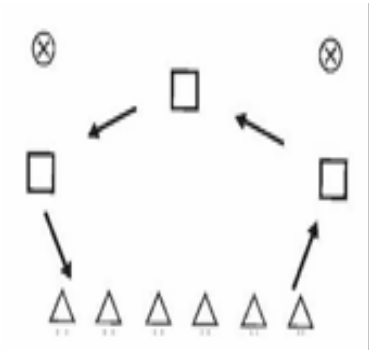
Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>SKILL DEVELOPMENT PHASE:</p> <p>SPRINT RUN</p> <p>Activity: Blast Off!</p> <p>KTP: high knees; head and trunk stable; eyes forward; drive arms in opposition to legs.</p> <ul style="list-style-type: none"> On command, students respond with the appropriate action: <ul style="list-style-type: none"> “Engine is starting” – on the spot slow run. “Engine is warming” – on the spot fast run. “Engine is revving loudly” – on the spot high knee lift sprint. Count down “5, 4, 3, 2, 1” – on the spot high speed running on tip toes (balls of feet). “Blast Off” – students sprint to their choice of line either the 10m or 20m, and walk back. 	<p>SKILL DEVELOPMENT PHASE:</p> <p>SPRINT RUN</p> <p>Activity: Blast Off!</p> <p>Equipment: 4 domes</p> <p>Set up: 30m x 30m grid. All students spread out along 1 sideline of the grid. Set up a line 10m and 20m away from the sideline.</p> <p>Time: 5 minutes</p>	<p>SKILL DEVELOPMENT PHASE:</p> <p>SPRINT RUN</p> <p>Activity: Blast Off!</p> <ul style="list-style-type: none"> Emphasise correct technique at each stage of the activity. Move around and provide skill specific feedback and detect and correct errors. Alter the distance to sprint



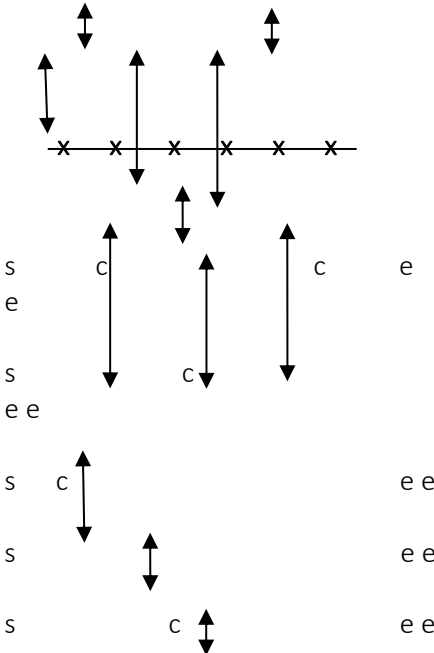
Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>SKILL DEVELOPMENT PHASE:</p> <p>SPRINT RUN</p> <p>Activity: Rob the Nest</p> <ul style="list-style-type: none"> Students line up in groups of three or four at each corner of a grid (4 hoops 20m apart). Place a hoop in middle with 12 beanbags. Children must collect bean bags from middle hoop and may also 'rob' another group's nest and bring the bean bags to their own hoop or 'nest'. Only one student can collect at a time and they may only carry one beanbag at a time. Game continues until nominated number of beanbags are collected – e.g. three or four or after a designated time limit e.g. 2 minutes. <p>Numeracy: make different coloured bean bags worth different values and they count</p>	<p>SKILL DEVELOPMENT PHASE:</p> <p>SPRINT RUN</p> <p>Activity: Rob the Nest</p> <p>Equipment: 10 hoops, 24 beanbags.</p> <p>Set up: Set up two games. Students in groups of 3-4. Arrange hoops in the shape of a large square. Start with all beanbags in the hoop in the middle of the square.</p> <p>Time: 8 minutes</p> 	<p>SKILL DEVELOPMENT PHASE:</p> <p>SPRINT RUN</p> <p>Activity: Rob the Nest</p> <ul style="list-style-type: none"> Students tend to cheat initially – need to clearly outline consequences i.e. loss of points. Children can earn “bonus bean bags” for good sprint technique, and if children are not attempting to use correct technique they can be sent back to their ‘nest’ to start again. Ensure focus is on correct technique - make reward for correct technique more than a bean bag bonus.



Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>SKILL DEVELOPMENT PHASE:</p> <p>THE LEAP</p> <p>KTP: eyes up; knee bent on take-off and landing (soft landing); lean slightly forward; scissor legs in flight.</p> <p>Activity: Leap Circuit</p> <ul style="list-style-type: none"> ▪ In pairs – one student completes the circuit while their partner gives feedback on the side. ▪ Once they have done one lap the runner tags their partner's hand and they switch roles. ▪ Students choose to challenge themselves at their own pace by leaping over the river (created by two skipping ropes) at the width they want to. ▪ Students also leap over the puddles (hoops) and logs (witches hats laid down). 	<p>SKILL DEVELOPMENT PHASE:</p> <p>THE LEAP</p> <p>Activity: Leap Circuit</p> <p>Equipment: 2 skipping ropes, 4 witches hats, 4 hoops, 2 cones</p> <p>Set up:</p>  <p>Time: 10 minutes</p>	<p>SKILL DEVELOPMENT PHASE:</p> <p>THE LEAP</p> <p>Activity: Leap Circuit</p> <ul style="list-style-type: none"> ▪ Move around and provide skill specific feedback, and detect and correct errors. ▪ Ensure partners are giving specific feedback. ▪ Challenge students to take off and land on different legs.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>SKILL DEVELOPMENT PHASE:</p> <p>THE KICK</p> <p>KTP: eyes on the ball; step beside the ball; laces or instep</p> <p>Warm up: partner passes at witches hat in the middle.</p> <p>Activity: Kicking T-Ball</p> <ul style="list-style-type: none"> Same set-up as T-ball, but with kicking instead of striking. Six players on kicking team kick off separate tees at same time into the outfield. Fielders collect all balls but must dribble and/or kick balls back to six hoops placed to the side of the field. All kickers run. Kickers get one point for each lap they complete before the balls are returned to the hoops. Points accumulate for total team score. Award bonus points for correct kicking technique. 	<p>SKILL DEVELOPMENT PHASE:</p> <p>THE KICK</p> <p>Activity: Kicking T-Ball</p> <p>Equipment: 20 soft domes (6 kicking tees and 4 to mark out diamond), 12 balls, 12 hoops.</p> <p>Set up: Set up as for T-ball but have six kicking tees with soccer balls set up. Two teams – ‘kickers’ and ‘retrievers’.</p> <p>Set up 2 games.</p> <p>Time: 10 minutes</p> 	<p>SKILL DEVELOPMENT PHASE:</p> <p>THE KICK</p> <p>Activity: Kicking T-Ball</p> <ul style="list-style-type: none"> Can vary locomotor movement of kickers after the kick, e.g. hopping or skipping. Move between groups and provide skill specific feedback. Detect and correct errors. Encourage team work and good sportsmanship.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>SKILL DEVELOPMENT PHASE:</p> <p>STATIC BALANCE</p> <p>KTP: Non-support leg bent and not touching; head stable and eyes up; trunk stable and upright.</p> <p>Activity: Red Light, Green Light</p> <ul style="list-style-type: none"> Teacher stands 30m away from (and with back to) students. Students begin to move towards half-way line on teacher's call of 'green light'. When teacher yells 'red light' and turns around students must freeze in correct balance position. Those that freeze stay where they are, but those with poor technique are sent back to the start. Teacher turns their back to students and yells 'green light' once again and students continue to move forward. Those that have been sent back to the start begin from there. Game continues until a student gets to the teacher's line. Repeat several times. 	<p>SKILL DEVELOPMENT PHASE:</p> <p>STATIC BALANCE</p> <p>Activity: Red Light, Green</p> <p>Light Equipment: N/A.</p> <p>Set up: All students along a line, 30m from teacher.</p> <p>Time: 8 minutes</p>	<p>SKILL DEVELOPMENT PHASE:</p> <p>STATIC BALANCE</p> <p>Activity: Red Light, Green Light</p> <ul style="list-style-type: none"> Vary locomotor movement each time. Students with best technique or that make it to the teacher first can replace the teacher. Ask questions about skill components.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p>SKILL DEVELOPMENT PHASE:</p> <p>SIDE GALLOP</p> <p>KTP: weight on balls of feet; hip and shoulder point where travelling; eyes up.</p> <p>Warm up: Dragon's Tail</p> <p>Activity: Watch out! Crocodiles About</p> <ul style="list-style-type: none"> One at a time, the students (s) have to make their way to the other end of the river (designated grid) to collect one piece of gold (e) and make their way back without getting eaten (tagged) by the crocodiles (c) who are sliding along their designated line (x to x). The crocodiles (c) are students from the other group. The crocodiles (c) must stay on their designated sliding line, and must continuously slide from one side to the other. If the students get tagged they run back to the start and tag the next student in the line. Time the students to see how long it takes them to collect all the gold, or how much gold they can get in 2 minutes (1 point for each piece of gold). Swap groups. 	<p>SKILL DEVELOPMENT PHASE:</p> <p>SIDE GALLOP</p> <p>Activity: Watch out! Crocodiles About</p> <p>Equipment: 24 domes. 24 pieces of various equip. e.g. balls, domes.</p> <p>Set up: Large open space. 2 games set up, groups of 6. Distance between domes (x) = 7m.</p> 	<p>SKILL DEVELOPMENT PHASE:</p> <p>SIDE GALLOP</p> <p>Activity: Watch out! Crocodiles About</p> <ul style="list-style-type: none"> Reinforce sliding key components and provide skill specific feedback. Award bonus points for correct technique. If the crocodiles are getting the students too easily increase the distance that the crocodiles must slide i.e. to 10m.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p style="text-align: center;">COOL-DOWN</p> <p>Activity: Mr Men</p> <p>Description:</p> <ul style="list-style-type: none"> Explain to the children that they are now going to become the Mr Men or Little Miss characters. The adult then calls the name of a character and the children have to move like him: Mr. Slow = move slowly. Mr. Rush = move fast. Mr. Jelly = shake your whole body. Mr. Muddle = walk backwards. Mr. Bounce = bounce! Mr. Small = crouch and move. Mr. Strong = move flexing your muscles. Mr. Tall = stretch up and move (good for stretching once the children's hearts are racing.) Mr. Tickle = wave around your arms in a crazy way. Mr. Happy = move around with big smiles on your face. 	<p style="text-align: center;">COOL-DOWN</p> <p>Equipment: 4 x Cones for Marked Area.</p>	<p style="text-align: center;">COOL-DOWN</p>

