

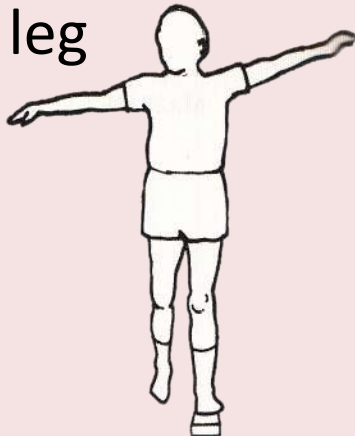
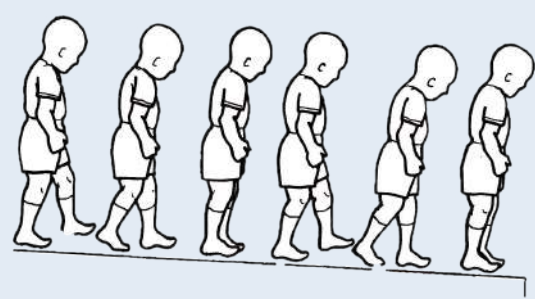
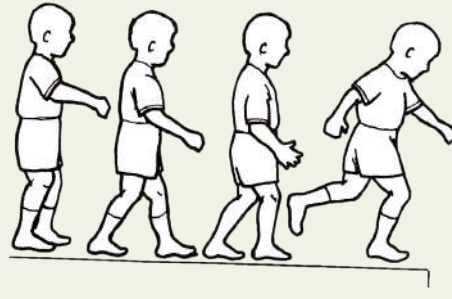
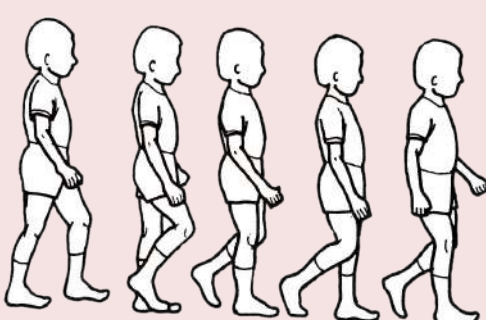


Balancing: Dynamic and Static

Performance Indicators/Teaching cues ¹ STATIC	Assessment ²	Literacy		
<ul style="list-style-type: none">Maintains a steady balance – “control”Adjusts body to maintain balance – “correct”Focuses eyes forward – “looking forward”	Static: Stork stance on one leg and then on the opposite leg hold for 30 seconds Dynamic: Walk across a balance beam forwards	balance	static	Dynamic
Performance Indicators/Teaching cues ¹ DYNAMIC		hold	freeze	Eyes
<ul style="list-style-type: none">Maintains balance while using alternate stepping action – “movement”Maintains and upright posture – “good posture”Maintains balance by using arms as needed – “control”Focuses eyes forward – “looking forward”		stability	beam	Focus
		light	forward	control

Stages of Motor Development ³ STATIC			Stages of Motor Development ³ DYNAMIC		
Stage 1	Stage 2	Stage 3	Stage 1	Stage 2	Stage 3
Initial Stage	Elementary Stage	Mature Stage	Initial Stage	Elementary Stage	Mature Stage
Raises non supporting leg several inches so that thigh is nearly parallel with surface Very unstable, overcompensates balances with outside support 	May lift non supporting leg to a tied-in position on support leg, performs better on dominant leg Uses arms for balance but may keep on at side Cannot balance with eyes closed 	Can balance with eyes closed Uses arms and trunk as needed Changes to non dominant leg 	Balances with support, eyes on feet, uses follow step with dominant foot lead 	Eyes focused on beam, loses balance easily, uses alternate stepping action 	Eyes focused beyond beam, movements are fluid, relaxed, and in control, may lose balance rarely 

Difficulties to watch for ¹	
If...	Then...
They are not able to keep their balance by using their arms in position	Allow them to perform the skill in front of a mirror to check the position of their arm
They have difficulty balancing on both legs (one at a time)	Allow for external support (wall or bar)
Children are visually checking support leg	Encourage children to keep their head up by looking at something on the wall
Children have difficulty holding the balance	Start with short time periods and gradually increase time

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<i>Can you balance...</i> <ul style="list-style-type: none">With your weight on one sideOn different body parts?While walking across the beam lightly?	<i>Can you balance...</i> <ul style="list-style-type: none">Very tallVery small?At a high level?At a low level?At a medium level?Fast or slow at a high level?Smoothly at a high level?	<i>Can you balance...</i> <ul style="list-style-type: none">On a line?Under a rope?On a rope?Carrying a ball?On a beam?
Time	Direction	People
<ul style="list-style-type: none">While moving across the beam as fast as you can?While moving across the beam as slow as you can?While moving across the beam starting slowly and showing form?Alternating fast and slow?	<ul style="list-style-type: none">Forward? Backward?To the left? To the right?Diagonally?And change direction once?And change direction 3 times?In a straight line?In a curved line?In a zigzag line?In a pattern? (show)	<ul style="list-style-type: none">All by yourself?Holding a partner’s hand?As a group?As your partner?In various ways shadowing your partner?
Flow	Range	Combinations
<ul style="list-style-type: none">Across the beam as smoothly as you can?Like a a stork?Like different animals?	<ul style="list-style-type: none">In your own space?On the lines throughout the gym?In a small space while not bumping anyone?With big steps?With tiny steps?	<ul style="list-style-type: none">Play red light green lightCombine effort, space and relationship. E.g. Can you balance across the gym with a partner while only having 4 body parts touch the ground?

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2nd ed. (TGMD-2) Assessment protocol

3. Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7th ed.). McGraw Hill: New York, NY.

4. Graham, G., Holt/Hall, S. A., Parker, M. (2013). *Children Moving: A reflective approach to teaching physical education*. (9th ed.). McGraw Hill: New York, NY.

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Skill Theme Progression: Balancing⁴

Proficiency

- Performing apparatus sequences that combine stationary balances and traveling with movement concepts
- Transferring off equipment with weight on hands
- Balancing on hanging ropes
- Balancing while supporting the weight of a partner

Utilization

- Performing sequences that combine stationary balances on mats
- Performing inverted balances on equipment
- Traveling into and out of balances on equipment
- Travelling into and out of balances by rolling
- Moving out of and into balances by stretching, curling, and twisting
- Balancing on crates

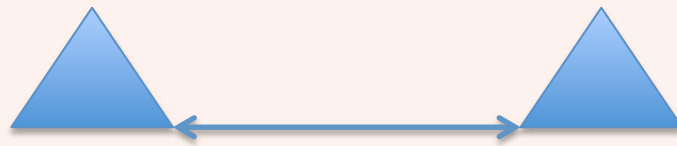
Control

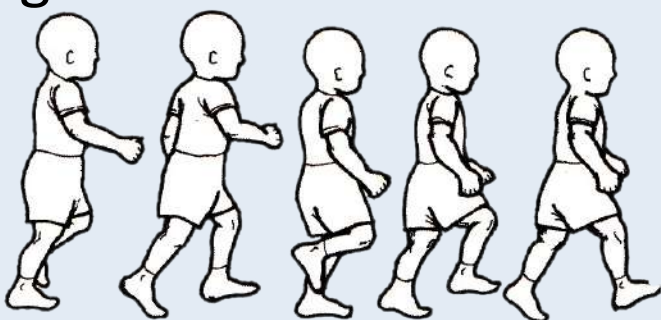
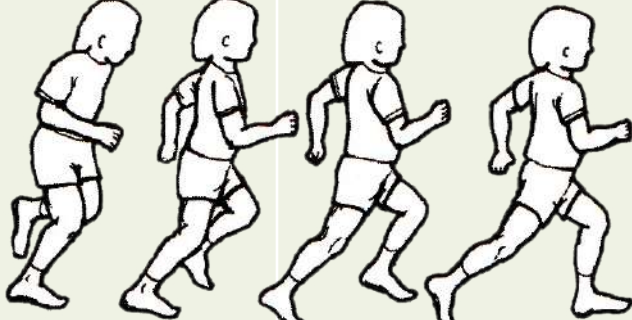
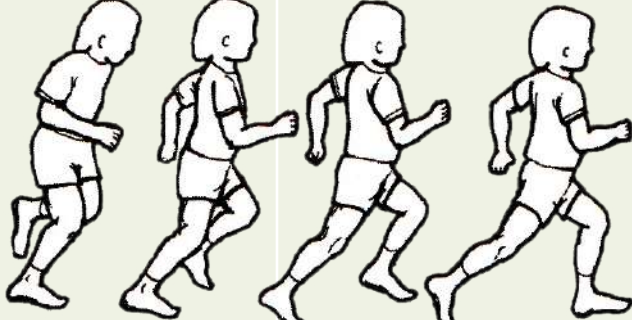
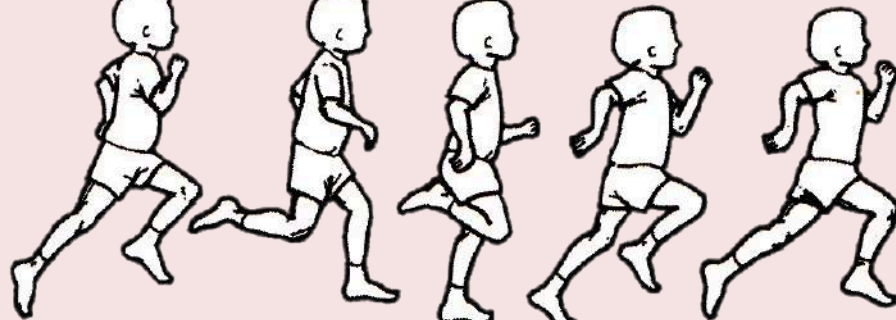
- Balance boards
- Balancing on stilts
- Balancing sequence
- Traveling while balanced
- Traveling on large apparatus
- Stationary balances on equipment
- Traveling and stopping in balanced positions
- Alignment of body parts
- Performing inverted balances
- Balances and shapes
- Balancing in different body shapes
- Balancing symmetrically and non symmetrically
- Counter balance
- Tightening the gymnastics muscles
- Balancing on different bases of support

Pre-control

- Balancing on boards
- Traveling on low gymnastics equipment
- Traveling and stopping in balanced positions
- Balancing in different body shapes
- Balancing on a wide base of support
- Balancing on different bases of support

Locomotor: Running

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy		
<ul style="list-style-type: none">Eyes focused forward throughout the run – “look ahead”Knees bend at right angles during the recovery phase – “high knees”Arms bend at elbows and move in opposition of legs – “pump arms”Front part of foot contacts ground – “light feet”Body leans slightly forward – “lean forward”	Run as fast as possible between 2 cones set 60 feet apart 	run	light	heavy
		curved	straight	zig zag
		slow	low	lead
		fast	high	follow

Stages of Motor Development ³			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Elementary Stages		Mature Stage
<i>Run High Guard</i> Arms – high guard Flat Footed contact Short, wide stride Wide shoulder width Legs & arms swing out No flight 	<i>Run Middle Guard</i> Arms- middle guard Vertical component still great Increase stride Increase arm swing 	<i>Heel-Toe Arms Extended</i> Arms- low guard Arms opposition – elbows nearly extended Heel-toe contact 	<i>Pumping Arms</i> Heel-toe contact (toe-heel when sprinting) Arm-leg opposition High heel recovery Elbow Flexion 

Difficulties to watch for ¹	
If...	Then...
There are small steps and little flight	Show them how to exaggerate the length of the stride
Feet spread too wide apart	Coach them to run along a line
Short strides	Place bean bags on a line so they can widen their stride
Low heel recovery	Run across short distance with heels coming up and touching their bottom
Arms swing from side to side	Stand still and only move arms, arms should not cross and hands can lightly brush hips
Leaning too far forward	Run on toes and stay as tall as possible

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<i>Can you run ...</i> <ul style="list-style-type: none">Like a pixie?Like an elephant?On your tiptoes?Flat-footed?As if you were floating?As if you weighed a million pounds?As softly as you can?As hard as you can?	<i>Can you run ...</i> <ul style="list-style-type: none">Very tallVery small?At a high level?At a low level?At a medium level?Fast or slow at a high level?Smoothly at a high level?	<i>Can you run ...</i> <ul style="list-style-type: none">On a line?Across the line?Under the bars?Behind the chair?Around the hoop?Over the hoop?Through the hoop?Carrying a ball?With imaginary boots on?
Time	Direction	People
<ul style="list-style-type: none">As fast as you can?As slow as you can?Starting slowly and showing form?Alternating fast and slow?	<ul style="list-style-type: none">Forward? Backward?To the left? To the right?Diagonally?And change direction once?And change direction 3 times?In a straight line?In a curved line?In a zigzag line?In a pattern? (show)	<ul style="list-style-type: none">All by yourself?In front of a partner?Beside a partner?Holding a partner’s hand?With the class?Without touching anyone?With two others?In formation?
Flow	Range	Combinations
<ul style="list-style-type: none">With jerky movement?As smoothly as you can?Like a machine?Like a robot?Like a deer?Like a football player?	<ul style="list-style-type: none">In your own space?Throughout the gym?As far as you can?And not bump anyone?With your feet wide?With big steps?With tiny steps?	<ul style="list-style-type: none">Play red light green lightUse a combination in a story: “Let’s go drive our car”Freeze gameTag gamesFollow the leaderRun to and from hoop carrying bean bags

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

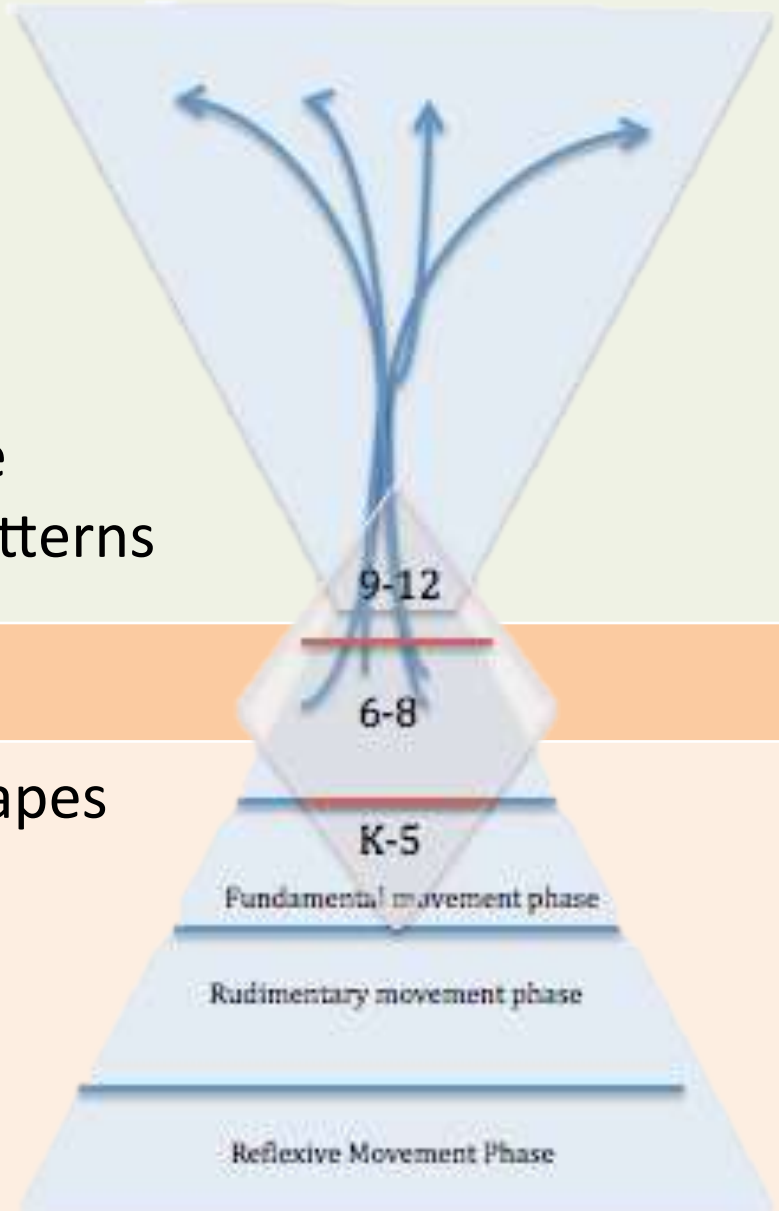
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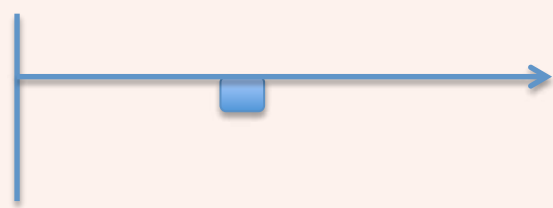
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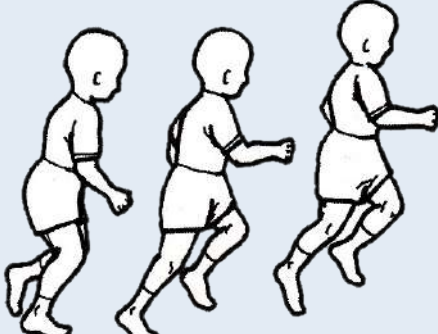
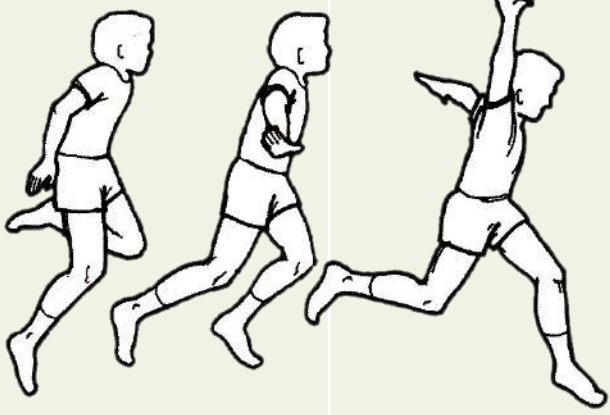
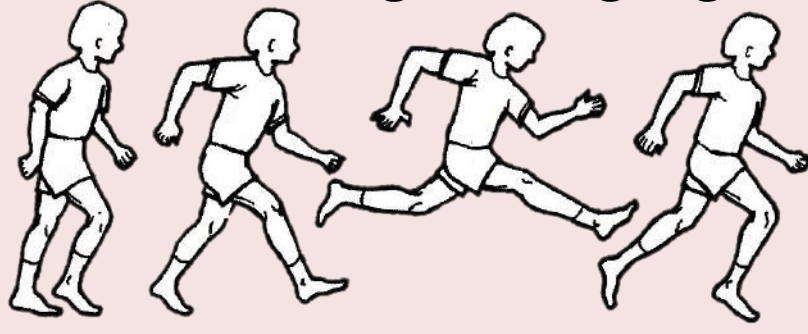
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Skill Theme Progression: Traveling ⁴
Proficiency <ul style="list-style-type: none">Traveling in gymnasticsTraveling in games and sportsPerforming rhythmical patternsBody shapes and group travel: A study in formTraveling with shapes and actions: A story without words
Utilization <ul style="list-style-type: none">Traveling in bound and free flowTraveling to tell a storyPerforming rhythmical patternsMeeting & parting while traveling with partnerShadowing a partner’s travelTraveling with partner: changing direction and speedTraveling with partner: copying locomotor and directionsTraveling with partner: matching pathways
Control <ul style="list-style-type: none">Combining locomotor movementsTraveling in slow motionTraveling with changes in speedChanging speed to musicTraveling using different directions, levels, pathways, locationsTraveling at different speedsLocomotor and rhythm: The follow me danceTraveling in different pathwaysTraveling in different directionsTraveling an obstacle courseTraveling with musicTraveling in confined spacesRun / Leap / Skip / Hop / Gallop/ SlideTraveling with different locomotor patterns
Pre-control <ul style="list-style-type: none">Traveling among wide and narrow shapesTraveling through rope pathwaysTraveling with imageryTraveling in different ways (choice)Traveling with locomotor movementsTraveling in general space



Locomotor: Leaping

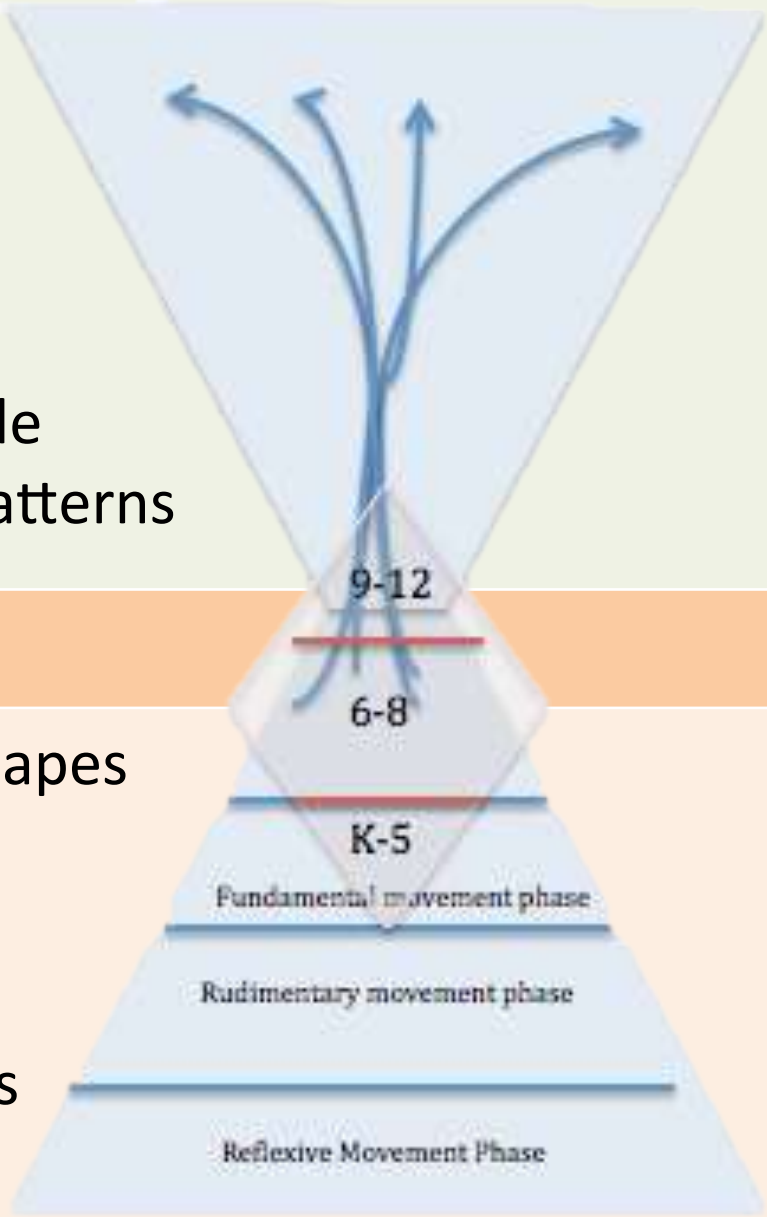
Performance Indicators/Teaching cues ¹	Assessment ²	Literacy	
<ul style="list-style-type: none">Forward movement sustained throughout the leap – “move forward”Eyes focused forward – “looking ahead”Take off from one foot, land on opposite foot – “opposite feet”Straighten legs in flight, arms in opposition – “straight legs”Controlled landing without losing balance – “control”	Run and then leap over beanbag starting from tape 	leap	over
		air	extend
		forward	split

Stages of Motor Development ³			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Elementary Stages		Mature Stage
Child appears confused in attempts Inability to push off and gain distance and elevation Each attempt looks like another running step Inconsistent use of takeoff leg Arms ineffective 	Appears to be thinking through the action Attempt looks like elongated run Little elevation above supporting surface Little forward trunk lean 	Stiff appearance in trunk Incomplete extension of legs during flight Arms used for balance, not as aid in force production	Relaxed rhythmical action Forceful extension of takeoff leg Good summation of horizontal and vertical forces Definite forward trunk lean Definite arm opposition Full extension of legs during flight 

Difficulties to watch for ¹	
If...	Then...
Child is showing insufficient extension of legs and body on takeoff	Ask the child to leap over horizontal target, gradually increasing the distance between takeoff and target
Child is using ineffective arm swing	Encourage the child to use arms to move through the air
Arms are behind or beside on landing	Encourage the child to reach forward.

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<i>Can you leap ...</i> <ul style="list-style-type: none">And land lightly?And land without making a sound?And land forcefully?Alternating hard and soft landings?And swing your arms forcefully?And keep your arms at your side	<i>Can you leap ...</i> <ul style="list-style-type: none">As high as you can?As low as you can?At many different levels?Alternating low and high leaps?	<i>Can you leap ...</i> <ul style="list-style-type: none">Over a rope?Over a hurdle?Across two outstretched ropes?Over two outstretched ropes?From one carpet square to the next?
Time	Direction	People
<ul style="list-style-type: none">And stay in the air as long as you can?And land as quickly as you can?And swing only one arm?In time to the accented beat of the drum?In time to the accented beat of the music?	<ul style="list-style-type: none">Forward?Backward?Diagonally?With your left foot leading?With your right foot leading?Alternating left and right foot lead?	<ul style="list-style-type: none">The same distance as your partner?The length of your partner’s body?In unison with your partner?
Flow	Range	Combinations
<ul style="list-style-type: none">From a three step approach?From a two step approach?From the one step approach?From a stationary approach?	<ul style="list-style-type: none">As far as you can?And keep one leg bent?And bend both legs in the air?And keep both legs straight?And twist your trunk in the air?On different surfaces?	<ul style="list-style-type: none">Leaping around and over and obstacle courseLeaping over rope held by partnersLeaping races

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Pre-control	
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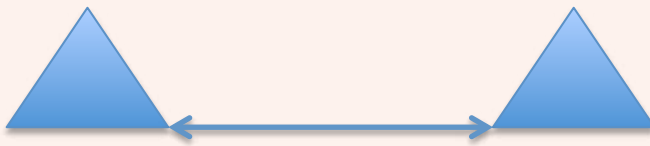


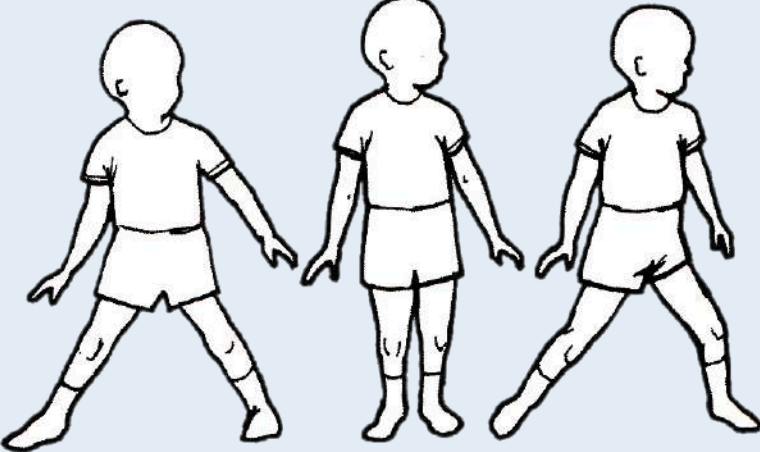
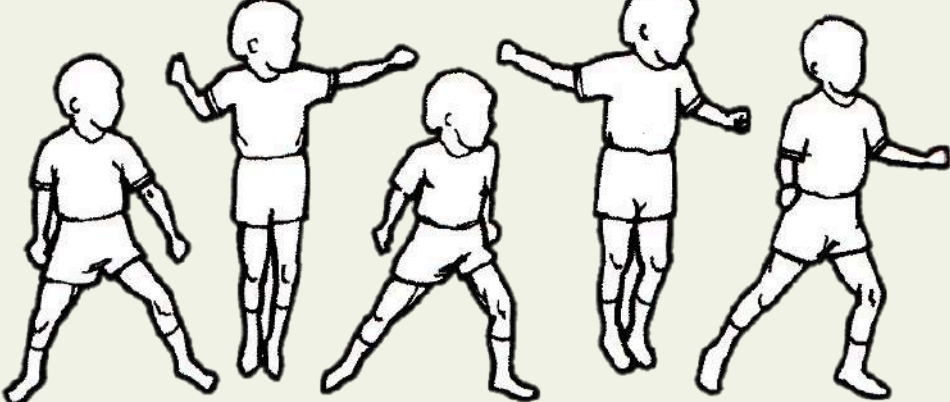
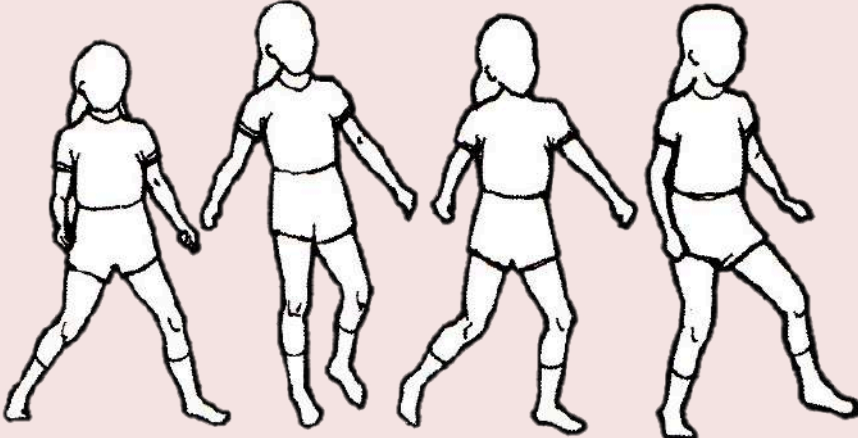
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Locomotor: Galloping & Sliding

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy	
<ul style="list-style-type: none">Keeps trail leg behind lead leg – “trail leg”Gallops using either leg as lead – “lead leg”Displays rhythmical arm movement – “arms move with beat”Turns hips, shoulders, and eyes to direction of movement – “twist to direction”	Have the child gallop from one cone to the other for about 25 feet 	gallop	slide
		forward	sideways
		open	close
		lead	follow

Stages of Motor Development ³		
Stage 1	Stage 2	Stage 3
Initial Stage	Elementary Stage	Mature Stage
<i>Choppy Run</i> Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact 	<i>Stiff Back Leg</i> Slow-moderate tempo, choppy rhythm Trail leg stiff Hips often oriented sideways Vertical component exaggerated 	<i>Smooth Rhythmical</i> Smooth, rhythmical pattern, moderate tempo Feet remain close to ground Hips oriented forward 

Difficulties to watch for ¹	
If...	Then...
There is an inconsistent step-hop pattern	Use colored tape to mark footsteps on the floor and help establish pattern
There is a lack of rhythm in the skip	Clap the rhythm for children
Movements are exaggerated	Encourage the children to life their feet just off the ground
Slight loss of balance from time to time	Have the child slow the skip down and exaggerate the hop portion of the skip
Children are landing flat footed	Ask children to see if they can make their skip as “quiet” as possible

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<i>Can you slide/gallop...</i> <ul style="list-style-type: none">Landing flat-footed?Landing on your toes?Very quietly?While pretending you are dragging and elephant?While pretending you are trying to escape a charging elephant?	<i>Can you slide/gallop...</i> <ul style="list-style-type: none">Sideways and get smaller?Sideways and get bigger?Somewhere in between big and small?And change levels as I raise or lower my hand?	<i>Can you slide/gallop...</i> <ul style="list-style-type: none">From one line to the other?From one line to the other as many times as you can in thirty seconds?In either direction while bouncing and catching a ball?In either direction while dribbling a ball?
Time	Direction	People
<ul style="list-style-type: none">As fast as you can?As slow as you can?To the beat of a drum?In time to the music?	<ul style="list-style-type: none">Sideways?Forward or backward (gallop)?To the left or right?To the left four steps and then to the right four steps?Alternating left and right?In the direction I point?	<ul style="list-style-type: none">Facing a partner and travel in the same direction?Facing a partner and travel in a opposite direction?
Flow	Range	Combinations
<ul style="list-style-type: none">Keeping both legs stiff?Keeping one leg stiff?Keeping your trunk erect?Bending forward at your waist?	<ul style="list-style-type: none">To your right (or left) as far as you can until I say stop?Taking big steps?Taking small steps?	<ul style="list-style-type: none">Gallop/slide to a line and come back

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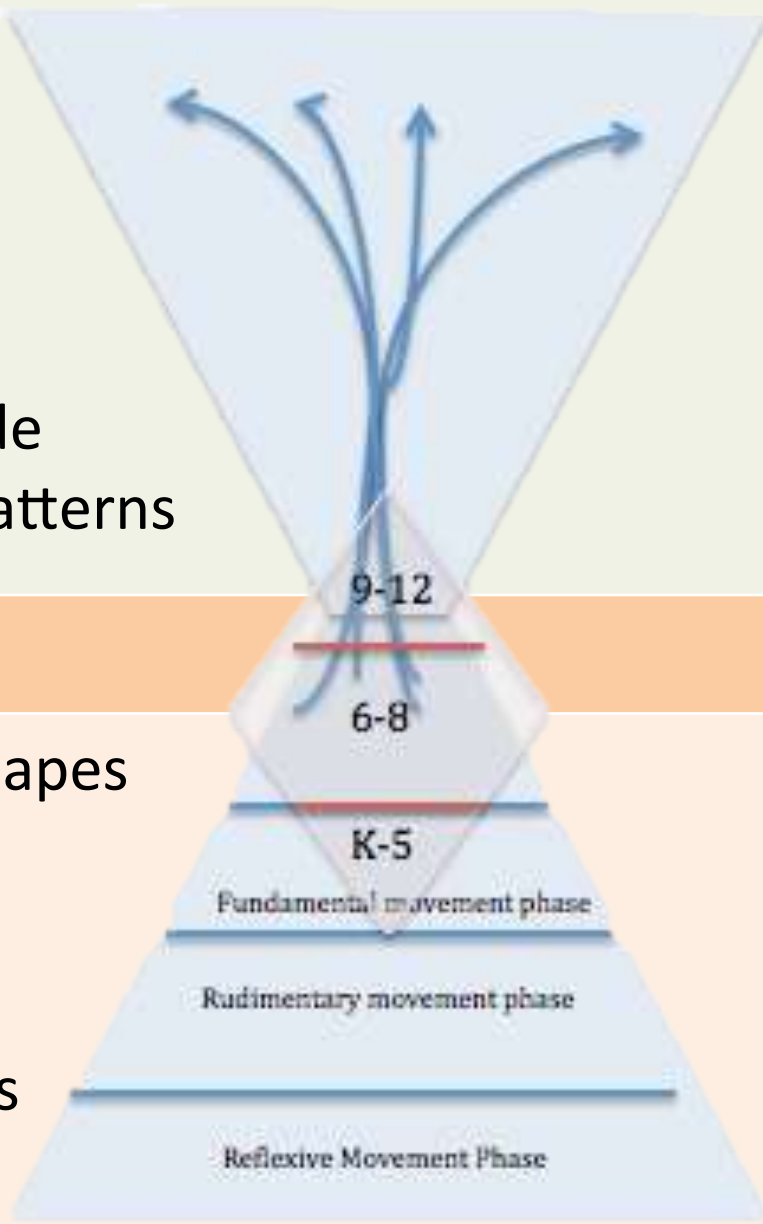
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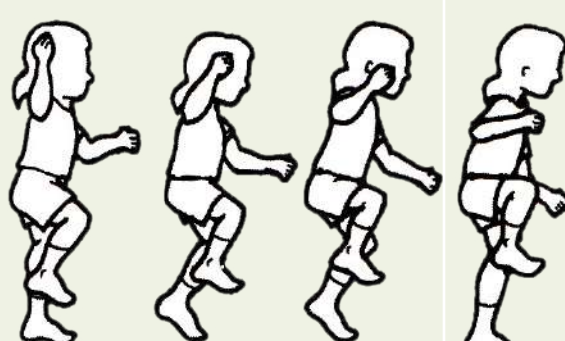

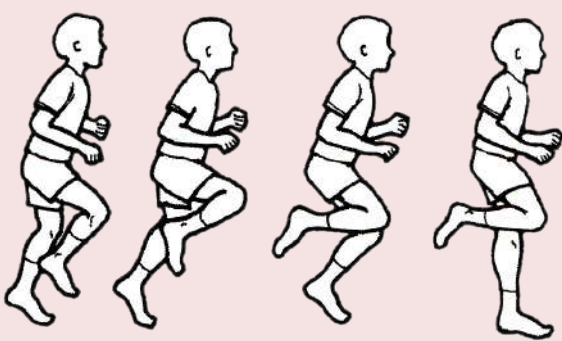
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Pre-control <ul style="list-style-type: none">Traveling among wide and narrow shapesTraveling through rope pathwaysTraveling with imageryTraveling in different ways (choice)Traveling with locomotor movementsTraveling in general space



Locomotor: Hopping

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy	
<ul style="list-style-type: none">Takes off on one foot and lands on the same foot - “one foot”Holds knee behind body at 90 degree angle – “make an L shape”Uses arms for lift – “arms”Displays rhythmical hopping – “hop to a beat”Maintains balance – “controlled”	Have the child hop three times on one foot and then the other foot	hop	1 foot
		L shape	rhythm
		90	pendulum
		take off	land

Stages of Motor Development ³			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Elementary Stages		Mature Stage
<p><i>Foot in Front</i></p> <p>Nonsupport foot in front with thigh parallel to floor Body erect Hands shoulder height</p> 	<p><i>Foot by Support Leg</i></p> <p>Nonsupport knee flexed with knee in front and foot behind support leg Slight body lean forward Bilateral arm action</p> 	<p><i>Foot Behind Support Leg</i></p> <p>Nonsupport thigh vertical with foot behind support leg, knee flexed More body lean forward Bilateral arm action</p> 	<p><i>Perpendicular Free Leg</i></p> <p>Nonsupport leg is bent, knee pumps forward and back in perpendicular action Forward body lean Arm opposition with swing leg</p> 

Difficulties to watch for ¹	
If...	Then...
Child is not actually getting off the ground	Provide flat obstacles for the child to try to hop over (rope or line)
Hopping appears very uncoordinated and awkward	Have the child verbalize the parts of the hop out loud (bent knees, push-off, arm swing, landing)
Child is unable to alternate hopping foot	Encourage the child to practice hopping on each foot separately
Child is using insufficient arm swing	Encourage the child to stand in a stationary position and swing arms to imitate a hopping motion

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<p><i>Can you hop...</i></p> <ul style="list-style-type: none">As quietly as you can?As loudly as you can?Alternating hard and soft landings?Hard four times on your left, then soft four times on your right?	<p><i>Can you hop...</i></p> <ul style="list-style-type: none">In a small ball?In a crouched position?With little crouched hops?As high as you can?At a medium height?Staying lower than my hand?	<p><i>Can you hop...</i></p> <ul style="list-style-type: none">Over the rope?In a hoop?Over the cones?Around the cones?While bouncing a ball?While catching a tossed ball?While tossing and catching a self-tossed ball?
Time	Direction	People
<ul style="list-style-type: none">As fast as possible?As slowly as possible?Starting slow and getting slower?In time to the music?	<ul style="list-style-type: none">In place?Forward?Backward?Sideways?And turn in the air?And make a quarter (half, three-quarter, full) turn?	<ul style="list-style-type: none">In rhythm with a partner?Forward holding hands?Facing each other and hopping in unison to the wall?Imitating your partner’s arm actions?
Flow	Range	Combinations
<ul style="list-style-type: none">Without using your arms?Using only the arm opposite your hopping foot?Alternating feet every eight (four, two) beats?	<ul style="list-style-type: none">In your own space?From spot to spot?And land on a different carpet square each time?And land on the same spot?And land in as small a spot as possible?And land in as large a spot as possible?	<ul style="list-style-type: none">Hopscotch

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Skill Theme Progression: Traveling⁴

Proficiency

- Traveling in gymnastics
- Traveling in games and sports
- Performing rhythmical patterns
- Body shapes and group travel: A study in form
- Traveling with shapes and actions: A story without words

Utilization

- Traveling in bound and free flow
- Traveling to tell a story
- Performing rhythmical patterns
- Meeting & parting while traveling with partner
- Shadowing a partner’s travel
- Traveling with partner: changing direction and speed
- Traveling with partner: copying locomotor and directions
- Traveling with partner: matching pathways

Control

- Combining locomotor movements
- Traveling in slow motion
- Traveling with changes in speed
- Changing speed to music
- Traveling using different directions, levels, pathways, locations
- Traveling at different speeds
- Locomotor and rhythm: The follow me dance
- Traveling in different pathways
- Traveling in different directions
- Traveling an obstacle course
- Traveling with music
- Traveling in confined spaces
- Run / Leap / Skip / Hop / Gallop / Slide
- Traveling with different locomotor patterns

Pre-control

- Traveling among wide and narrow shapes
- Traveling through rope pathways
- Traveling with imagery
- Traveling in different ways (choice)
- Traveling with locomotor movements
- Traveling in general space

Locomotor: Horizontal Jumping

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy	
<ul style="list-style-type: none">Eyes focused forward – “look ahead”Bends knees and body at waist in preparation for jump - “bend then explode”Swings arms fully in a backward-forward direction – “swing”Extends body in flight and lands with bent knees – “expand”Takes off and lands on two feet – “soft feet”	Have a starting line on the floor tell the child to jump as far as they can	jump	over
		near	far
		light	heavy
		on	off

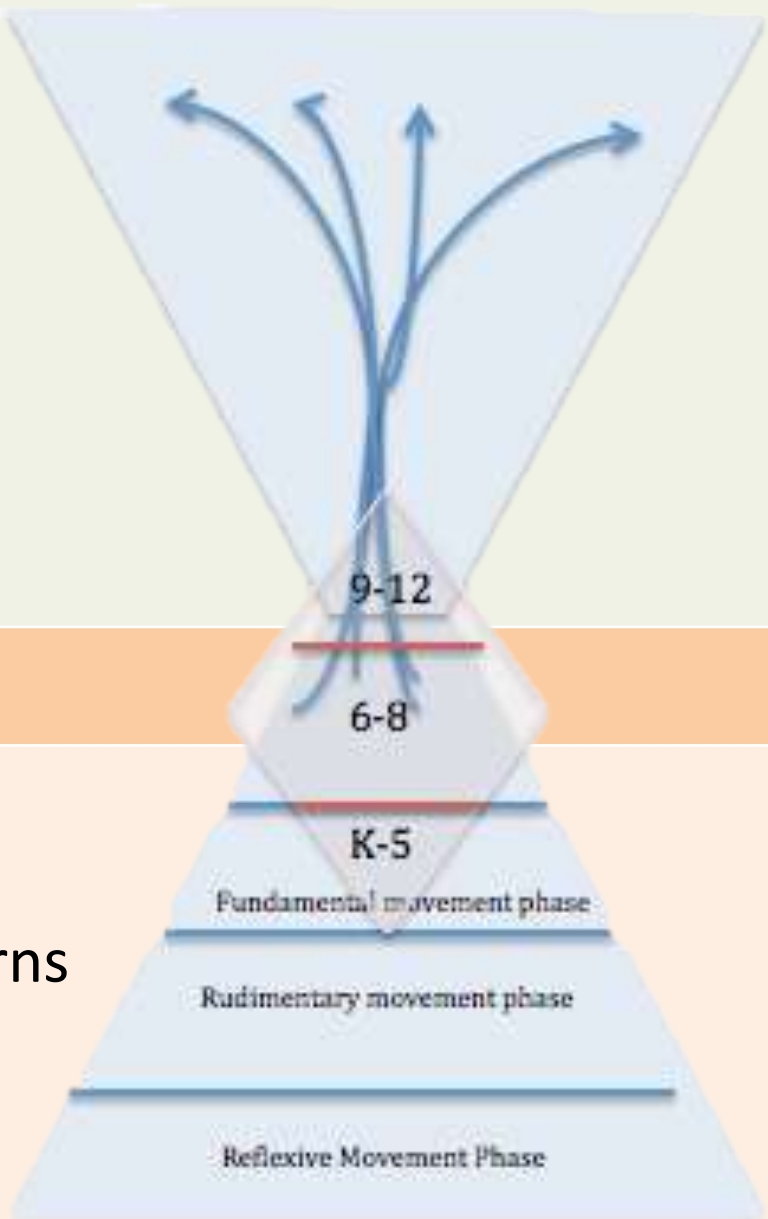


Stages of Motor Development ³			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Elementary Stages		Mature Stage
<i>Braking arms</i> Arms act as “brakes” Large vertical component Legs not extended	<i>Winging Arms</i> Arms act as “wings” Vertical component still great Legs near full extension	<i>Arms swing to head</i> Arms move forward, elbows in front of trunk at take-off Hands to head height Take-off angle still above 45% Legs often fully extended	<i>Full Body Extension</i> Complete arm and leg extension at take-off Take-off near 45 degree angle Thighs parallel to surface when feet contact for landing

Difficulties to watch for ¹	
If...	Then...
Child is showing insufficient extension of legs and body at takeoff	Ask the child to jump over a horizontal target, gradually increasing the distance between take off and object.
Child is using ineffective arm swing in the jump	Encourage the child to rock forward in a heel-to-toe motion while coordinating arm swing
Child is falling backward on landing	Encourage the child to reach forward on landing
Arms are beside or behind on landing	Use cue words as a reminder (reach forward)

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<i>Can you jump...</i> <ul style="list-style-type: none">As quietly as possible?As loudly as possible?Alternating loud and soft jumps?Like a pixie?Like a giant?	<i>Can you jump...</i> <ul style="list-style-type: none">From as small a position as you can?From as big a position as you can?And stay under my hand?	<i>Can you jump...</i> <ul style="list-style-type: none">Over the box?Across the rope?Through the hoop?Like a frog or a rabbit?While holding this ball?
Time	Direction	People
<ul style="list-style-type: none">Very fast?Very slowly?Alternating fast and slow jumps?As if you were stuck in molasses?As if you were stuck on ice?	<ul style="list-style-type: none">Forward? Backward?Sideways?In a straight line?Several times in a zigzag or circular pattern?Making various geometric shapes or letters of the alphabet?While staying in the same place?	<ul style="list-style-type: none">With a partner?As far as your partner?Over your partner?At the same time as your partner jumps?
Flow	Range	Combinations
<ul style="list-style-type: none">With your arms and legs held stiffly?Keeping your arms out?With your legs out?In a relaxed manner?Like a wooden soldier?	<ul style="list-style-type: none">As far as you can?As near as you can?Landing with your feet wide apart?Landing with your feet close together?	<ul style="list-style-type: none">Jumping to reach marks on the floorJumping around a pond landing on lily padsJumping through an obstacle course

Skill Theme Progression: Jumping and Landing ⁴
Proficiency
<ul style="list-style-type: none">Jumping hurdlesJumping, dancing, and imageryJumping as part of dance creationJumping with a springboardJumping with partner to match actionsJumping with partner to mirror actions
Utilization
<ul style="list-style-type: none">Jumping to an accented beatThrowing and catching while jumpingJumping on a benchJumping to throwJumping to catch
Control
<ul style="list-style-type: none">Jumping and landing task sheetJump, squash, TaDaJumping on and off equipment using buoyant and yielding landingsJumping over equipment using buoyant landingsPerforming jumping sequences and making body shapesTraveling, jumping, and body shapesJumping to form body shape during flightJumping using buoyant and yielding landingsJumping a self-turned ropeJumping a turned ropeJumping in rhythmical sequencesJumping rhythmicallyJumping over low obstacles: hurdlesJumping over low obstacles: hoopStanding long jumpJumping and landing: basic patterns
Pre-control
<ul style="list-style-type: none">Jumping over a swinging ropeJumping for distanceJumping and landing: different patterns

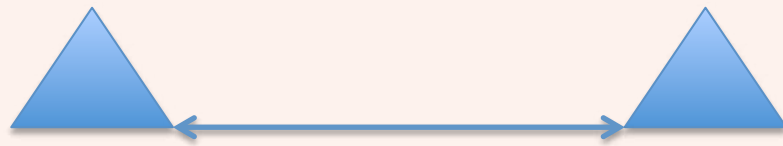


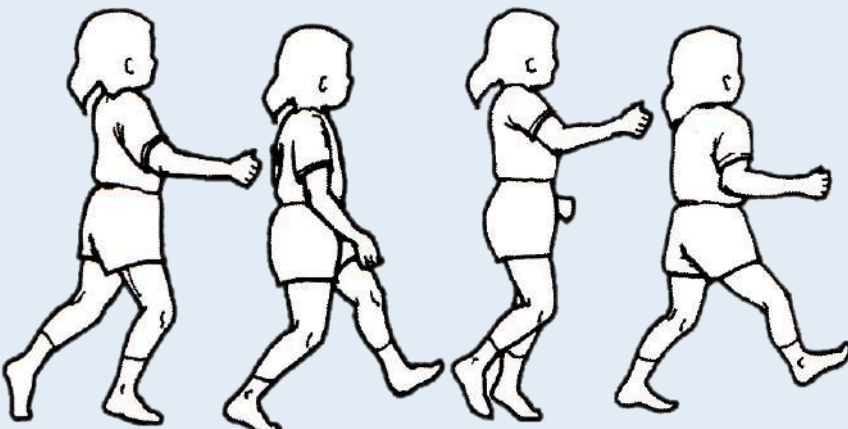
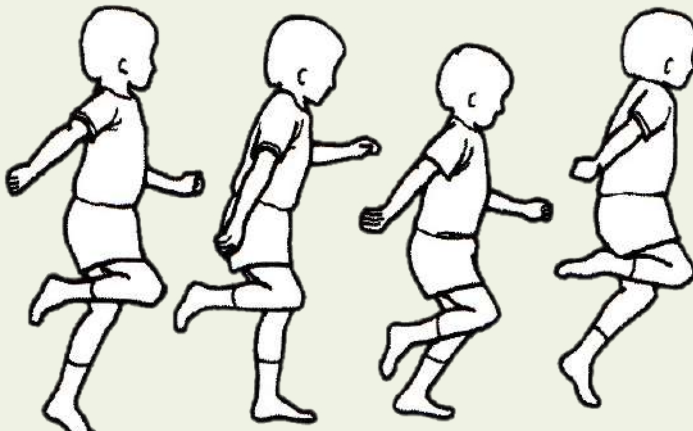
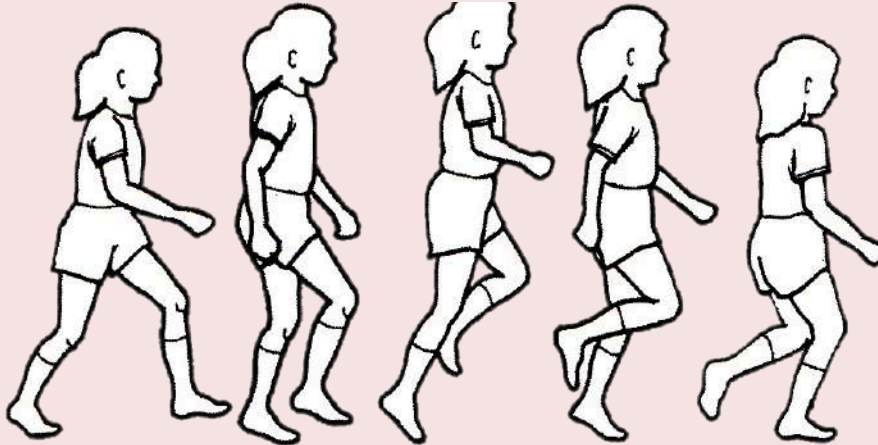
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Locomotor: Skipping

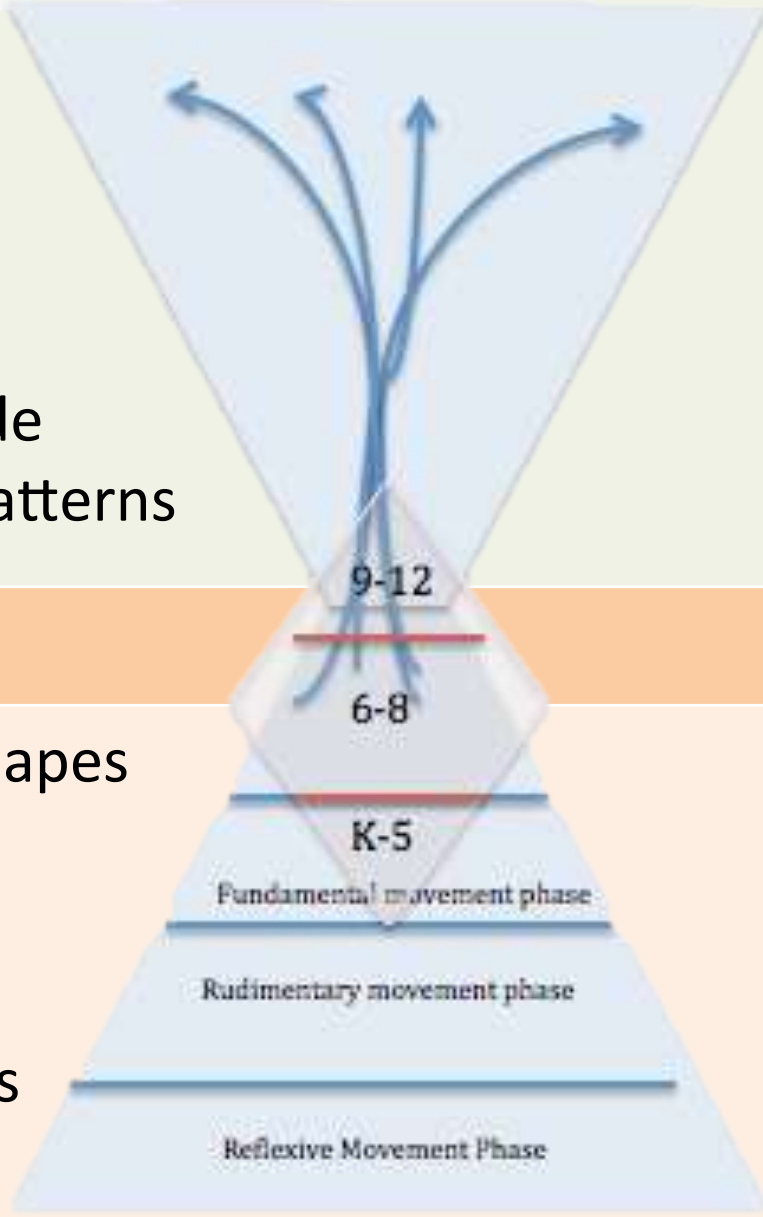
Performance Indicators/Teaching cues ¹	Assessment ²	Literacy	
<ul style="list-style-type: none">Displays a step-hop pattern – “step-hop”Uses both sides of body alternately – “left then right”Swings arms in opposition to feet – “arm swing”Displays a rhythmical pattern - “keep a beat”Focuses eye forward - “look ahead”	<p>Have the child skip from one cone to another for about 25 feet</p> 	skip	rhythm
		step	hop
		small	large
		around	along

Stages of Motor Development ³		
Stage 1	Stage 2	Stage 3
Initial Stage	Elementary Stage	Mature Stage
<p><i>Broken Skip</i></p> <p>Broken skip pattern or irregular rhythm Slow, deliberate movement Ineffective arm action</p> 	<p><i>High Arms & Legs</i></p> <p>Rhythmical skip pattern Arms provide body lift Excessive vertical component</p> 	<p><i>Rhythmical Skip</i></p> <p>Arm action reduced/hands below shoulders Easy, rhythmical movement Support foot near surface on hop</p> 

Difficulties to watch for ¹	
If...	Then...
There is an inconsistent step-hop pattern	Use colored tape to mark footsteps on the floor and help establish pattern
There is a lack of rhythm in the skip	Clap the rhythm for children
Movements are exaggerated	Encourage the children to life their feet just off the ground
Slight loss of balance from time to time	Have the child slow the skip down and exaggerate the hop portion of the skip
Children are landing flat footed	Ask children to see if they can make their skip as “quiet” as possible

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<p><i>Can you skip...</i></p> <ul style="list-style-type: none">As quietly as you can?As a giant would?As loudly as you can?Landing heavily on one foot and lightly on the other?Alternating loud/quiet and hard/soft skips?	<p><i>Can you skip...</i></p> <ul style="list-style-type: none">While making yourself very small? (gradually get smaller)As tall as you can?With a high knee lift?Barely raising your feet off the ground?	<p><i>Can you skip...</i></p> <ul style="list-style-type: none">Without touching any of the lines on the floor?Without touching any cracks in the cement?And try to step on each line or crack?While carrying a heavy object?
Time	Direction	People
<ul style="list-style-type: none">As fast as you can?As slow as you can?As if you were on a sandy beach?Downhill?Uphill?To the beat of a drum?	<ul style="list-style-type: none">Forward? Backward?To the left? To the right?Diagonally?In a straight line?In a curved line?In a zigzag line?In a circle?	<ul style="list-style-type: none">With a partner?Going backward while your partner moves forward?In unison with a partner?While holding both your partner’s hands?
Flow	Range	Combinations
<ul style="list-style-type: none">Without using your arms?Swinging your arms outward, inward, or diagonally?Like a toy solider?In a relaxed manner?	<ul style="list-style-type: none">And see how many complete skips it takes to cross the room?And measure how much space you cover in one complete skip?With your legs wide apart?	<ul style="list-style-type: none">Tag while skipping

Skill Theme Progression: Traveling ⁴	
Proficiency	<ul style="list-style-type: none">Traveling in gymnasticsTraveling in games and sportsPerforming rhythmical patternsBody shapes and group travel: A study in formTraveling with shapes and actions: A story without words
Utilization	<ul style="list-style-type: none">Traveling in bound and free flowTraveling to tell a storyPerforming rhythmical patternsMeeting & parting while traveling with partnerShadowing a partner’s travelTraveling with partner: changing direction and speedTraveling with partner: copying locomotor and directionsTraveling with partner: matching pathways
Control	<ul style="list-style-type: none">Combining locomotor movementsTraveling in slow motionTraveling with changes in speedChanging speed to musicTraveling using different directions, levels, pathways, locationsTraveling at different speedsLocomotor and rhythm: The follow me danceTraveling in different pathwaysTraveling in different directionsTraveling an obstacle courseTraveling with musicTraveling in confined spacesRun / Leap / Skip / Hop / Gallop / SlideTraveling with different locomotor patterns
Pre-control	<ul style="list-style-type: none">Traveling among wide and narrow shapesTraveling through rope pathwaysTraveling with imageryTraveling in different ways (choice)Traveling with locomotor movementsTraveling in general space



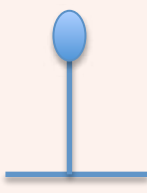
The diagram illustrates the progression of skill themes from Pre-control to Proficiency, organized into a funnel shape. The funnel is divided into three horizontal sections: Pre-control (bottom, orange), Control (middle, green), and Proficiency (top, blue). The Pre-control section is further divided into three sub-sections: 6-8 (bottom), K-5 (middle), and 9-12 (top). The Control section is divided into two sub-sections: Rudimentary movement phase (bottom) and Fundamental movement phase (top). The Proficiency section is divided into two sub-sections: Fundamental movement phase (bottom) and Reflexive Movement Phase (top). The diagram shows the progression of skill themes from Pre-control to Proficiency, with age ranges and movement phases indicated.

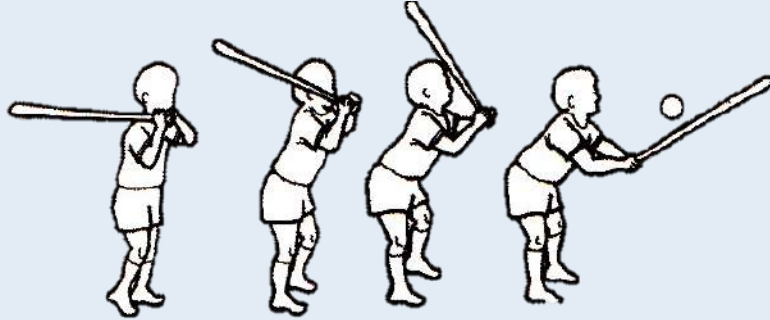
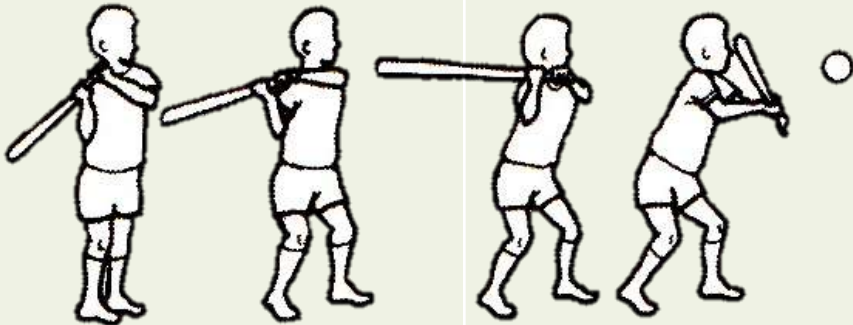
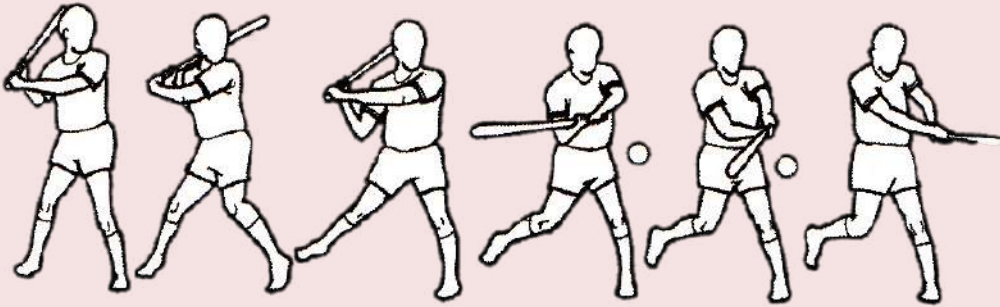
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Manipulative: Striking

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy		
<ul style="list-style-type: none">Eyes focused on object being struck – “Watch ball”Stands side on to target– “Stand Sideways”Displays preparatory backswing– “Swing back”Hip and shoulder rotation during swing – “Rotate”Transfers weight from back to front foot – “Back to Front”Follows through along swinging path – “Follow Through”	Hit 4’ ball off batting tee. Tell child to hit hard. 	strike	light	hard
		hit	turn	rotate
		swing	front	back

Stages of Motor Development ³			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Emerging Stages		Mature Stage
<p><i>Chop Strike</i></p> <p>“Chop” Strike-bat Feet Stationary Trunk faces tossed ball No trunk rotation Elbows fully flexed Force comes from extension of flexed joints in a downward plane</p> 	<p><i>Pushing</i></p> <p>Horizontal push/swing Feet stationary/stepping Weight shift to front foot before striking Combined trunk and hip rotation (block rotation)</p> 	<p><i>Ipsilateral Step</i></p> <p>Back foot steps across Diagonal downward swing Strike in oblique plane</p>	<p><i>Contralateral Step</i></p> <p>Contralateral step Segmented body rotation Wrist rollover on follow-through Weight shifts to back foot Weight shift occurs while object is still moving backwards Striking in a long, full arc in horizontal plane Weight shifts to front foot on contact</p> 

Difficulties to watch for ¹	
If...	Then...
They do not watch the incoming object	Ask them to watch an X marked on ball, use bright colored ball
They are not opening up when preparing to strike	They should stand in ready position facing the object, then turn sideways with arms apart
They strike the object outside the hitting zone	Place ball on large cone or tee; children practice hitting ball off tee – made sure they open up
They are not transferring weight	Practice opening up with weight on back foot and striking motion when shifting to front foot. Without bat or ball, have students say back / front
They have trouble striking ball in air	Allow a bounce before you strike
They have trouble striking small objects	Practice with balloons, then progress to smaller balls
They are having an easy time striking with hands	Allow practice with paddle bat; start with popping object up and letting it bounce between strikes

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<p><i>Can you strike the ball...</i></p> <ul style="list-style-type: none">As hard as you can?As softly as you can?So it makes a loud noise?Like a strong monster?Squarely?	<p><i>Can you strike the ball...</i></p> <ul style="list-style-type: none">So it travels at different levels?From a high to low level?From a low to high level?	<p><i>Can you strike the ball ...</i></p> <ul style="list-style-type: none">Off different height cones?Off the batting tee?Over a rope?Under a rope?Into the bucket?Using different size objects?Using different implements?
Time	Direction	People
<ul style="list-style-type: none">Slowly?Quickly?Firmly?	<ul style="list-style-type: none">In a straight line?Up?Down?Forward?	<ul style="list-style-type: none">To a partner?As your partner does?Tossed by your partner?
Flow	Range	Combinations
<ul style="list-style-type: none">With jerky movement?As smoothly as you can?	<ul style="list-style-type: none">Using different body parts?Keep it in your own space?With your other hand?From the other side?	<ul style="list-style-type: none">Use balloons firstWith partnerStriking ball against wallTwo square / Four square

Skill Theme Progression: Striking ⁴
Proficiency
<ul style="list-style-type: none">One-base baseballSix-player striking and fielding in game-like situationsDirecting the pathways, distance, and speed of object
Utilization
<ul style="list-style-type: none">Batting, combining distance and placementStriking a pitched object varying the distanceHitting to open spacesDirecting the placement of the ballGrounders and flies
Control
<ul style="list-style-type: none">Striking a pitched ballStriking a self-tossed ball to different distancesThrowing a ball in the air and striking itHit and runHitting a stationary ball from different placesStriking suspended ballsStriking a stationary ball for distanceLevel swingsStriking a stationary ball
Pre-control
<ul style="list-style-type: none">Striking of batting teeBalloon strike

References:

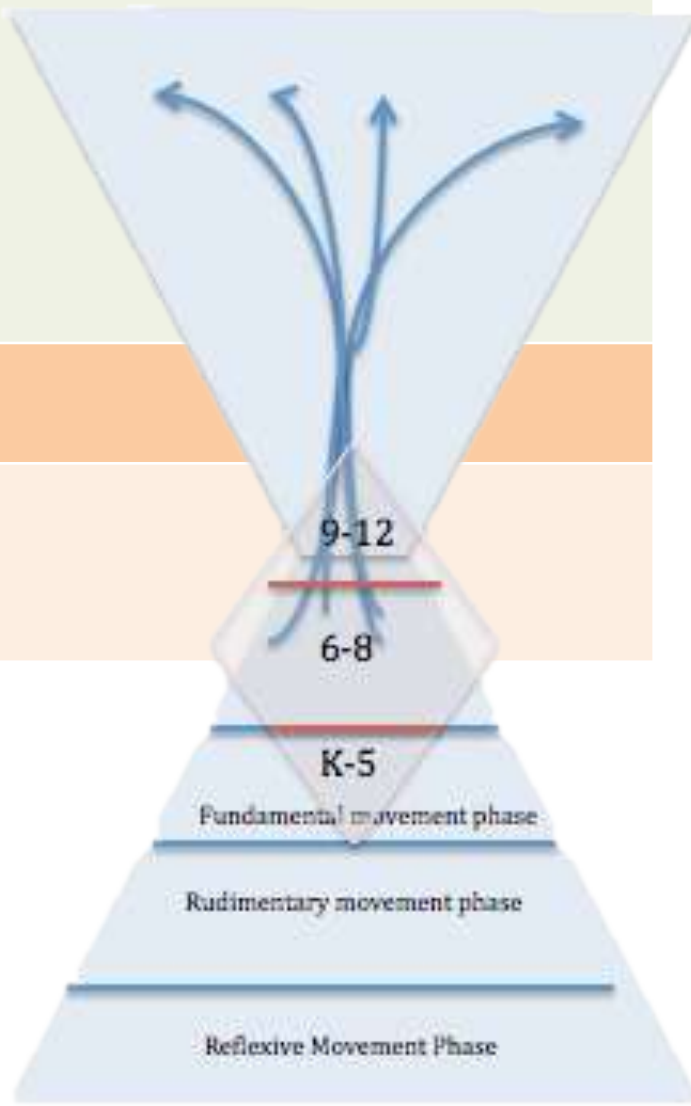
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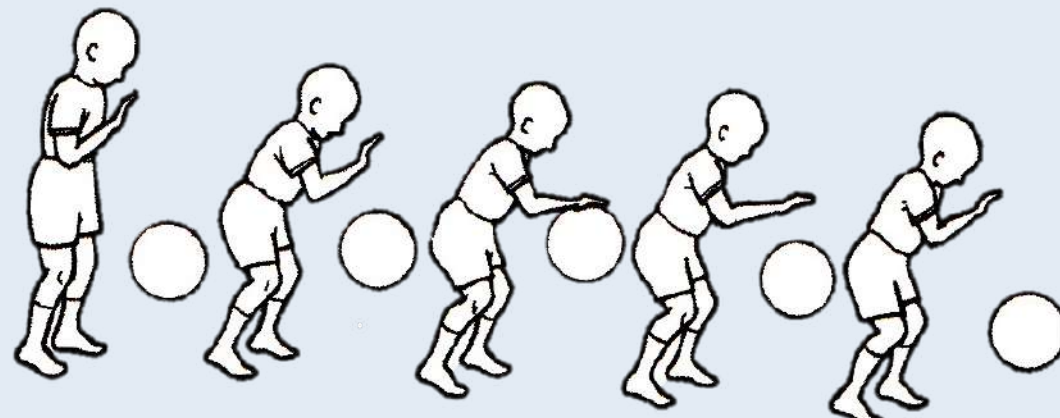
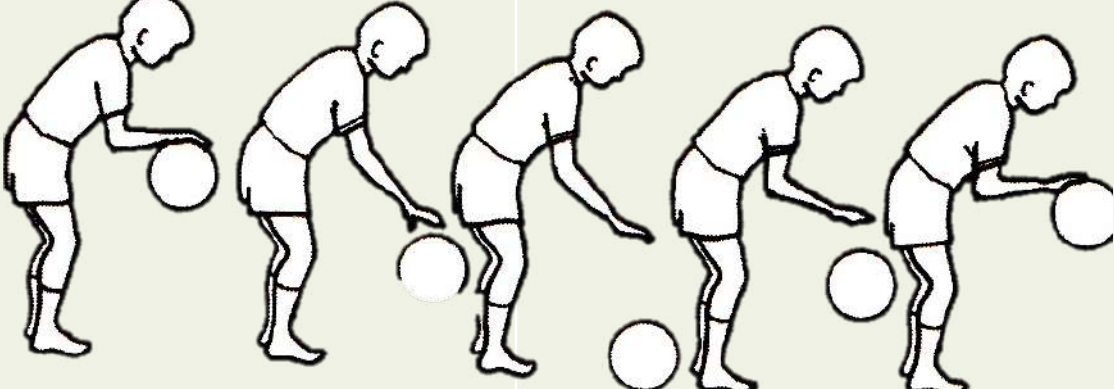
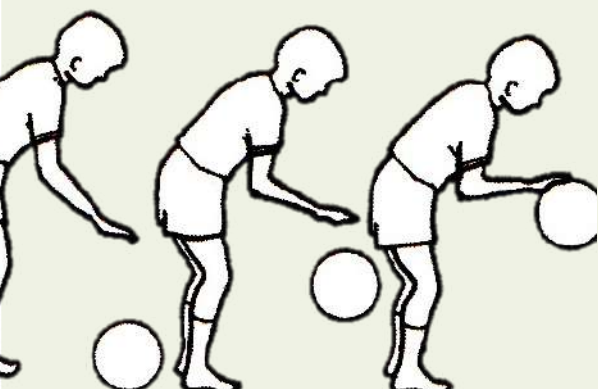
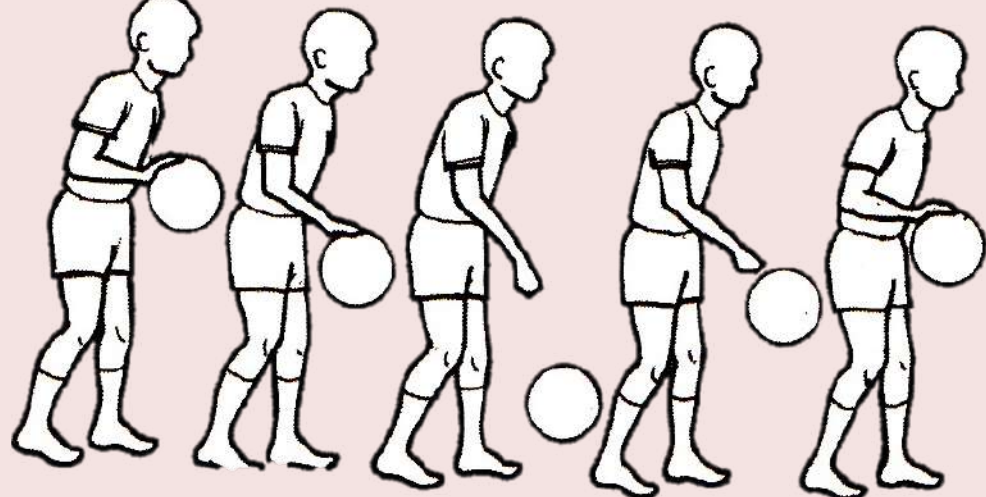
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Manipulative: Dribbling

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy		
<ul style="list-style-type: none">Eyes focused forward – “look ahead”Initiates ball contact with fingertips– “5 fingers”Bends and straightens wrist and elbow to push the ball– “yo-yo”Hips and knees flexed slightly during dribbling – “bend and lean slightly”Dribble in front and to the side of the body– “opposite foot forward”Performs a rhythmical series of controlled dribbles– “wave to the ball”	Playground ball for 3-5 year olds, bab for 6-10. Dribble ball 4x without moving, repeat on other side	dribble	bounce	fingers
		eyes	ball	yo-yo
		slow	fast	wave
		high	low	ready

Stages of Motor Development ³			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Elementary Stages		Mature Stage
<p><i>Flat bounce</i></p> <p>Ball held with both hands Hands placed on side of ball, palms facing each other Downward trust with both arms Ball contacts surface close to body, may contact foot Great variation in height of bounce Repeated ball catch pattern</p> 	<p>Ball held with both hands, one on top, one near bottom Slight forward lean Downward trust, force inconsistent Watches ball Palm hits ball Limited control of ball</p> 	<p>Wrist flexes and extends Ready position, more steady More consistent dribbles</p> 	<p>Feet in narrow stance, opposite foot forward Slight forward trunk lean Ball waist high Ball pushed, fingers used Visual monitoring unnecessary Controlled dribbling</p> 

Difficulties to watch for ¹	
If...	Then...
They use slapping motion	Ask the child to imitate waving good-bye to the ball
Looking at the ball while dribbling	While dribbling, have child follow a partner (follow the leader)
Child uses pal in stead of fingers	While partner holds the ball from the bottom, child pushes ball with finger pads

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<p><i>Can you dribble the ball...</i></p> <ul style="list-style-type: none">As hard as you can?As soft as you can?Changing from hard to soft?	<p><i>Can you dribble the ball...</i></p> <ul style="list-style-type: none">At knee level?At waist level?At leg level?Higher than your head?Lower than your knees?Change levels?	<p><i>Can you dribble the ball ...</i></p> <ul style="list-style-type: none">Around the cones?Under the rope?Over the rope?While walking close to wall?With different balls?
Time	Direction	People
<ul style="list-style-type: none">As fast as you can?As slow as you can?Alternating fast and slow?And allow as much time as you can between bounces?As many times until I say stop?	<ul style="list-style-type: none">In front of you?To one side?Behind you?In different pathways?In a straight line?In a circle?In a curved line?In a zig zag line?	<ul style="list-style-type: none">To a partner?Alternating with a partnerAround a partner?In time to your partner’s bounce?And each move away and together with the same # of bounces?
Flow	Range	Combinations
<ul style="list-style-type: none">And catch it?Repeatedly after catching it repeatedly?Without catching it? (dribbling)	<ul style="list-style-type: none">In your own space?Hitting the same spot each time?While moving around the gym?As far away as you can?As close as you can?With your other hand?	<ul style="list-style-type: none">Play red light green lightCombine effort, space, and relationships: e.g. dribble ball at waist level to one side around the gym?

Skill Theme Progression: Dribbling ⁴
Proficiency
<ul style="list-style-type: none">Child-designed invasion gamesDribble/pass keep-awayDribbling and throwing to targetChild-designed dribbling/passing routinesMaintaining possession while dribbling and passingDribbling while dodgingDribble tagDribble against opponents: moving defendersDribble against opponents: stationary defenders
Utilization
<ul style="list-style-type: none">Dribbling again an opponent: one-on-oneDribbling and passing with a partnerMirroring and matching while dribblingDribbling around stationary obstacles in limited spaceDribbling around stationary obstacles in general spaceDribbling while stopping, starting, and turning (pivots)Dribbling in different pathwaysDribbling in general space while changing directionsDribbling and changing speed of travel
Control
<ul style="list-style-type: none">Dribbling, traveling, and switching handsDribbling and travelingDribbling while changing directions in self-spaceDribbling in different places around the body while stationaryDribbling with the body in different positionsDribbling while switching handsDribbling and lookingDribbling at different levelsContinuous dribblingDribbling in self-space
Pre-control
<ul style="list-style-type: none">Dribbling and walkingBouncing a ball down continuouslyBouncing a ball down and catching it

References:

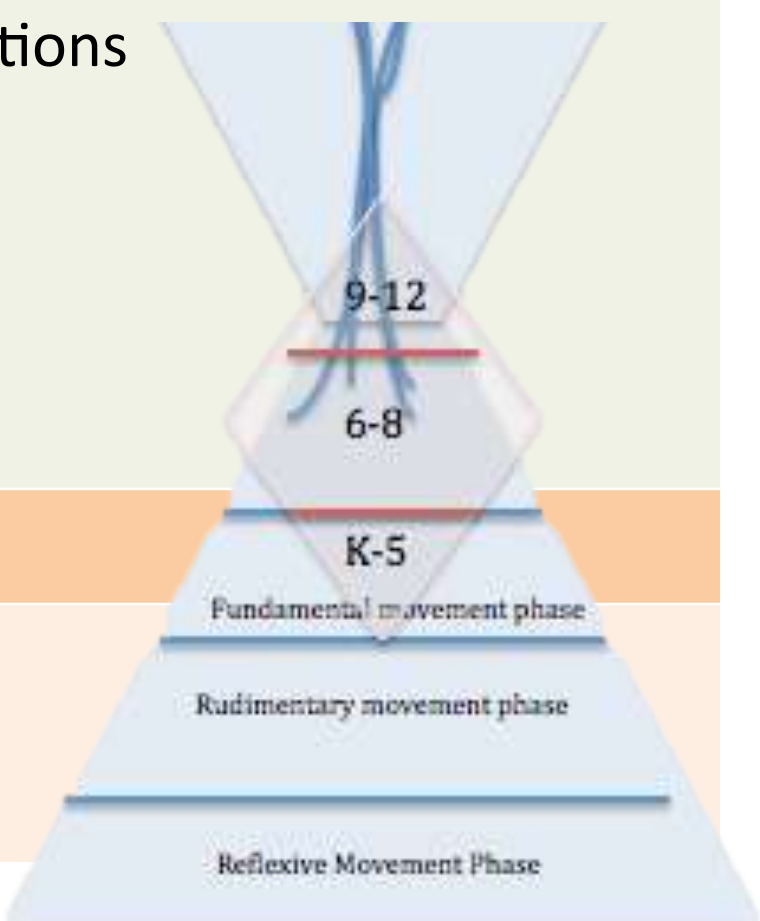
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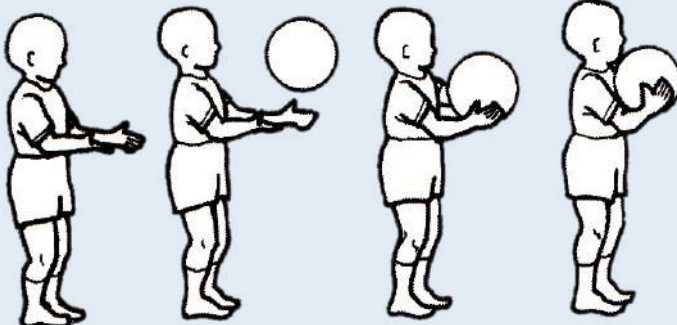
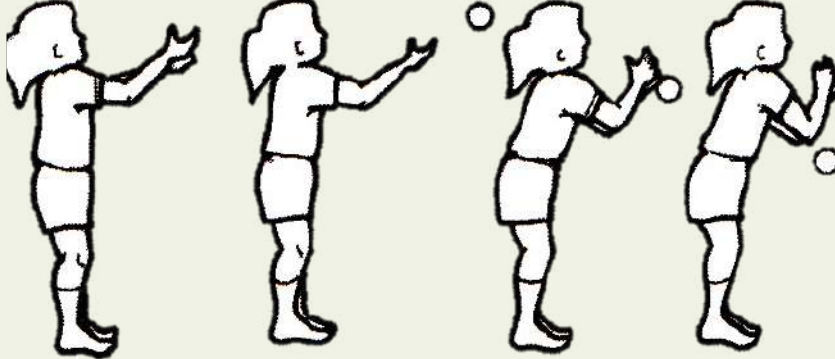
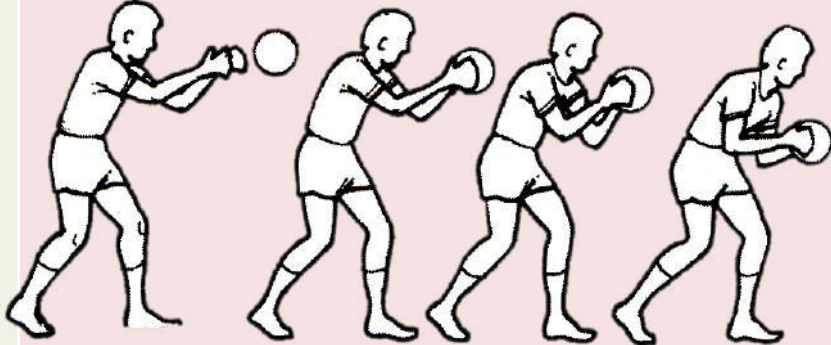
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Manipulative: Catching

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy		
<ul style="list-style-type: none">Focus eyes on object throughout catch – “Look”Positions body in the path of the object (midline catch) – “get behind”Positions one foot slightly ahead of the other in balanced position – “ready”Catching object with hands – “pinkies together – thumbs together”Relaxes and absorbs the force of the object – “soft hands”	4’ ball, 2 lines 15ft apart. Toss ball lightly/ underhand to child aiming at chest. X  X	catch	soft	hard
		low	medium	high
		pinkies	thumbs	look
		behind	hands	ready

Stages of Motor Development ³				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Initial Stage	Elementary Stages			Mature Stage
<i>Delayed Reaction</i> Delayed arm action Arms straight in front until ball contact, then scooping action to chest Feet stationary 	<i>Hugging</i> Arms encircle ball as it approaches Ball is “hugged” to chest Feet are stationary or may take one step	<i>Scooping</i> “to chest” catch Arms “scoop” under ball to trap it to chest Single step may be used to approach the ball 	<i>Hand catch</i> Catch with hands only Feet stationary or limited to one step	<i>Move to ball</i> Catch with hands only Whole body moves through the space 

Difficulties to watch for ¹	
If...	Then...
Eyes not on object	Mark the ball with an X and ask to look at X. Use two colored balls and ask them to catch the correct color
Can’t catch ball thrown by partner	Catch ball that is rolled first. Have child drop ball and catch it
Trouble catching ball thrown by partner	Let the ball bounce before catching it
Cradling ball against chest	Select larger, lighter balls. Have child reach for ball to catch it without touching his/her chest
With partners, catcher must move to catch and is unsuccessful	Thrower should toss underhand in catcher’s zone so that partner doesn’t need to move. Encourage midline catching
Trouble catching small objects	Increase size of object – difficult to throw but easier to catch

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<i>Can you catch ...</i> <ul style="list-style-type: none">Without making a sound with your hands?As loudly as you can?Keeping your arms straight?Keeping your arms bent?	<i>Can you catch ...</i> <ul style="list-style-type: none">A ball tossed lowA ball tossed mediumA ball tossed highAt different levels?From sitting position?From different positions?	<i>Can you catch ...</i> <ul style="list-style-type: none">A playground ballA small ballA large ballA beanbag?Different objects?Different balls?
Time	Direction	People
<ul style="list-style-type: none">And go with the ball?Without going with the ball?The ball as quickly as possible?After waiting for the ball as long as you can?	<ul style="list-style-type: none">A ball tossed in front?A ball tossed from an angle?A ball tossed from the side?A ball tossed from above?Different directions?	<ul style="list-style-type: none">A ball while holding hands with a partner?While holding one hand with a partner?
Flow	Range	Combinations
<ul style="list-style-type: none">A ball as smoothly as you can?With varying degrees of smoothness?	<ul style="list-style-type: none">Using different body parts?From different positions?With one eye closed?With both eyes closed?	<ul style="list-style-type: none">First in isolation, next combine effort, space and relationships. E.g. can you catch a self-tossed ball at waist level while jumping in the air

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

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Skill Theme Progression: Throwing & Catching⁴

Proficiency

- Small sided invasion games with offense and defense
- Throw, catch and dribble in small side invasion games
- Throwing and catching in football (small-sided games)
- Throwing and catching using flying disc in small-sided games
- Throwing and catching in small-sided keep away game
- Throwing at a stationary object while being defended
- Throwing and catching in small sided invasion games
- Throwing to avoid a defender
- Throwing and catching in a fielding game-like situation
- Throwing and catching flying disc in different places with partner

Utilization

- Throwing while in the air
- Catching to throw quickly to a target
- Catching to throw quickly to a partner
- Throwing and catching different objects while moving
- Throwing to make a partner move to catch
- Throwing and catching while traveling
- Moving to catch

Control

- Catching off a bounce
- Throwing and catching over a net with a partner
- Throwing and catching with a partner
- Throwing a ball against a wall and catching the rebound
- Catching on the fly
- Catching with a scoop
- Throwing different objects
- Catching in different places around the body
- Throwing at different levels and catching it
- Bouncing ball to self and catching it

Pre-control

- Tossing to self and catching
- Drop and catch
- Catching from a skilled thrower
- Catching from a rolling ball
- Throwing at a large target
- Tossing to self and catching at different levels
- Tossing to self and catching it

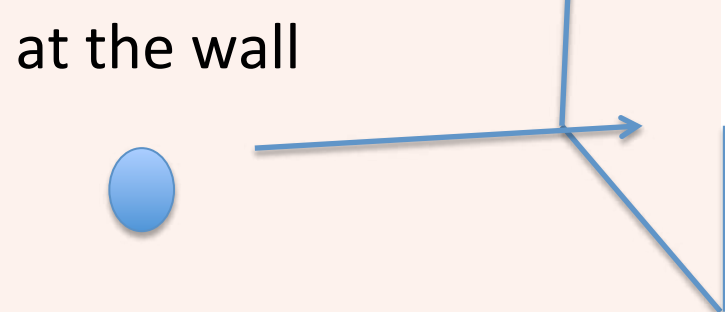


Manipulative: Overhand Throw

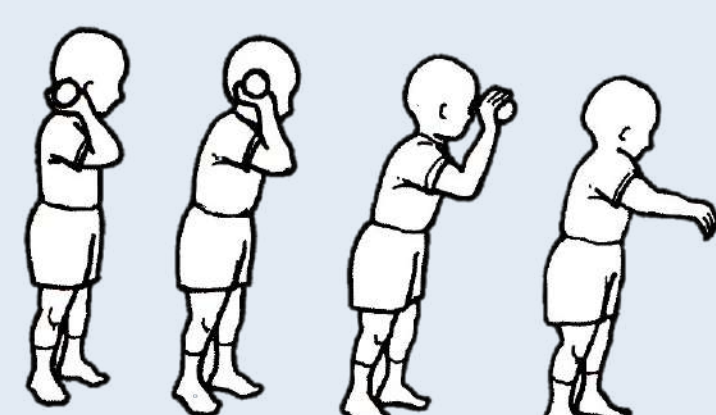
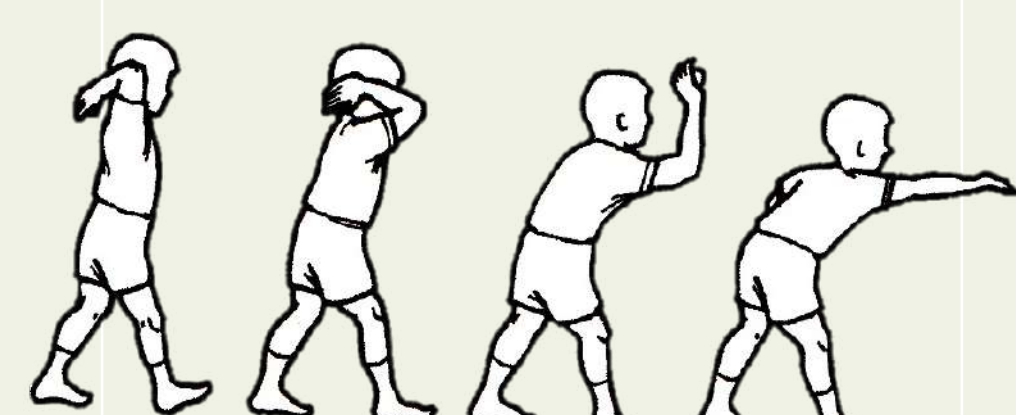
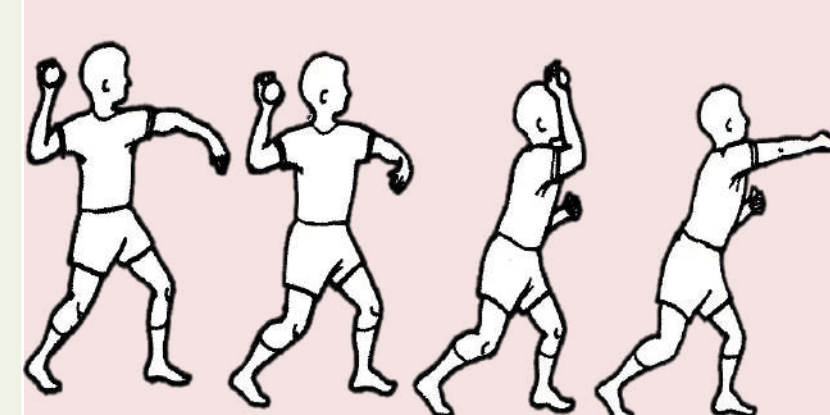
Performance Indicators/Teaching cues ¹
<ul style="list-style-type: none">• Focuses eyes on target – “eyes on target”• Bends and hold elbow back at shoulder height behind ear – “W”• Rotates hips so that opposite shoulder is in line with the target – “rotate”• Steps forward with foot opposite to throwing arm – “step forward”• Shifts weight from back to front foot – “back to front”• Leads throw with elbow, follows through down and across - “follow through”

Assessment²

20 ft from wall, child throws tennis ball hard at the wall



Literacy		
throw	soft	hard
inside	over	back
near	far	target
eyes	turn	T

Stages of Motor Development ³				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Initial Stage	Elementary Stages			Mature Stage
<p><i>Chop</i></p> <p>Vertical windup “Chop” throw Feet stationary No spinal rotation</p> 	<p><i>Sling shot</i></p> <p>Horizontal wind-up “sling shot throw” Block rotation Follow-through across body</p>	<p><i>Ipsilateral step</i></p> <p>High windup Feet cross over Little spinal rotation Follow-through across body</p> 	<p><i>Contralateral step</i></p> <p>High windup Contralateral step Little spinal rotation Follow-through across body</p>	<p><i>Windup</i></p> <p>Downward arc windup Contralateral step Segmented body rotation Arm-leg follow-through</p> 

Difficulties to watch for ¹	
If...	Then...
Children are not standing sideways to target	They should straddle a line so that the shoulder opposite the throwing hand faces the target
They take object upwards in preparation to throw	They should make a downward circle and take object behind the head
Children are not keeping eyes on target	Partner hold flashcards with numbers or letters as thrower goes through action without throwing
There is no opposition	Partner can hold the object to be thrown behind the thrower so that the thrower has to reach behind
Small step in opposition	Place skipping rope a bit further and coach them to step bigger
Rotate trunk and hips in block formation	Lead them into how to isolate the hip first, next rotate shoulders
Ending throw with throwing hand pointing	Throw the object and touch outside of knee opposite the throwing arm

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<p><i>Can you throw...</i></p> <ul style="list-style-type: none">• As soft as you can?• As hard as you can?• So the ball makes noise when it hits the wall?• Alternating hard and soft throws?• Stepping forward with loud noise?	<p><i>Can you throw ...</i></p> <ul style="list-style-type: none">• Up high?• Down low?• As low as you can?• At the wall as high as you can?• A different level targets?• Alternating heights?	<p><i>Can you throw ...</i></p> <ul style="list-style-type: none">• Different size balls?• At a target?• Into a bucket?• Over a rope?• Inside a hoop?
Time	Direction	People
<ul style="list-style-type: none">• As slowly as possible?• As fast as you can?• Moving throwing arms as fast as you can?• Twist your body as fast as you can?	<ul style="list-style-type: none">• Forward?• Backward?• To the side?• At an angle?	<ul style="list-style-type: none">• To a partner?• As far as your partner?• As hard or soft at your partner?• The same way as your partner?
Flow	Range	Combinations
<ul style="list-style-type: none">• Using as little movement as possible?• Like a robot?• Without using your trunk?• Without using your legs?• Using only one other body part besides your throwing arm?• As smoothly as you can?	<ul style="list-style-type: none">• As far as you can• As near as you can?• With your right hand?• With your left hand?• With both hands?• Overhand?• Underhand?• Sidearm?	<ul style="list-style-type: none">• Explore combining effort, space and relationship. E.g. can you and your partner find 3 different ways to throw at the target from a far distance?

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

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Skill Theme Progression: Throwing & Catching⁴

Proficiency

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- Throwing and catching in small sided invasion games
- Throwing to avoid a defender
- Throwing and catching in a fielding game-like situation
- Throwing and catching flying disc in different places with partner

Utilization

- Throwing while in the air
- Throwing and catching different objects while moving
- Throwing different objects for distance and accuracy
- Throwing at moving targets
- Throwing to make a partner move to catch
- Throwing on the move
- Throwing and catching while traveling

Control


- Catching off a bounce
- Throwing and catching over a net with a partner
- Throwing and catching with a partner
- Throwing for distance
- Throwing backhand to a target
- Throwing to high and low targets
- Throwing a ball against a wall
- Throwing different objects
- Catching in different places around the body
- Throwing at different levels and catching it
- Bouncing ball to self and catching it

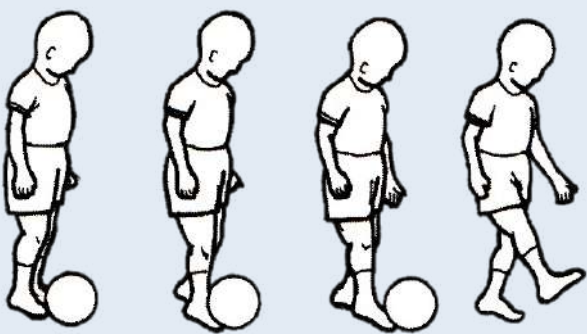
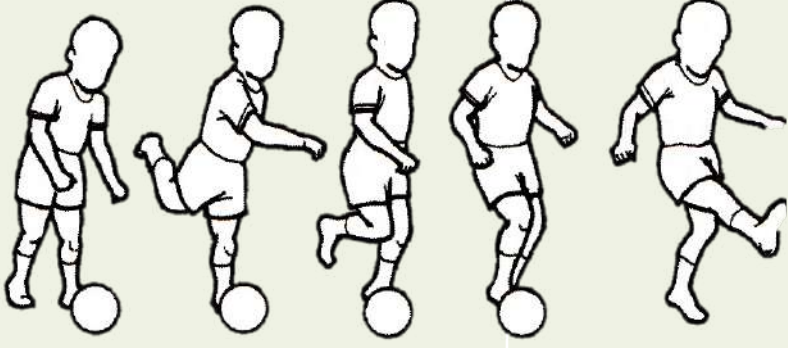
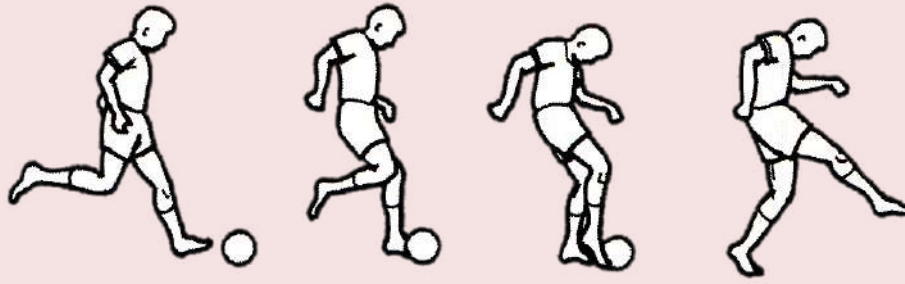
Pre-control

- Tossing to self and catching
- Drop and catch
- Throwing at a large target
- Tossing to self and catching at different levels
- Tossing to self and catching it



Manipulative: Kicking

Performance Indicators/Teaching cues ¹	Assessment ²	Literacy		
<ul style="list-style-type: none">Focuses eyes on target – “Eyes on target”Steps beside the ball with non-kicking foot – “Plant foot”Bends body at waist, initiates kick from hip – “Lean in”Bends kicking leg (knee over ball) to contact with shoelaces – “shoelaces”Swings arms in opposition to kicking foot – “swing”Follows through with kicking leg pointing to target – “swing through”	<div>Run and kick a stationary ball for 20 feet</div> 	kick	low	high
		soft	hard	swing
		soccer	tap	plant
		inside	foot	target

Stages of Motor Development ³			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Elementary Stages		Mature Stage
Stationary Push Little/no leg windup Stationary position Foot “pushes” ball Step backward after kick 	Stationary Leg swing Leg windup to the rear Stationary position Opposition of arms and legs 	Moving approach Foot travels in a low arc Arm/leg opposition Forward or sideward step on follow-through	Leap-kick-hop Rapid approach Backward trunk lean during windup Leap before kick Hop after kick 

Difficulties to watch for ¹	
If...	Then...
There is limited back swing	Without using ball, practice full-range leg swing with kicking leg
Non-kicking foot is not planted next to ball	Place a mark where child should place their foot
Instep of foot does not contact ball below center	Make a mark on the ball to show the point of contact
Kicking foot does not follow through	Without ball, coach the child to swing through with kicking leg to touch fingers of outstretch opposite arm

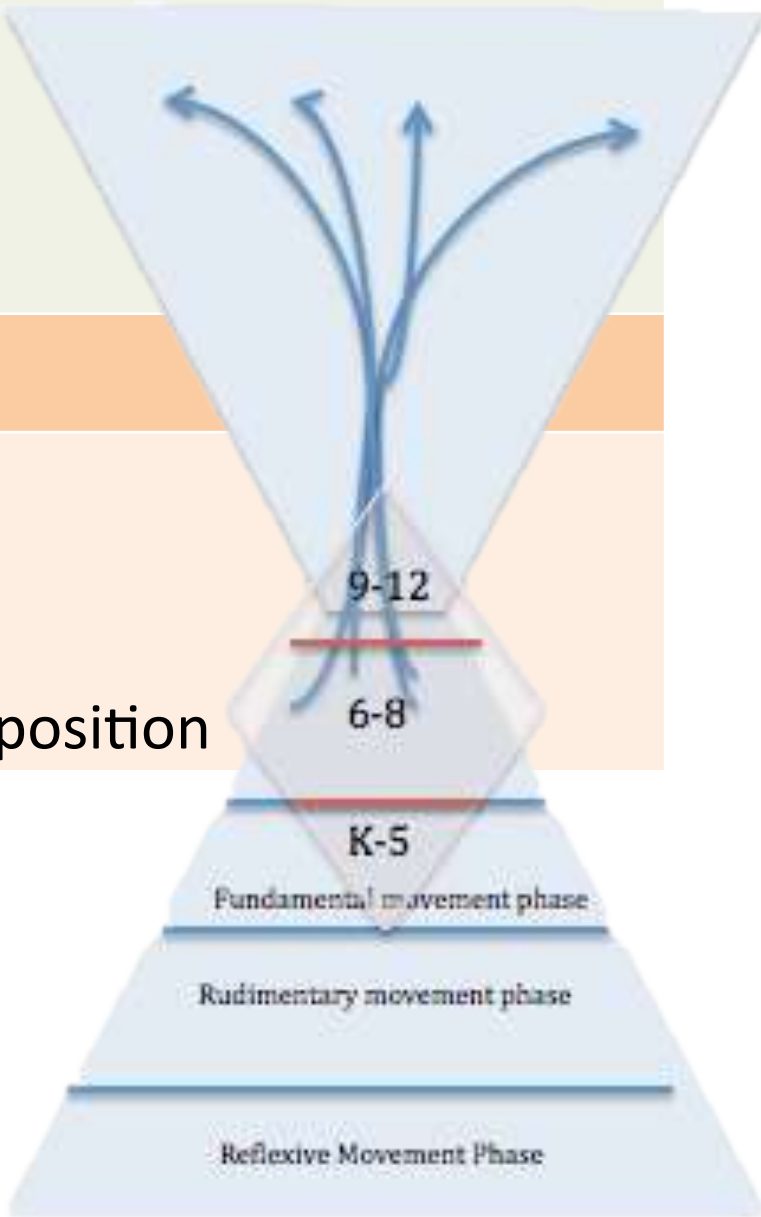
Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<i>Can you kick the ball ...</i> <ul style="list-style-type: none">As hard as you can?As soft as you can?With a forceful leg swing but soft kick?With lazy leg swing but forceful kick?So it goes fast?So it goes slow?From here so it hits the wall in 5 seconds?From here so it hits the wall in 2 seconds?From here and turn around before it hits the wall?And touch the floor before it hits the wall?	Direction	People
	<ul style="list-style-type: none">Forward?Backward?Diagonally?Alternating left and right feet (dribbling)	<ul style="list-style-type: none">To a partner?To a partner while walking (passing)At different levels to a partner?In different directions to a partner?With different forces to a partner?
Flow	Range	Combinations
<ul style="list-style-type: none">With a big leg swing?With no knee bend?Without using your arms?With no follow through?With no backswing?	<ul style="list-style-type: none">As far as you can?As near as you can?With your feet wide apart?With your body in different positions?With your opposite foot?	<ul style="list-style-type: none">Combine effort, space and relationship after trying them in isolation. E.g. can you find ways to kick the ball with different amounts of force and at different levels with your partner?

Skill Theme Progression: Kicking ⁴
Proficiency
<ul style="list-style-type: none">Playing cone soccerPlaying alley soccerPlaying soccer keep awayPlaying mini-soccerKicking at a moving targetKicking at small stationary targets
Utilization
<ul style="list-style-type: none">Playing two-on-one soccerPassing to a partner in general spaceKicking to a traveling partnerKicking to a partner from various anglesTap/dribble and kick: playing soccer golfPlaying one-on-one soccerTraveling and kicking for a goalPerforming a continuous tap/dribble and change directionChanging direction: tap/dribble
Control
<ul style="list-style-type: none">Tap/dribble: control of ball and bodyDribbling around stationary obstaclesTap/dribble: traveling in pathwaysTap/dribble: starting and stoppingTapping the ball along the group (soccer dribble)Kicking to a partnerKicking a rolling ball from a stationary positionKicking at targetsKicking to a distance zoneKicking for distanceKicking in the airKicking on the ground
Pre-control
<ul style="list-style-type: none">Tapping the ballApproaching a stationary ball and kickingKicking at large targetsKicking a stationary ball from a stationary position


References:

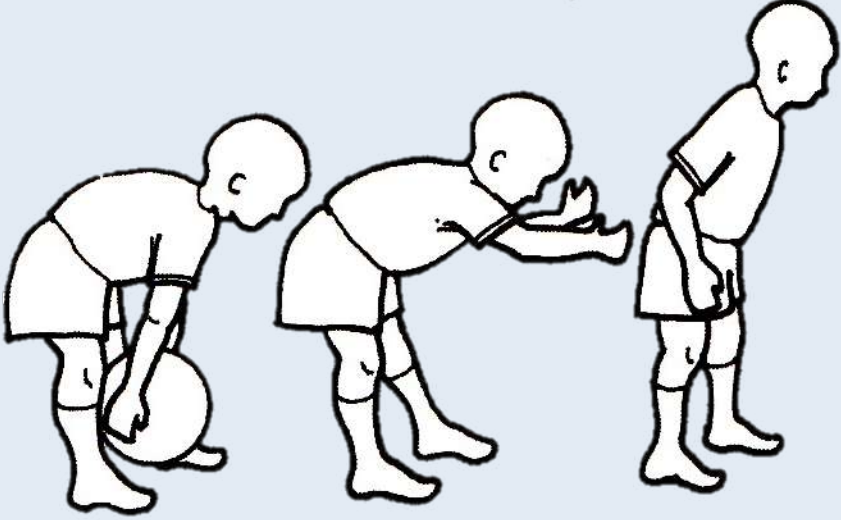
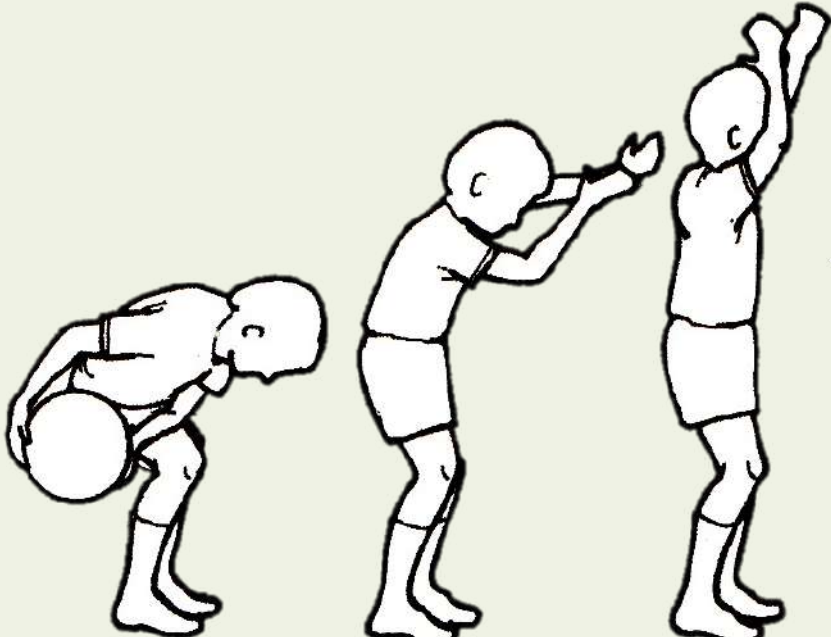
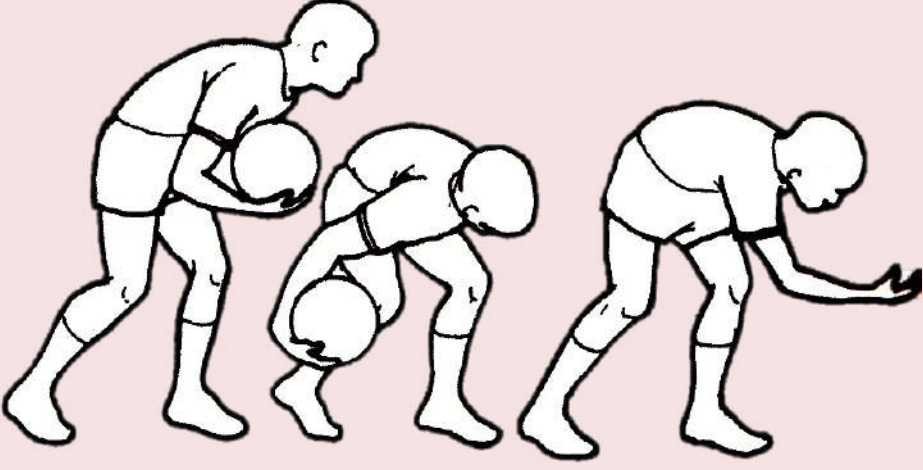
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Manipulative: Underhand Rolling

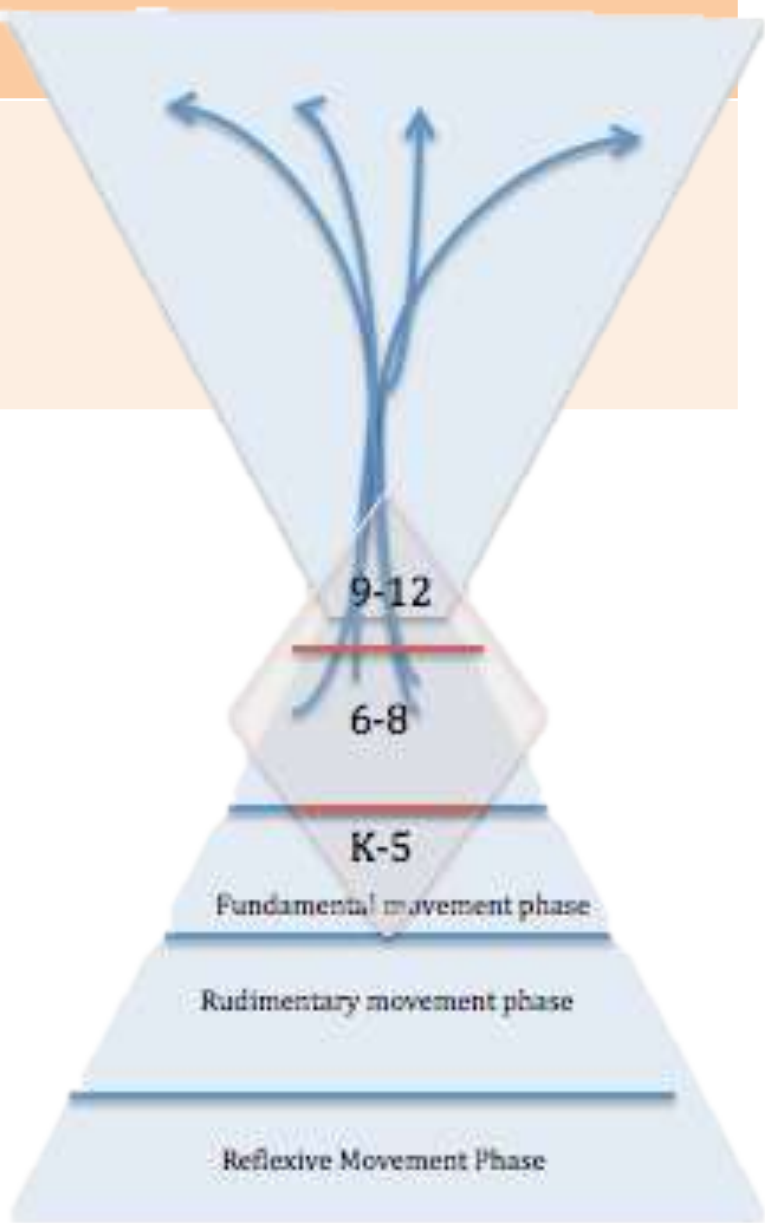
Performance Indicators/Teaching cues ¹	Assessment ²	Literacy		
<ul style="list-style-type: none">Focus eyes on target- “eyes on target”Roll ball with backward and forward arm swing – “swing”Step forward with leg opposite to the hand holding the ball – “3 steps”Bends knees and releases the ball along floor – “bend & release low”Follows through with hand pointing at target – “follow through”	<p>Tennis ball: 3-6, softball: 7-10. Roll from 20 ft away between 2 cones 4 ft apart</p> 	roll	low	bend
		bowl	between	under
		opposite	aim	target
		swing	release	turn

Stages of Motor Development ³		
Stage 1	Stage 2	Stage 3
Initial Stage	Elementary Stage	Mature Stage
<p><i>Straddle Stance</i></p> <p>Ball is held with hands on side Palms facing each other Acute bend at the sides Backwards pendulum motion Eyes monitor the ball Forward swing and trunk lift to release ball</p> 	<p><i>Stride stance</i></p> <p>Ball held with one hand on bottom and the other on top Backward arm swing without weight transfer to the rear Limited knee bend Forward swing with limited follow-through Ball released between knee and waist level Eyes alternate monitoring target and ball</p> 	<p><i>Contralateral Step</i></p> <p>Ball held in hand corresponding to trailing leg Slight hip rotation and trunk lean forward Pronounced knee bend Forward swing with weight transfer fro back to front foot Release at knee level or below Eyes on target throughout</p> 

Difficulties to watch for ¹	
If...	Then...
They fail to control the ball in the hand	Use smaller balls
They fail to look at the target	Put a marker down for students to aim at. Go through swinging motion without a ball while partner shows number cards
They release the ball and it always veers to one side	Mark down a line for students to aim at and follow as they are following through. Have students point at the target and pause there
They do not step in opposition	Put feet markers down and draw a line for students to step over. Show a T standing sideways before they start to swing the ball.

Movement Concepts ³		
Effort	Space	Relationship
Force	Level	Objects
<p><i>Can you roll the ball ...</i></p> <ul style="list-style-type: none">Softly?As hard as you can?	<p><i>Can you roll the ball ...</i></p> <ul style="list-style-type: none">While lying on the floor?From your knees?From a sitting position?	<p><i>Can you roll the ball ...</i></p> <ul style="list-style-type: none">With different size balls?On the balance beam?On a line?Into a can?Between boxes?At the pins?
Time	Direction	People
<ul style="list-style-type: none">As slowly as possible?As fast as you can?	<ul style="list-style-type: none">In a straight line?So that it curves?	<ul style="list-style-type: none">To a partner?Alternating back and forth?Mirroring your partner?Shadowing your partner?
Flow	Range	Combinations
<ul style="list-style-type: none">Using your arms only?Smoothly?Using only one side of your body?Like a robot?Like a champion bowler?	<ul style="list-style-type: none">Around yourself?With your other hand?As far as you can?As accurately as you can?Without moving off the line?With an opponent?	<ul style="list-style-type: none">Combine effort, space and relationships as well as combining rolling with other FMS. E.g. can you roll the ball with different amounts of force? Can you roll the ball at a low level with a partner?

Skill Theme Progression: Rolling ⁴
Proficiency
<ul style="list-style-type: none">Bowling game with 4 step approachBowling game with 3 step approachBowling using rhythmical steps
Utilization
<ul style="list-style-type: none">Rolling heavier ball at targets (pins)Rolling focused on accuracyUse various steps to approach when rolling
Control
<ul style="list-style-type: none">Rolling larger ball at targetRolling larger ball in spaceRoll small ball to targetRoll small ball in space
Pre-control
<ul style="list-style-type: none">Slide beanbags to targetSlide beanbags



References:

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