Assessment:

- Assessment tasks assessment done as a station with other tabloid activities setup.
- Observations.
- Ask students what the correct technique is.
- Have students assess and provide feedback top peers.
- GSGA observations checklists/videos/student self-assessment/teacher assessed/rubrics/iPad apps etc.

How can this activity be differentiated? (Ideas for inclusion)

- Include mastery climate and SAAFE differentiation ideas.
- Partner assisted activities.
- Modify rules/prompts, cues and equipment.
- Adapt playing area.

How can this activity be adapted to:	
Early Stage 1	Change locomotor actions.
Stage 1	Core activity.
Stage 2	Increase number of actions. Lengthen the time of activity.
Stage 3	Increase playing field.
Other Considerations:	
<ul style="list-style-type: none"> ▪ Safety – space, equipment, warm up, signals. ▪ Girls and Boys – gender equality – monitor girls’ and boys’ access to and use of resources, equipment and play areas. ▪ Aboriginal and Torres Strait Islander students – include games and learning experiences that reflect Aboriginal culture. ▪ Students Learning English as a Second Language – use the Community Language Teacher, eg in team teaching. ▪ Gifted and Talented students – provide open-ended learning experiences and devise specific programs to meet the individual needs and interests. ▪ Students with Special Needs – be aware that some students will require assistance in positioning for attention and/or participation. ▪ Students in Isolated Areas – multi-staging – provide examples of the ways that skills can be practised individually when group work is not feasible. 	

Links to Technology:
<ul style="list-style-type: none"> ▪ Add in assessment technology apps/iPad’s/video. ▪ Pedometers. ▪ Stop watches/timing gates (just poles – not real ones) – link to numeracy.

Supporting Teacher Resources:
<ul style="list-style-type: none"> ▪ Get Skilled: Get Active Fundamental Movement Skills Resources Booklet http://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/Get_skilled_get_active_booklet.pdf ▪ Get Skilled: Get Active online videos (How to teach and assess FMS) http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/qamessport/fmsindex.htm ▪ Fundamental Movement Skills In Action http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/assets/pdf/fms_action.pdf ▪ Yalunga: Traditional Indigenous Games (Australian Sports Commission 2009). http://www.ausport.gov.au/participating/resources/indigenous/full_resource ▪ SCORES Booklet (provided to workshop participants).

Notes:

