Partners in Sports

Giving Hope. Improving Lives.

ISBN 9789810753085

Singapore Sports Council | 230 Stadium Boulevard Singapore 397799 | www.ssc.gov.sg

Parents' guide for growing active learners
FUNdamental MOVEment Skills

Parents' guide for growing active learners

FUNdamental MOVEment Skills

Published by
Singapore Sports Council
230 Stadium Boulevard
Singapore 397799
Telephone 6500-5000
Fascimile 6440-9205
www.ssc.gov.sg

National Library Board, Singapore Cataloguing-in-Publication Data

FUN start MOVE smart : parents' guide for growing active learners : FUNdamental MOVEment skills. – Singapore : Singapore Sports Council, 2013.

pages cm.

ISBN : 978-981-07-5308-5

1. Movement education 2. Motor ability in children. I. Singapore Sports Council

GV452
613.7042 -- dc23 OCN832586688

Printed in Singapore

Parents' guide for growing active learners

FUNdamental MOVEment Skills

A publication of

The Singapore Sports Council

To download this guide, please visit www.sportonkids.com.sg/fms

Acknowledgements

We would like to express our deepest gratitude to the following organisations and individuals who have, in their own way, contributed to this effort by participating in our focus group discussions, providing feedback, offering platforms for us to share or present on fundamental movement skills, or just encouraging us to press on:

Health Promotion Board
KK Women's and Children's Hospital
Ministry of Culture, Community and Youth
Ahmad Ibrahim Primary School
Church of the Holy Trinity Kindergarten

We would also like to thank our young active learners and their families, for taking time off to be our models:
Alysha Qistina Bte Mohd Muzaiyan
Azel Liew
Batrisyia Binte Muhamad Yusri
Jonathan Ong
Leon Fine Foo
Loke Chen Xuan Shannon
Lucas Chng
Mohd Aniq Qays Bin Mohd Muzaiyan
Xander Chng

In addition, we would like to thank the author of the FUN Start MOVE Smart! Educators' Guide – Dr Teo-Koh Sock Miang. The Parents' Guide has largely been inspired and adapted from the Educator's Guide.

We would also like to thank the many people who, over time, have created games and songs for us all to grow up with. Some of these games and activities have been passed down and modified through time through their original creators remain unknown.

Finally we thank the many scholars who have provided descriptions and illustrations for the developmental phases of most of the fundamental movement skills presented in this guide. Their insights have benefited us, and we acknowledge their contributions under References (see page 166).

Foreword

Richard Seow Yung Liang
Chairman
Singapore Sports Council

Message from Singapore Sports Council

Children are born a blessing with the innate ability to move, grow and amaze – and in doing so they provide critical and fundamental development for their minds and bodies. Providing our children with sufficient opportunities to be acquainted with their fundamental movement skills, and to develop physical literacy is crucial for their wellbeing. In today's context our children are quite possibly less physically active than in generations past. The heavy focus on academics and the proliferation of many sedentary distractions have taken time away from physical play and sport.

Without adequate development of fundamental movement skills and discovering the joy of physical activity, children are more likely to lead less active lives as they mature. The consequences are likely to lead to less participation in sport and general physical activity, and for the boys in National Service, more challenges with the physical and fitness regimen of the military.

Our children need to be physically active and more importantly, they need to start this activity from young! It was with an objective of lifetime physical activity that the Sports Pathways Committee was established. One of the key recommendations of the Vision 2030 sports masterplan, the committee was formed in November 2012 to look into making sports a lifelong activity for Singaporeans.

The **'FUN Start MOVE Smart! Parents' Guide for growing active learners'** kick-starts our efforts to get more people active and to live better through sports. It provides a great start for our children by teaching basic physical literacy skills. This will help them to enjoy an active, healthy lifestyle, and grow smart as they move towards adulthood.

In this easy-to-use guide, you will find activities and teaching strategies suitable for children aged three to 10. Parents can use this resource to impart fundamental movement skills such as throwing, jumping, running, to their children, and get them to connect with the physical world they live in. This will help our children develop confidence in their physical movements and allow them to have fun while doing so. The activities are also great for parent-child bonding.

The Singapore Sports Council also plans to implement parent-child workshops to complement the contents of this guide, so do keep a lookout for that!

I hope you will enjoy many meaningful hours bonding with your child through the activities in this guide. This is a small but significant step to provide a holistic development for your child and enable us all to live better through sports.

Contents

Chapter 1

INTRODUCTION

Chapter 2

LOCOMOTOR SKILLS

Chapter 3

OBJECT CONTROL SKILLS

Chapter 4

STABILITY SKILLS

Icon Legend Creative Imagination · Craft Time · Bonding · Play Safely · Challenge

Introduction

As your child grows, he learns *to* move and he learns through movement.

Learning *to* move is crucial for your child's development and optimal functioning. It helps evolve his dependency on others into dependency on self. It also helps him develop the mobility skills necessary for negotiating the physical environment.

Learning *through* movement is the most natural way for your young child to learn about himself, others and his surroundings.

Hence, learning *to* move and learning *through* movement contribute to your child's cognitive, psychomotor, physical and affective development.

For a child, learning happens during play.

Play and movement impact your child's overall growth and holistic development. The early years of rudimentary and fundamental motor development provide the foundation upon which all other movement and sports skills are built. Positive early play and movement experiences can enhance the quality of your child's life, and influence his decisions about life-long recreational and sporting pursuits.

Every child has a natural urge to move. Given appropriate opportunities and encouragement, he can reap immense benefits from being physically active and fit.

A study of more than 70,000 young teens across 34 nations showed that nearly one third lead sedentary lives, spending three hours or more a day watching television or playing on computers (Gruthold et al., 2010). Other research also suggests that even toddlers are not getting enough exercise, raising concerns about their weight and related health risks in the future, as well as psychological well-being, behavioural attitudes and learning abilities (Reilly et al., 2004).

In Singapore, many children return home from school to lunch in front of the television, homework through to dinner, followed by more time spent on homework, television or the computer until bedtime! Many are also often being ferried around in private transport, strollers or prams.

Singapore's Health Promotion Board (HPB) recommends that sports and physical activity should form an integral part of a child's daily routine.

For infants, physical activity should be encouraged daily, particularly through floor-based play in safe environments. For pre-schoolers below 7 years old, they should accumulate at least 180 minutes of structured and unstructured play daily in safe environments. This is to ensure they acquire fundamental movement skills competency, and are better equipped for their transition into primary school.

Children and youth aged 7 to 18 years old should strive to accumulate at least 60 minutes of moderate-to vigorous-intensity physical activity every day. This includes vigorous-intensity physical activities that help strengthen muscles and bones at least 3 times per week.

Total sedentary entertainment screen time (eg. watching TV and playing video games) should be limited to less than 2 hours per day.

The Ministry of Education (Singapore) shares the goal of developing a nation of active and healthy children. Since 2011, schools have gradually increase the time for physical education (PE) time to at least 2 hours per week.

Q

Is your child getting enough?

- Sports and physical activity are crucial to your child's growth and development.
- Building a strong foundation in your child's pre-school years is important.
- HPB recommends that pre-schoolers aged below 7 years should be physically active for at least 180 minutes every day, and children and youth 7 to 18 years old should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity every day.

Movement skills are important for children

Q **Children are constantly on the move. They are fidgety and cannot seem to sit still. Why?**

The human body is designed for movement. Children, in particular, have the natural urge to move around, explore, experiment with and discover their surroundings through their five senses.

Through movement, they engage with their environment, and learn about themselves and the physical world around them. Movement is the language of the body and mind operating in the physical environment.

Example: Your child falls while climbing out of his chair. He will remember the experience and think twice the next time he is tempted to climb out again.

Example: Your child stretches his arms towards you as you enter the room. He is expressing his desire to be picked up and cuddled.

Movement teaches your child ...
- action-reaction
- self-expression
- advanced motor skills
- to be well-adjusted individuals

Body-mind interactions stimulate brain cells to grow and connect with one another in complex ways, which help to develop sensory pathways. New stimuli and learning experiences help reorganise and reinforce children's brain network. The earlier these happen, the sooner children learn how to perform complex tasks. For example, a star basketball player is so because his thoughts are matched with quick responses such as adjusting his body to leap, stop and jump high or low.

Children with poor movement skills lack the confidence to explore new challenges in the playground, short-changing themselves of a full appreciation and enjoyment of different play environments. Help your child develop competency in movement and see the positive effects on his holistic development – mental alertness, creative thinking, physical fitness, self-esteem, self-confidence, learning and more (see Figure 1).

Figure 1. Developing the Whole Child through Movement

Cognitive development
Varied movement experiences can develop creative thinking and decision making. Children who are physically fit also tend to be more alert mentally.

Physical development
Regular involvement in movement activities and sports develop physical fitness, promote physical growth, and lay the foundation for a stronger and healthier body.

Psychomotor development
Play and movement facilitate neuromuscular connectivity. Children who are competent in fundamental movement skills are able to participate successfully in a range of sports and movement activities.

Affective development
Children proficient in fundamental movement skills regard themselves positively – they leverage on their competence, are confident and often assume leadership roles.

Movement skills have to be taught

Children seem to develop basic movement skills like walking and running naturally, but the fact is that they might not accquire much of the mature pattern of these skills without proper instruction and lots of practice. At the same time, there are movement skills like leaping, jumping, catching and kicking that are not commonly practised every day. These can be rather complicated for children, especially younger ones. Only with proper instruction and appropriate practice opportunities can these movements be 'encoded' in children's brain for them to be performed instinctively.

Example: Teeth brushing. The act comes automatically and we find ourselves thinking about our day ahead instead of our hand movements. Through daily practice, the step-by-step routine has been 'encoded' in our brain such that a movement pathway is developed. This pathway is activated when the first action in the sequence is performed.

Movement becomes automatic for your child through ...

- opportunities for practice
- diligent practice
- guidance during practice

The goal is to help children develop and achieve competency to the point of automaticity in as many movement skills as possible. Their brains, freed from having to focus on skill execution, are allowed to attend to other challenges such as the changing environment and making appropriate decisions in response to it.

Make movement your child's lifestyle by ...

- building fundamental movement skills early on in his life.
- encouraging him to be active and healthy throughout his life.

Example: Your child plays tag with a friend at a park. Competent in leaping, he confidently clears obstacles such as a fallen branch and an open drain, while maintaining a comfortable distance from his friend. In contrast, another child who has yet to master leaping, has to focus on leaping over the branch instead of adjusting his running speed to avoid his friend.

What are Fundamental Movement Skills?

Fundamental movement skills form the building blocks of daily activities such as running after a bus, leaping over a puddle of water, and stretching to stop a cup from tipping over.

In addition, movements skills, such as walking, running, jumping, catching and overhand throwing are the foundational base upon which all other sports and movement skills are built.

Example: In basketball, soccer and hockey, chasing a ball and running with it involves different forms of the running skill, with variation in speed (fast or slow), and changes in direction.

The early years are critical in helping children build this foundation. Children who lack movement skills competency are less likely to acquire complex and sports-specific movement skills in their growing years. Sadly, this inadequacy has often been cited (Aussie Sport, 1994) as a barrier to the pursuit and enjoyment of physical activity or sports among youths and adults (see Figure 2).

In the first two years of life, children seek to manage and control their bodies. Early rudimentary movements help children experience control over different parts of their bodies, before finally coordinating it as a whole to stand up and walk.

During the pre-school years, children develop fundamental movement skills, learning to control and manage their bodies as they negotiate the physical and social environment through play and physical activity.

Figure 2. Motor Development Phases

Fundamental movement skills are generally categorised into three main themes: Locomotor, Object Control and Stability. Within each theme are key movement skills, some of which are listed in the table below (see Figure 3). These skills have been selected on the basis that they are deemed appropriate for young children, but the list is by no means exhaustive.

Locomotor

- **Walking**
- **Running**
- **Leaping**
- **Jumping**
  - off a Height
  - for Height
  - for Distance
- **Sliding**
- **Galloping**
- **Hopping**
- **Skipping**

Object Control

- **Throwing and rolling**
  - Underarm Roll
  - Underarm Throw
  - Overarm Throw
  - Two-handed Throw
- **Catching**
- **Kicking and dribbling with foot**
- **Striking**
  - Overarm
  - Two-handed Sidearm
- **Bouncing and dribbling with hand**
- **Dribbling with long implement**

Stability

- **Balancing**
  - Static
  - Dynamic
- **Bending and curling**
- **Turning**
- **Twisting**
- **Stretching**
- **Transferring weight**

Figure 3. Fundamental Movement Themes and Skills

Be the hand that guides

Guiding your child through sports

Sport can have a profound influence on your child's emotional, physical, mental and social growth. However, you might have overlooked the most important ingredient that will shape his future – your involvement.

To help your child adopt sound values, you need to spend quality time with him and guide him along the right track through sports. This creates ideal opportunities to educate him on lifelong values that will benefit him in his character development. The conclusions that he gathers through observing your responses and reactions will often become his truth. He will form the foundation of his character by watching and learning from you.

As a parent, you need to take the lead. Be consistent and give clear, appropriate reinforcement for desirable and undesirable actions. Be responsible and always be there to support his sports participation. With your good guidance, your child will eventually thrive as a well-rounded adult.

Play, Support, Watch

Play with them

- Get active with your child whenever you can and show support for his participation. Sport is a great opportunity for you to get closer to your child.
- Influence your child in a positive manner when you play with him so that he will grow up with a positive attitude.
- Lead by example. Teach your child to understand the value of sportsmanship — striving to win and admitting defeat graciously are equally important.
- Get to know more about your child's sport by playing with him so that you can encourage and give him the right advice.
- Engage with the adults who are involved in your child's participation to reinforce similar values.
- Be a role model. Respect officials, coaches, teammates and opponents so that your child will do the same.

Support them

- Help your child balance between sports and his other commitments.
- Listen, respect and encourage your child to pursue his sports interests.
- Support your child with the right gear and ensure he plays within his abilities for a safe, fulfilling sporting experience.
- Identify sporting moments to help your child develop values such as responsibility, perseverance, self-discipline and teamwork.
- Help ensure that every sporting experience for your child is fun, educational and memorable.
- Give honest comments on your child's performance instead of comparing him with his friends.
- Always remember that you are a role model to your child, and your positive opinion and good behaviour make a difference in his life.

Watch over them

- Ensure that your child uses functional and appropriate equipment to reduce the risk of injuries.
- Update those involved in your child's sports participation should your child have a medical history. Discuss the implications of his participation with your doctor.
- Ensure that your child eats right. Avoid performance enhancement drugs.
- Be certain that those who work with your child have appropriate qualifications.
- Adults who work with your child should understand his needs and be able to communicate well with him.
- Value those who can teach life skills and share the right values through sports with your child.
- Individuals involved in your child's participation should be open to communication and feedback from you.
- Those who work with your child should focus on skill improvement and teachable moments through sports. They should view success and defeat as part of the sporting journey, not the final destination.

Being involved in your child's sporting life will help you to accomplish some important goals as a parent. Not only will it strengthen your parent-child relationship, it will also allow you the opportunity to guide your child in differentiating right from wrong. It will strengthen his confidence in decision-making, and he will be committed to upholding his values.

Safety tips before you proceed

- Ensure ample space for activity.
- Clearly define the boundary your child must stay within during participation in an activity.
- Keep away from obstacles such as furniture and household items like television, computers, etc.
- Avoid wet or slippery floors.
- When playing indoors, switch off all fans, especially ceiling fans.
- Where equipment is required, use safe and non-hazardous objects around the house.
- Long equipment should reach your child's waist or just above when held upright from the ground.
- Slightly deflate balls to minimise chasing after runaway balls.
- Use a mat to cushion falls and prevent injuries, especially during stability skill activities and when jumping.

Locomotor Skills

Locomotor skills move the body from one location to another. Many locomotor skills are used on a daily basis (e.g. running after a bus, leaping over a puddle), as well as in many games and sports (e.g. jumping up to catch a ball).

To move with control, your child will need good balance, as well as an awareness of the environment in terms of effort, space, and in relation to people or object. This is because body movements often occur in relation to at least one of these factors and seldom in isolation.

> **Example:** If your child spots a friend from a distance and wants to greet him, he has to walk in the direction (space) of his friend (relationship - people) quickly (effort) before he loses sight of that friend.

Locomotor skills include (in ascending levels of difficulty for most children):

- **Walking**
- **Running**
- **Leaping**
- **Jumping**
  - off a Height
  - for Height (vertical jump)
  - for Distance (horizontal jump)
- **Sliding**
- **Galloping**
- **Hopping**
- **Skipping**

While children attempt the above locomotor skills at different pace, many would learn to walk at about one year old, progressing to run and jump at about two. From about three, they start to explore leaping, sliding, galloping, hopping and skipping. To master these skills, children need instructions at an early age and lots of opportunities to practise them... and in the course of it, have fun!

Walking

Walking is your child's first upright movement on both feet. It requires the transfer of body weight from one foot to the other, with one foot always in contact with the ground. As this takes place, a corresponding shift results in the centre of gravity of the body, bringing about the movement.

Used in almost every aspect of daily living, walking gives your child the independence and freedom to move about and explore his environment.

Walking with an awareness of effort, space and people or object relationship is important. Proficiency and mastery of walking techniques for difficult situations will help your child move with agility and confidence.

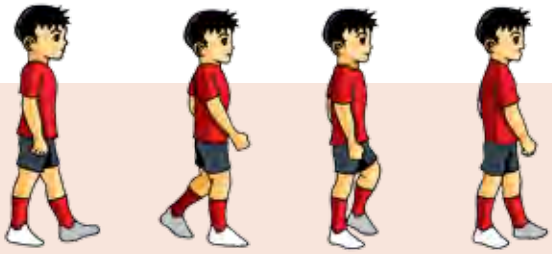
Developmental Phases

Walking

Initial

- Difficulty maintaining upright posture. Unstable and loses balance.
- Short steps and flat-footed contact with ground. Toes turned outwards.
- Feet apart to balance. Knee bends when foot contacts ground, followed by quick straightening of legs.

Transition

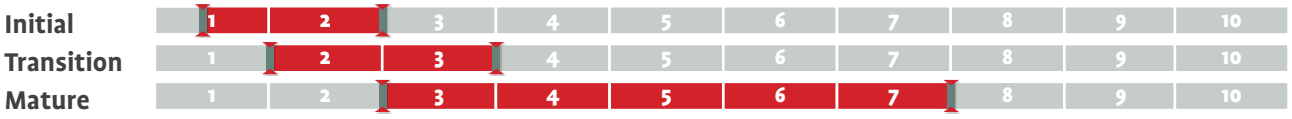


- Takes wider steps. Heel-toe contact with ground.
- Out-toeing is reduced. Upward lift (foot off the ground) is visible.
- Arms show limited swing.

Mature

- Relaxed steps. Minimal upward lift. Definite heel-toe contact with ground.
- Feet land one in front of the other roughly along a straight line. Distance between steps depends on required walking speed.
- Spontaneous arm swing in opposition to leg (e.g. when left arm swings forward, right leg steps forward).

Approximate Age of Development (in years)



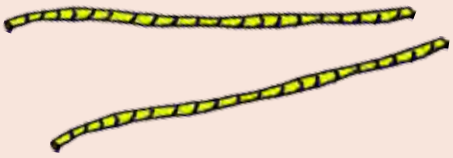
Teaching Strategies

Walking

What to do if your child...

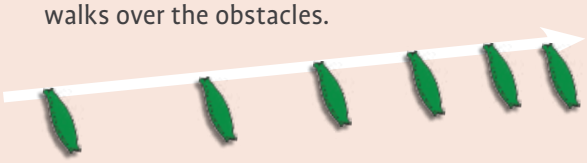
... is walking with toes pointed outward?

- Create wide to narrow pathways with cones/ropes/markers.
- Get your child to walk within the boundaries.



... is shuffling feet?

- Place ropes/markers/bean bags or draw lines on the floor with wide to narrow intervals.
- Get your child to lift each foot high as he walks over the obstacles.



... is not able to walk in a straight line?

- Place footprints or markers on either side of line.
- Get your child to walk following the prints closely.

... needs to walk more steadily?

- Draw different pathways on the floor or use court lines if available.
- Get your child to walk following the lines closely.

Variations

"Can your child walk...?"

How the body moves

Force/Effort	Time	Flow
• on tiptoe like a little mouse • as if he is on hot sand • as if wearing Mummy's high-heeled shoes	• quickly away from the ants • in quick-slow rhythm as if being pushed and then pulled back • quickly or slowly according to a drumbeat	• as if someone is pulling his back • in start-stop rhythm according to signal • like a robot running out of battery

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• around a hoop • without touching anyone • in between the cones	• forward or backward on his heels • following a zigzag or circular line • and turn away when he meets a friend	• tall like a giraffe • as if on ice with knees bent low • slowly like a chimpanzee

With whom/What the body moves

Self (body parts)/People	Objects
• holding your hands • towards you and then away from you after a high-five • in line with a group like marching soldiers	• around the cones like busy bees • under the net, carrying a ball • with bean bag on his head

COMBINATIONS

- On tiptoe quickly like a mouse to get away from a nest of ants
- Tall like a giraffe in a zigzag pathway while holding hands with you

Activity 1

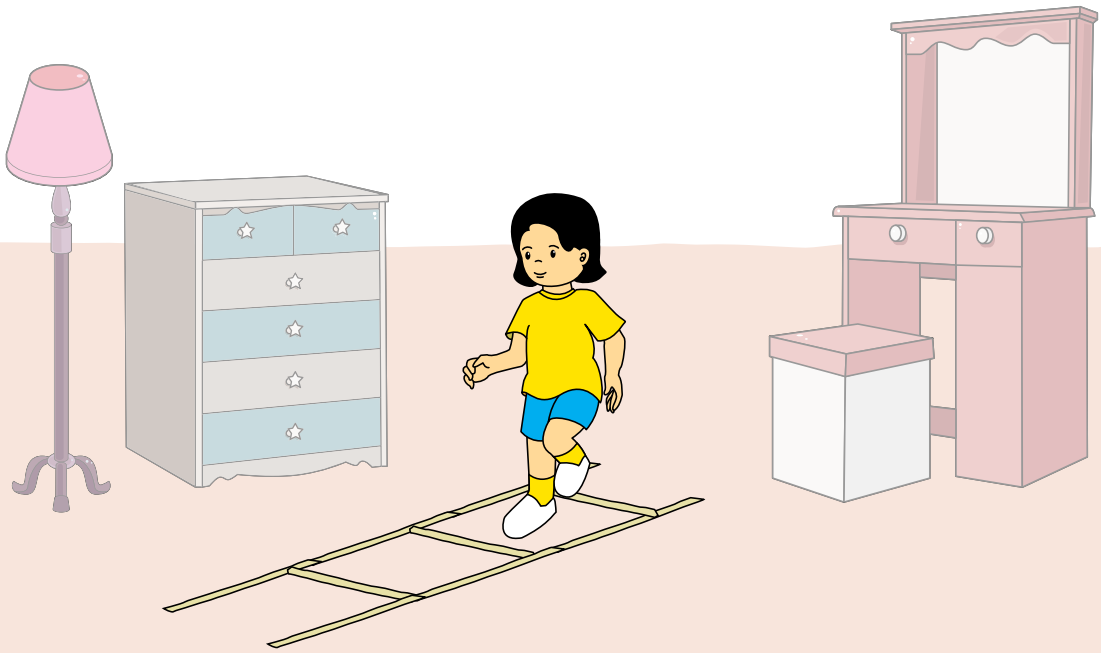
Walking

LOCOMOTOR SKILLS

- **Ensure play area is dry.**
- **Play area should be flat, without slopes.**
- **Ensure child has spatial awareness when practising.**

WHAT YOU NEED

- Newspaper, cut into long strips



HOW TO PLAY

- Arrange newspaper strips to form ladder on floor. Have your child walk the "ladder" in different ways.

Ways to walk

- Walk the "ladder" by stepping in the spaces. No stepping on the "rungs" now!
- With each foot on either side of the "ladder", straddle walk to the opposite end
- Role playing while walking. Be a tip-toeing thief when stepping in the spaces; be a huge elephant when straddle walking etc.

- Challenge your child to repeat the activity walking backwards.

BE AWARE

- Ensure your child's toes are pointed forward when walking.

PRACTICE MAKES PERFECT

- Do this activity at places such as shopping malls or supermarkets where there are markings on the floor.

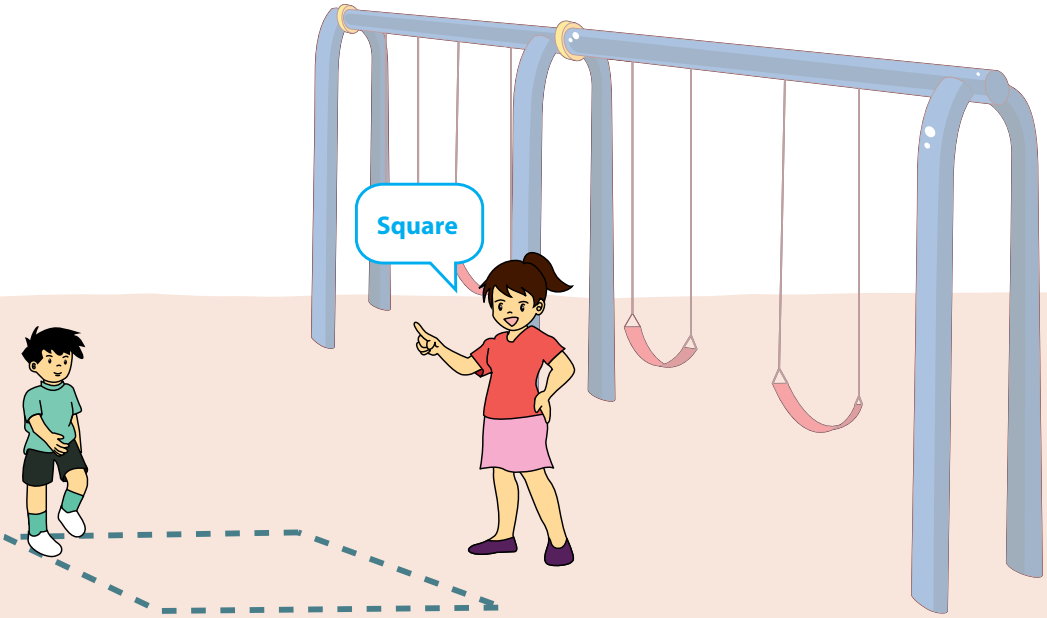
Activity 2

Walking

LOCOMOTOR SKILLS

PLAY SAFE

- **Prompt your child to look ahead to avoid collisions or tripping.**



HOW TO PLAY

- Encourage your child to role play as a robot and walk around in different ways. He can walk:
  - On heels like a penguin
  - On toes like a sneaky thief
  - With feet pointing outwards like a clown
  - By marching smartly like a soldier
- Name a shape or number – square, circle, triangle, number 8 or 6. Have your child walk its outline.
- Ask your child to count and record the number of steps he takes to walk each outline. Get him to compare and share with you the shape or number he found easiest or most difficult to trace.
- You and your child can walk the same shape or number – either holding hands; or in opposite directions, giving each other high-fives as you pass each other.

BE AWARE

- Try walking hand in hand with your child. It will help him swing his arms naturally for balance and stability.

PRACTICE MAKES PERFECT

- Do this activity wherever the environment is spacious and safe.

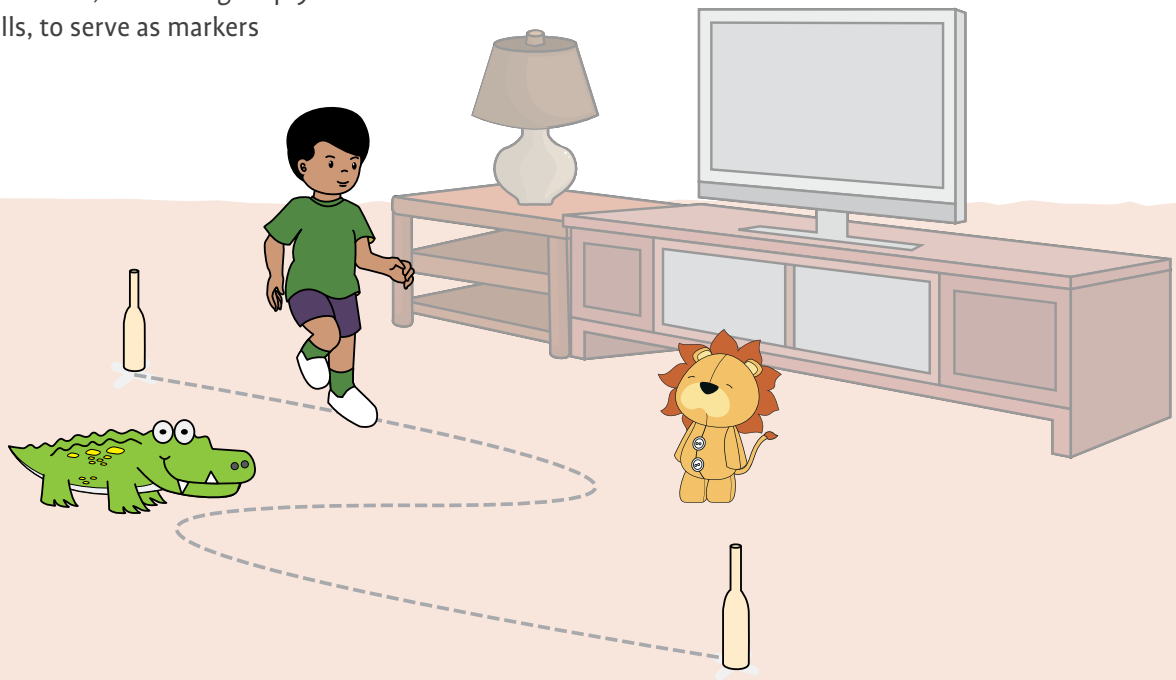
Activity 3

Walking

LOCOMOTOR SKILLS

WHAT YOU NEED

- Recycled materials, such as big empty bottles or toilet rolls, to serve as markers



HOW TO PLAY

- Ask your child to count the number of steps he takes to reach different parts of the house. For instance, from your child's bedroom to yours.
- Get your child to explore walking at different speeds (fast and slow), force (light and heavy steps) and pathways (straight, curved and zigzag). Have him compare and identify the fastest way to reach the destination.
- Create an indoor maze with markers forming a trail around the house. Have your child follow the markers to find the end point.

- Challenge your child to walk according to your clapping tempo (fast, faster, slow and slower).
- Play a range of music. Get your child to change his walking style with each change of music.

PRACTICE MAKES PERFECT

- Do this activity while shopping. You and your child can try walking according to the tempo of the mall's piped music.

Running

Running is similar to walking except that with running, there is a flight phase when both feet are momentarily off the ground at the same time. Variations of the running movement include jogging, sprinting, dodging, chasing and fleeing.

Running is one of the most basic movement skills required in daily activities (e.g. running because you are late for school). It is also a foundation skill required in many dynamic activities, games and sports (e.g. tag games, athletics, soccer, basketball). Proficiency and mastery of good running techniques for different situations will enable your child to move successfully and confidently.

Developmental Phases

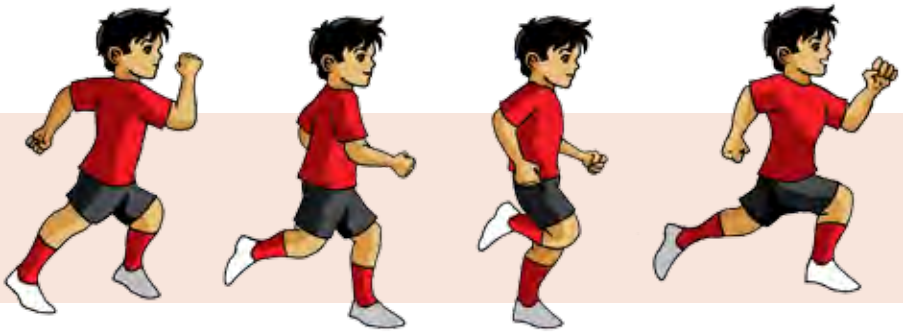
Running

Initial

- Stiff arm swing.
- Legs appear stiff and take uneven steps. Short and limited leg swing.
- No flight phase, with at least one foot always on the ground. Wide base of support (feet apart) to maintain balance.

Transition

- Arms swing further from front to back.
- Wider steps and an increase in leg swing and speed.
- The support leg straightens more completely at take-off.
- A flight phase (both feet off the ground) is visible.



Mature

- Arms are bent at the elbows at about 90°.
- Arms swing close to body in opposition to leg movement.
- Wider steps and maximum flight phase when both feet are off the ground.
- Support leg bends slightly upon contact with ground, and then straightens to push body upwards.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial		■	■							
Transition			■	■	■					
Mature				■	■	■	■			

Teaching Strategies

Running

What to do if your child...

... is not swinging arms naturally in alternate fashion?

- Get your child to sit on the floor, legs outstretched.
- Bend elbows at about 90°, close to body. Swing backward and forward slowly, increasing speed of swing gradually.

... is dragging feet and not lifting knees?

- Get your child to run between two lines slowly at first, then increase speed gradually.
- During run, place hands at waist level and ensure knee lifts to touch them.

... is not running fast?

- Children to race one another in an open space. Ensure ground is flat and safe.

... is not able to change directions quickly?

- Draw different pathways on the floor or use court lines if available.
- Get your child to run closely along the lines.

Variations

"Can your child run...?"

How the body moves

Force/Effort	Time	Flow
• heavily like an elephant • quietly without waking the sleeping giant • lightly as if on clouds	• quickly like a leopard • in quick-slow rhythm • slowly like a tortoise	• as if he is tired/energised • as if he is racing a car • at "green light" and stop at "red light"

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• to the wall and back • along the side of the court • on the spot like a hamster in a wheel	• in four different directions • along the outline of a big 'W' on the floor • in a circle as if following the outline of a clock	• and reach for the stars • and dribble a ball like a soccer player • low as if avoiding a swarm of bees

With whom/What the body moves

Self (body parts)/People	Objects
• holding hands with a parent on each side • behind you as if he is your shadow • to avoid being tagged by you	• without stepping on the scattered bean bags • carrying a ball • between two ropes on the floor

COMBINATIONS

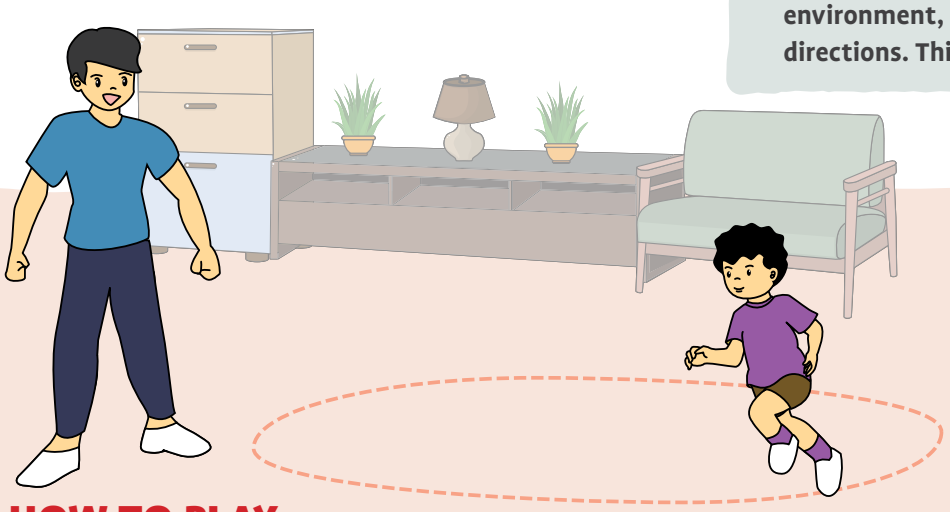
- Lightly and quickly like a race car along the sides of a court
- On the spot and lightly like clouds, while holding hands with a parent on each side

Activity 1

Running

LOCOMOTOR SKILLS

- **Before you begin, specify the boundary of the play area. Bottles or boxes can be used to clearly mark out the play area. This will help reduce risk and running can be done indoors safely.**
- **Remind your child to be aware of his environment, especially when changing directions. This helps avoid collisions.**



HOW TO PLAY

- Have your child run around in a free space. When you clap once, he must change direction. When you clap twice, he must freeze.
- Get your child to explore running in different styles.

Styles of running

- Run, stooped down as low as possible, then gradually get taller and taller
  Try the reverse (from standing tall to stooping down)
- Lift knees high and clap hands while running
- Run with arms high in the air, arms behind back, arms stiff at sides, arms swinging at sides, hands on head, hands in pockets. Do the same running backwards, clockwise and anti-clockwise

- Run alongside your child, playing "Monkey See, Monkey Do" at the same time. Run at different speeds (fast and slow) for your child to follow suit.
- Randomly place obstacles (small things found in the house) in a clear space. Your child will learn dodging as he quickly changes directions to avoid the obstacles.

BE AWARE

- Ask your child how he felt lifting his knees high while running. Explain to him that lifting his knees allows him to take bigger steps, so that he can run faster.
- Ask your child how he felt running with his arms in various positions. He would have realised that he can better gather speed and momentum by swinging his arms naturally by his sides.

PRACTICE MAKES PERFECT

- Do this activity wherever the area is spacious and safe (no pillars and other obstacles) such as lift lobbies and void decks.

Activity 2

Running

LOCOMOTOR SKILLS

WHAT YOU NEED

- Recycled materials, such as big empty bottles or boxes, to serve as markers

HOW TO PLAY

- Role play with your child. Pretend you are the captain and he is a sailor on a ship.
- Define running area with four objects. Each object doubles up as different parts of the ship (bow, stern, starboard and portside).
- At the captain's command, the sailor must act correspondingly.

Commands	Actions
Bow	Run to object designated as bow (front)
Stern	Run to object designated as stern (back)
Port	Run to object designated as port (left)
Starboard	Run to object designated as starboard (right)
Climb the rigging	Perform climbing action
Tilt the deck	Squat down
Scrub the deck	Get down on one knee, perform floor-scrubbing action
Captain's coming	Stand still and salute

BE AWARE

- For younger children, stick to bow and stern only. Gradually introduce other parts of a ship and variety of actions.

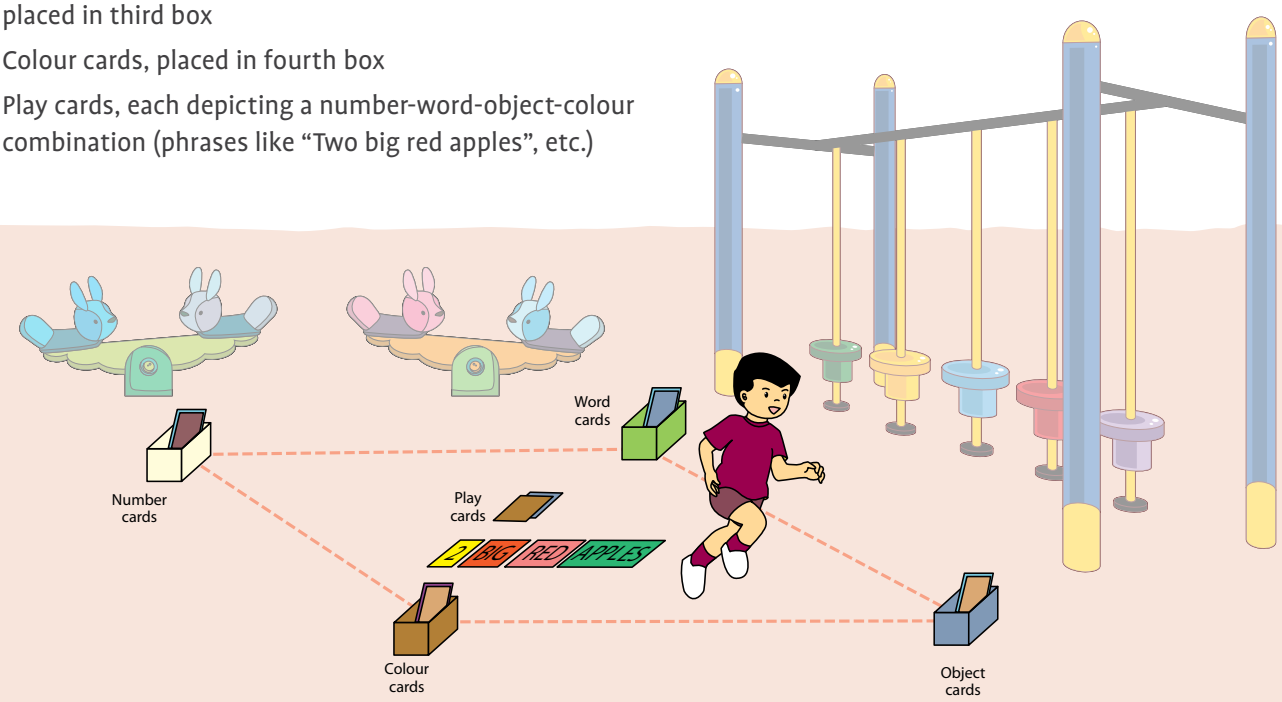
Activity 3

Running

LOCOMOTOR SKILLS

WHAT YOU NEED

- 4 boxes, to serve as markers
- Number cards (numerals 1-10), placed in first box
- Word cards (words “big” and “small”), placed in second box
- Object cards (words like “apple”, “pencil”, “comb”, etc.), placed in third box
- Colour cards, placed in fourth box
- Play cards, each depicting a number-word-object-colour combination (phrases like “Two big red apples”, etc.)



HOW TO PLAY

- Define running area with the four boxes. Place play cards in the centre.
- Ask your child to pick and look at a play card. He must then run to each box, pick the appropriate card, bring the card to the centre, and repeat until four cards have been collected from all the four boxes.
- Next, get him to arrange the four cards in the sequence depicted on the play card. For instance, if play card shows two big red apples, then the arrangement must be number card (2), word card (big), colour card (red) and object card (apples).
- Activity ends when all the play cards are picked.

PRACTICE MAKES PERFECT

- For younger children, play with the number and object cards only. The cards may depict pictures instead of words.

Leaping

Leaping is similar to running except for a longer and exaggerated flight phase. It requires taking off on one foot and landing on the other. Many children enjoy the feeling of being airborne, especially if the skill is being executed under make-believe scenarios such as, leaping over ‘rivers infested with crocodiles’ or over obstacles ‘to escape from a tiger’.

As your child masters the leaping skill and applies it to common daily encounters such as clearing water puddles, small drains and low obstacles, he will learn to move confidently. Leaping is also used in many games and sports, such as basketball, netball, badminton and soccer.

Developmental Phases

Leaping

Initial

- Arms swing at random, not alternate to legs.
- Inconsistent use of take-off leg.
- Inability to lift body up to gain distance or height.
- Movement looks like a running step.

Transition

- Arms are used for balance, not to produce body lift.
- Legs are not fully stretched when off the ground.
- Body is stiff and leans forward slightly.
- Movement looks like an elongated run. Slight lift above ground is visible.

Mature

- Arms swing in opposition to legs.
- Forceful straightening at take-off with both legs fully stretched when off the ground.
- Definite forward lean of body.
- Able to achieve distance and height.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial			3	4						
Transition				4	5	6				
Mature					5	6	7	8		

Teaching Strategies

Leaping

What to do if your child...

... does not look up when leaping?

- Create an 'electric wall' of obstacles from low to medium height (e.g. shoeboxes, cones, alphabet foam mat pieces, stacked up juice cartons). Be sure to use objects that are safe.
- Get your child to leap over obstacles.

... lacks confidence to clear a wide distance?

- Create 'rivers' for leaping over by using picture cards or toy crocodiles/fishes.
- To build confidence, get your child to clear 'rivers' of different widths.

... does not use arms to assist the lift?

- Get your child to hold a ribbon or small towel in one hand. Tape a small piece of ribbon on alternate foot.
- Encourage your child to stretch hand with ribbon or towel to touch alternate foot when leaping over the obstacle.

... is not lifting knees and feet during a leap?

- Create low barriers (by drawing lines on floor or using bean bags/milk or juice cartons/shoeboxes) and hang objects in front above eye level.
- Get your child to look up when leaping over the obstacles.

Variations

"Can your child leap...?"

How the body moves

Force/Effort	Time	Flow
• and land gently like a fly • and land like a dinosaur without swinging his arms	• quickly/slowly • stay in the air as long as he can • continuously, following a drumbeat	• and freeze upon landing • after a short run-up • with hands on his head

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• over the markers as if they were water puddles • over different objects around the room • over the playground tiles/ foam mats	• diagonally to the left/side of the court • with left/right foot leading • continuously around a big circle	• and touch front knee with one hand • and clap in the air • with high knee-lift

With whom/ What the body moves

Self (body parts)/People	Objects
• and touch his knees upon landing • over your outstretched legs • while taking turns with you	• from one lily pad to another (marked with chalk) • and touch a ball hanging overhead • over the shoebox/newspaper roll

COMBINATIONS

- Lightly over a 'tree trunk' (e.g. newspaper roll) and land gently like a fly
- Continuously from one lily pad to another with higher knee-lift

Activity 1

Leaping

LOCOMOTOR SKILLS

- **Alphabet foam mats or yoga mats help absorb landing force, minimising the risk of injury to your child's knees.**

WHAT YOU NEED

- Alphabet foam mats

HOW TO PLAY

- Randomly place foam mats to serve as lotus leaves around the play area. Have your child squat on one. Ask him to spring forward like a frog, and land back in a squat on another "lotus leaf".
- At every sound of "Ribbet!" made by you, your child has to leap to the next "lotus leaf". Make it more challenging by increasing or decreasing the frequency of saying "Ribbet!". Your child has to leap according to your tempo.

- Challenge your child to give a little run before landing on each "lotus leaf".

BE AWARE

- Encourage your child to spring higher by pushing off and stretching the front of his foot.

PRACTICE MAKES PERFECT

- Do this activity when you and your child chance upon a puddle of water. Encourage your child to leap over the puddle.

Activity 2

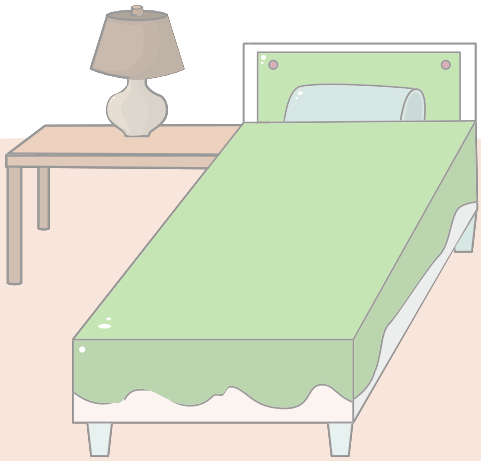
Leaping

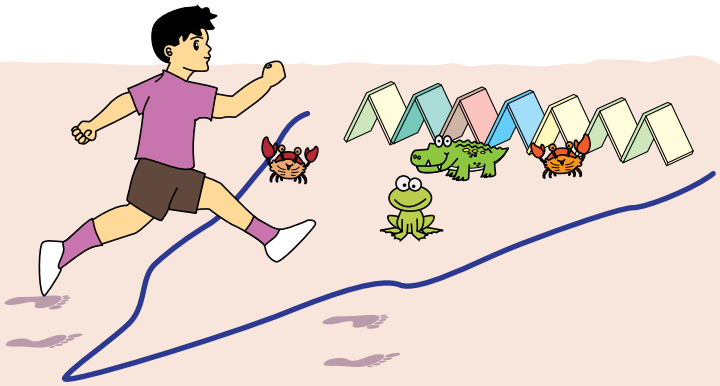
LOCOMOTOR SKILLS

- **Make sure there are no objects, such as furniture or walls too close to the designated play area that your child may collide into.**

WHAT YOU NEED

- Rope or tape
- Safe objects, such as toy snakes, toy fish and soft sponges, to serve as things found in rivers





HOW TO PLAY

- Arrange the rope or tape to form a giant "V" on the floor. This serves as a river. Read your child the tale of "Little Red Riding Hood". Have him dramatise the journey "Little Red Riding Hood" takes to his grandmother's house. Ask your child to think of a safe way to cross the danger-filled "river".
- Encourage your child to add a run before his jump over the "river". He will discover that this increases his leaping distance, allowing him to cross the wider part of the "river".

- Populate the river with sea creatures and foam mats. Your child must now leap higher to clear the "river".

BE AWARE

- For younger children who are still learning to leap, start them off from the narrower end of the "river". Gradually progress towards the wider end when they are ready.
- Lay cut-outs of footprints to help younger children know which foot to take off and land on.
- Prompt your child to swing and reach out his arms while calling out for "grandmother". This will help him propel his body and maintain balance.

Jumping off a Height

Jumping skills are challenging for your child as it requires arm, leg and body coordination as well as controlling a flight phase when both feet are not in contact with the ground. The jumping movement is usually divided into three components: the preparation or take-off, the flight, and the landing.

When jumping off a height, your child first takes off on two feet into the air and then land on both. This skill is used when he jumps from chairs, sofas, stairs and playground equipment. Jumping off a height is a great thrill for children – just watch your child's face as he jumps off from a staircase or a playground block to flee a tagger.

To land with knees slightly bent is an important safety consideration, as is landing on soft, non-concrete surfaces. Also, your child should always have his shoes on when jumping.

Developmental Phases

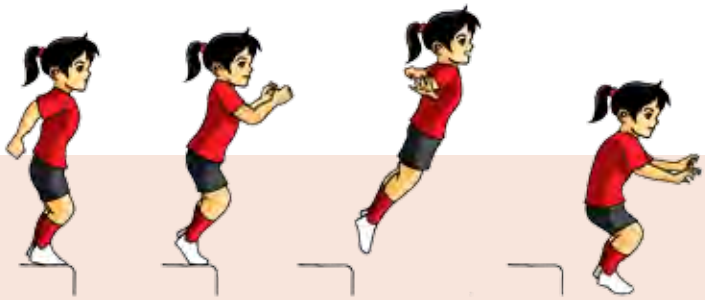
Jumping off a Height

Initial

- One-foot take-off, with take-off foot contacting ground first before other foot leaves surface (like stepping down).
- No flight phase visible.
- Heavy dependence on arms for balance.

Transition

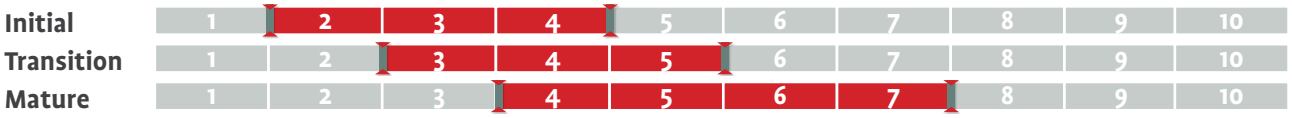
- Two-foot take-off with one foot leading in front.
- One-foot landing followed by immediate landing of other foot, resulting in minimal flight phase.
- An uneasy bending at knees and hip upon landing.
- Awkward use of arms for balance.



Mature

- Smooth two-foot take-off to give a controlled flight phase (both feet in the air).
- Both arms used efficiently for balance.
- Upon landing, both feet contact ground simultaneously, with toes touching first.
- Feet land shoulder-width apart.

Approximate Age of Development (in years)



Teaching Strategies

Jumping off a Height

What to do if your child...

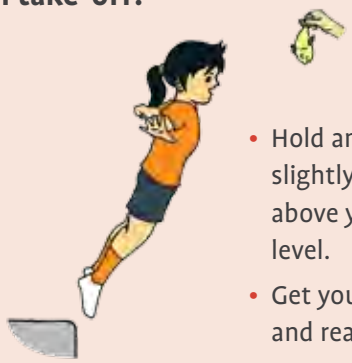
... is afraid/unwilling to jump off a height?

- Place your child on a low height and get him to bend knees. Facing him, hold him on both shoulders.
- Count to three and gently lift him up.
- Gradually reduce physical help, from shoulders to elbows, then to hands, and finally just verbal cues.

... is unable to take off with both feet?

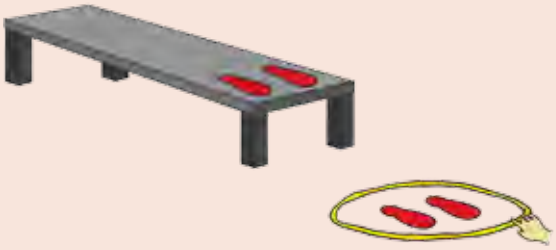
- Make a 2-cm wide newspaper band to wrap your child's feet near ankles (staple or tape ends of the newspaper together). Get your child to imagine his feet are now glued together.
- Place two footprints at end of raised platform and a matching pair on ground.
- Get your child to jump off, keeping his feet together.

... is not swinging both hands to help in take-off?



- Hold an object or target slightly in front and just above your child's head level.
- Get your child to jump and reach for the target.

... is not gaining distance with jump?



- Place a hoop near raised platform and get your child to jump off and into hoop.
- Progressively move the hoop further away.

Variations

"Can your child jump off...?"

How the body moves

Force/Effort	Time	Flow
• and stamp the ground with his feet • with hands stretched out like a star • lightly to land in a bowl of 'jello'	• and clap before he lands • and turn in the air before he lands • and touch his knees before he lands	• with a bean bag in each palm (palm facing up) • and wave a towel held in his hand • with hands 'glued' to his sides

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• into a hoop • and land near the marker/ line • from different stools or benches around the space	• towards two footprints on the floor • and reach for the sky before landing • and turn clockwise before landing	• from a low crouch position • like a tall rocket taking off

With whom/ What the body moves

Self (body parts)/People	Objects
• and land with hands touching tip of toes • and land on one foot • and turn to face you standing on his right/left	• holding a scarf • and land across a rope placed on the floor • onto a gym mat

COMBINATIONS

- Lightly like rain from a stool waving a scarf before landing with hands touching knees
- From a stool, turn in the air and clap before landing in an 'electric' hoop

Activity 1

Jumping off a Height

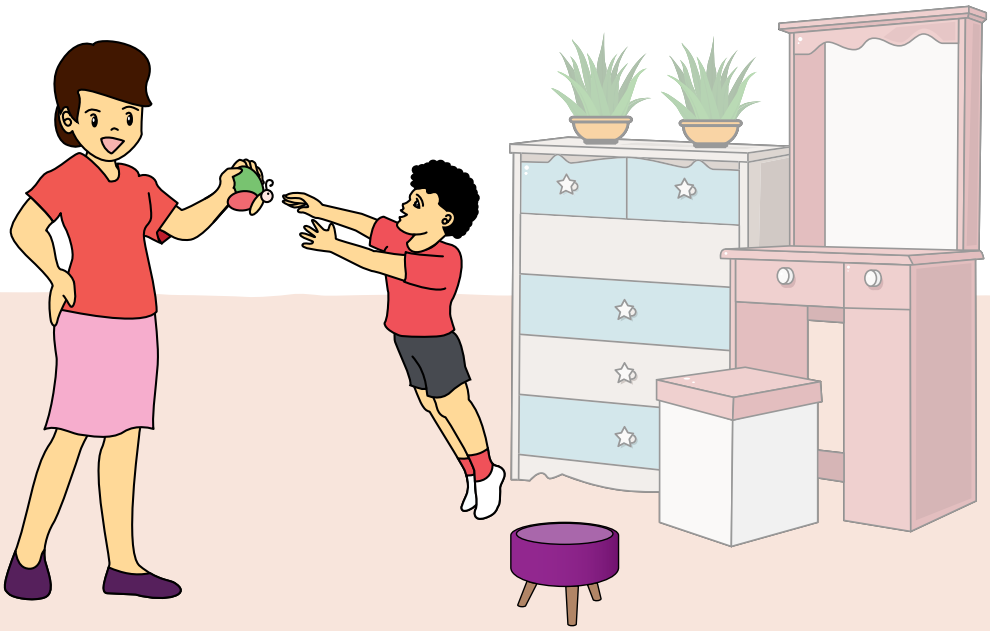
LOCOMOTOR SKILLS

PLAY SAFE

- **Ensure the stool is stable and not easily toppled.**

WHAT YOU NEED

- A stable stool
- A stuffed toy



HOW TO PLAY

- Have your child stand on a stable stool. Let him practise jumping off the stool.
- Hold a stuffed toy in front of and above your child's head. On the stool, from a low crouching position, he must spring forward, swinging and stretching his arms forward to touch the stuffed toy.

- Encourage your child to jump and touch the stuffed toy 10 times. Count the number of successful attempts together.

BE AWARE

- Dangling the stuffed toy promotes swinging of your child's arms as he reaches forward for the stuffed toy.
- Swinging his arms forward will aid in lifting his body upward and forward.
- Encourage your child to start from a low crouching position by telling him to pretend he is a small round ball. Bent knees will help his body gain greater take-off power as he jumps off.

PRACTICE MAKES PERFECT

- This activity can be done any time and does not require much space.
- Do this activity with your child in the living room during TV commercial breaks, or using stairs at the lift lobby while waiting for the lift.

Activity 2

Jumping off a Height

LOCOMOTOR SKILLS

- **Remind your child to lift his legs upwards when "bouncing" off. This will help him maintain his balance and prevent falls.**
- **Remind him to bend his knees on landing. This will help absorb the landing impact, minimising the risk of knee injury.**

WHAT YOU NEED

- A ball

HOW TO PLAY

- Show your child how a ball can bounce freely. Then ask him to imagine that he is the ball.
- Get him to "bounce" off a short flight of steps or kerb by crouching low, jumping and crouching again.

PRACTICE MAKES PERFECT

- Do this activity while out with your child. Instead of the lift, take the stairs to let him practise jumping off a height. Have him jump off a kerb at the playground or park.

Activity 3

Jumping off a Height

LOCOMOTOR SKILLS

- **Be alert and get ready to catch your child should he needs assistance.**

WHAT YOU NEED

- A piece of paper with footprints drawn on it

HOW TO PLAY

- Get your child to stand at one end of his bed.
- Tape a piece of paper with footprints drawn on it, a distance away from the bed.
- Your child must jump forward and off the bed.
- As he jumps, he should try to land on the footprints.

- Depending on your child's ability, increase the challenge by increasing the distance between bed and the piece of paper.

BE AWARE

- Placing a piece of paper with footprints encourages your child to take off and land with both feet for balance and stability.

Jumping for Height

The vertical jump for height requires a one- or two-foot upward take-off to gain height. To achieve a good jump, your child needs to bend both knees at the preparatory stage before pushing the body up forcefully from the balls (front) of the feet while using strong arm swings to lift the body upwards.

A beginner generally would not know how to precede his jump with a preparatory crouch. Nor would he know how to generate force with the lower limbs, or how to use the arms to lift the body up.

The vertical jump is used extensively in ball games (e.g. basketball, volleyball, soccer), badminton, gymnastics, athletics and skipping.

Developmental Phases

Jumping for Height

Initial

- Preparatory crouch (body bend) is unstable, hence difficulty in taking off with both feet.
- Poor body stretch at take-off with little or no head lift.
- Arms not coordinated with body trunk and leg action. Tendency to swing backward when taking off.
- Little height is achieved, making it look like a forward jump.

Transition

- Incomplete preparatory crouch: knee-bend exceeds 90° and body leans forward too much.
- Two-foot take-off. Body does not stretch fully during flight phase.
- Ineffective use of arms for balance during jump.
- Landing point is noticeably different from take-off point.

Mature

- Body crouched with knee-bend between 60° to 90°.
- Knees straighten and arms lift upwards. This pushes body upwards into a full body stretch.
- Head tilts upward with eyes focused ahead or on target.
- Controlled landing on both feet very close to take-off point.

Approximate Age of Development (in years)

Teaching Strategies

Jumping for Height

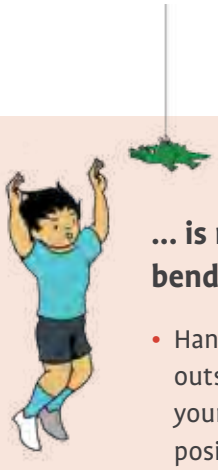
What to do if your child...

... is unable to take off with both feet?

- Get your child to bounce up and down on both feet like a kangaroo, bending knees to take-off and to absorb impact on landing.
- When bouncing upwards, get your child to raise both hands as if he is netting a basketball.

... is not swinging and lifting arms to assist jump?

- Find a wall clear of obstacles.
- Get your child to hold a piece of chalk in one hand.
- Standing sideways to wall, encourage your child to jump, stretch his hand with chalk as high as possible to mark the wall.
- Determine the highest level achieved after a few tries.



... is not looking up or bending knees?

- Hang a target just above your child's outstretched hands. Encourage your child to bend his knees (crouch position) and jump up to touch target.
- If your child needs help, hold him at the waist and gently lift him up on count of three.

... needs to improve jump?

- Hang interesting targets at different heights (low to high).
- Get your child to jump and reach for the targets, moving from lowest to highest.

Variations in

"Can your child jump for height...?"

How the body moves

Force/Effort	Time	Flow
• like fireworks shooting into the sky • to pluck rambutans from a tree • like a dolphin jumping out of the water	• in slow motion • and clap his hands above his head • and spin in the air	• and land in a pool of 'super glue' • like a puppet being pulled up and down by someone • and stop for five counts before jumping again

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• and land on the same spot • and touch the wall with hand raised above his head • and move to a different hoop according to drumbeat	• and turn clockwise/anti-clockwise • and reach to the left/right • and reach with both hands upwards	• like a small ball shot upwards by a racquet • starting with both hands on bent knees • starting with hands behind at waist level

With whom/ What the body moves

Self (body parts)/People	Objects
• with his hands 'tied' to his side • at the same time with you • together with a group according to signal	• and peep over a net (above head level) • and touch a hanging target • and toss a small object into a hanging hoop

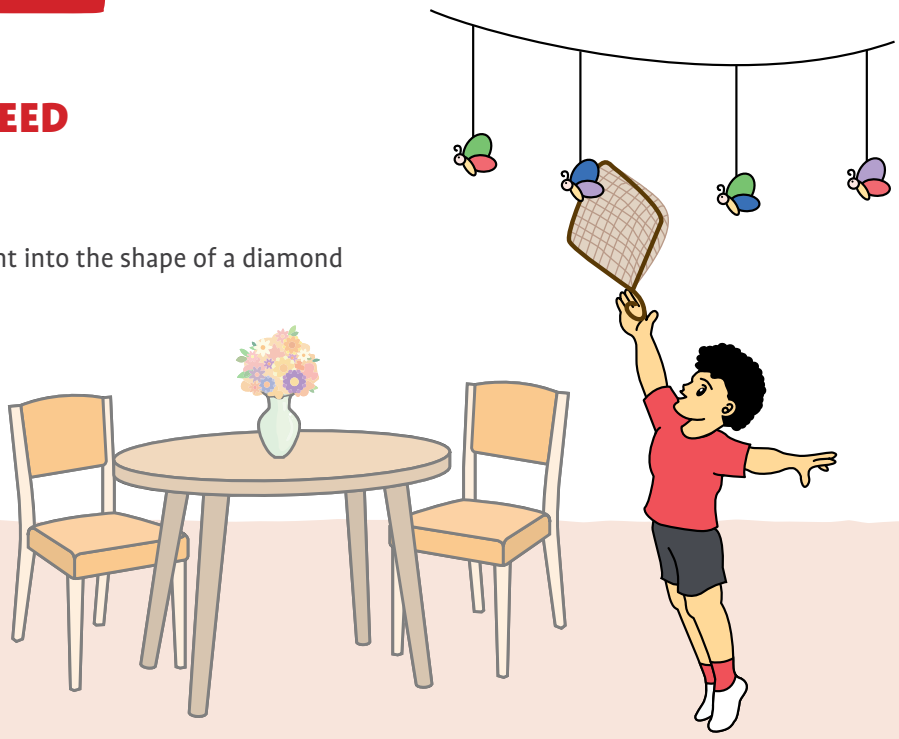
COMBINATIONS

- Lightly on the same spot continuously as if he is a puppet on a string being pulled by someone
- Slowly from a low crouch position and turn in the air at the same time with you

Activity 1

Jumping for Height

LOCOMOTOR SKILLS



WHAT YOU NEED

- Cut-out butterflies
- A hairnet
- A clothes hanger bent into the shape of a diamond

HOW TO PLAY

- Draw and cut out butterflies with your child. Hang these butterflies at different heights all around, just above your child's immediate reach. Wrap the hairnet around the bent clothes hanger to form an insect-catching net.
- Ask your child to skip around while catching butterflies with the net. Start with the lower-hanging butterflies before proceeding to the higher-hanging ones.

- Challenge him to try touching each butterfly at least three times.
- Challenge him to complete touching all the butterflies within a specific time frame.

BE AWARE

- Guide your child to reach for the butterflies. He should take off by pushing off with the balls (front) of his feet, and stretching to lift his body.

PRACTICE MAKES PERFECT

- Do this activity in a park. Your child can even try catching real butterflies with his DIY net!

Activity 2

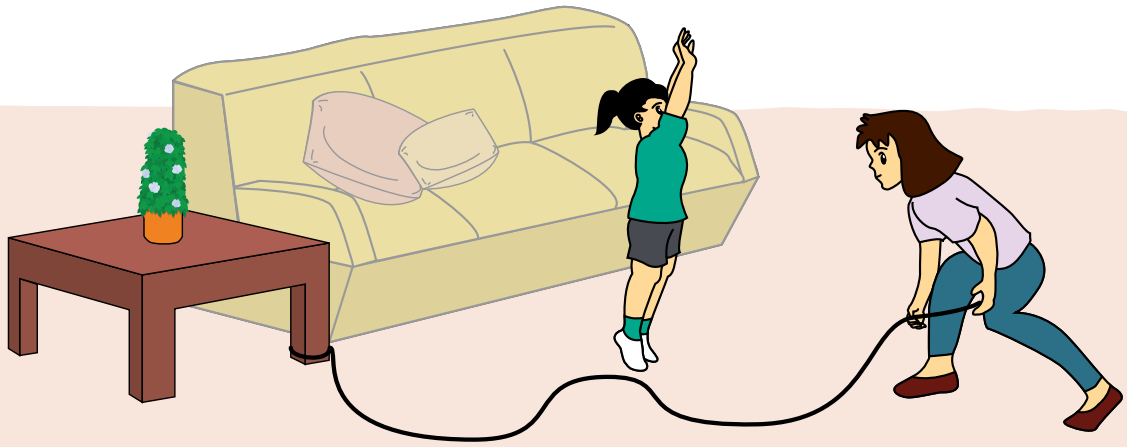
Jumping for Height

LOCOMOTOR SKILLS

- **Remind your child to bend his knees on landing. This will help to absorb the landing force, minimising the risk of injury to his knees.**

WHAT YOU NEED

- A rope
- A stable table or chair



HOW TO PLAY

- Tie one end of a rope to a stable table or chair. Hold the other end of the rope. Have your child jump across the rope.
- Dramatise a beach scene, with the rope representing waves. You should call out the sea condition and shake the rope accordingly. Your child must jump over the moving rope.

Sea condition	Variations of shaking the rope
The sea is gentle	Shake the rope sideways to make waves
The sea is choppy	Shake the rope up and down to make waves
The tide is low	Hold the rope a short distance above the ground
The tide is high	Hold the rope high above the ground

BE AWARE

- Encourage your child to bend his knees before take-off. Bent knees will help his body gain greater take-off power during a jump.

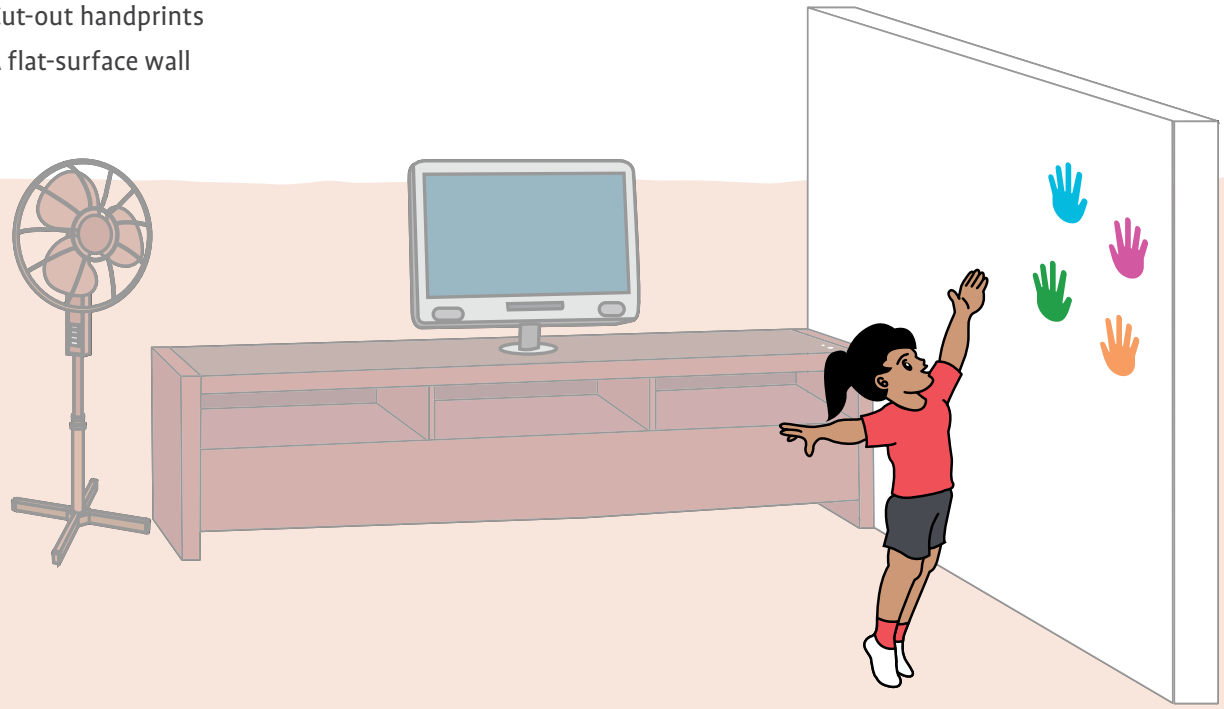
Activity 3

Jumping for Height

LOCOMOTOR SKILLS

WHAT YOU NEED

- Cut-out handprints
- A flat-surface wall



HOW TO PLAY

- Draw and cut out handprints with your child. Stick these handprints at different heights along a wall. Have your child jump and give the handprints high fives.

- Challenge your child to give every handprint a high five within a specific time frame.

BE AWARE

- Encourage your child to swing his arms forward and extend his legs. This will help him achieve really good high fives.

Jumping for Distance

The horizontal jump can be executed by taking off either on one foot or two, but landing on both. When taking off on one foot, children usually run up to the point of take-off. This method is most common in sports like long jump, or gymnastics when jumping over a vault. In many ways, the one-foot take-off is similar to the leap, except that with the horizontal jump, the landing is more stable as it is on both feet.

Mastering the two-foot to two-foot horizontal jump is required in standing long-jump tests which is a component in many fitness assessments. To achieve distance in a jump requires good arm swing with a preparatory crouch and full straightening of the knees.

Developmental Phases

Jumping for Distance

Initial

- Inconsistent degree of knee-bend at preparatory crouch.
- Difficulty using both feet simultaneously to take off and land.
- At take-off, legs are not completely stretched.
- Body is pushed upwards with little emphasis on the length of jump.
- Limited arm swing.

Transition

- Preparatory crouch is lower and more consistent.
- Fuller stretching of the legs during take-off.
- Greater use of arms to assist jump: a backward-upward swing at take-off and then to the side to provide balance during jump.

Mature

- Preparatory crouch is low and consistent.
- Arms swing to back and above waist level. During jump, arms swing forward and are held high.
- Full stretching or extension of legs at take-off.
- Body at take-off is kept at about 45°, with full emphasis on achieving distance.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial			■	■	■	■				
Transition				■	■	■	■			
Mature						■	■	■	■	■

Teaching Strategies

Jumping for Distance

What to do if your child...

... is looking down and not swinging arms forward to lift body?

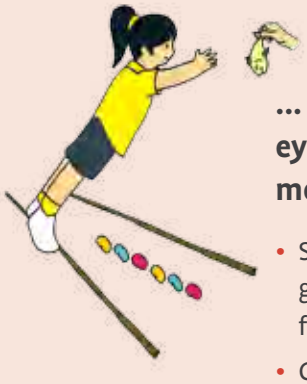
- Hold an object a short distance in front of your child at about head level.
- Get your child to jump and touch the object with both hands. (Tip: Move object a little forward as your child jumps to reach for it.)

... is unable to jump continuously on both feet?

- Scatter hoops each a short distance apart.
- Get your child to jump (two-foot take-off) from one hoop to another, be mindful not to land outside the hoops where the 'traps' are.

... is not lifting knees to jump far?

- Set up a low obstacle in front of your child.
- Get your child to jump with two-foot take-off to clear obstacle.



... needs to coordinate eye, arm and knee movements?

- Set up low obstacles on the ground and hold a target in front of your child.
- Get your child to focus on both when jumping: to touch the hanging target as well as to clear obstacle.

Variations

"Can your child jump far...?"

How the body moves

Force/Effort	Time	Flow
• and lightly like a grasshopper • and heavily like a bull frog • and land quietly on his toes	• and slowly as if carrying a heavy bag • in quick-slow alternate rhythm • quickly but quietly	• continuously like a kangaroo • like stepping on hot charcoal • following a hopscotch pattern

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• from one end of the room to the other • within the square boundary • over the river (drawn with chalk)	• following a straight line • creating a zigzag path with his jumps • forward, turn around and jump back to starting position	• like a tall 'ice-block' • like a frog trying to catch an insect • to catch a high ball

With whom/ What the body moves

Self (body parts)/People	Objects
• and tap knees before landing • and land with hands on top of toes • at the same time with two other friends	• carrying a bean bag • in a sack • over a distance that is about his height

COMBINATIONS

- Continuously like a frog catching an insect while creating a zigzag pattern on the floor
- Lightly and quietly like a grasshopper from one end of the room to the other

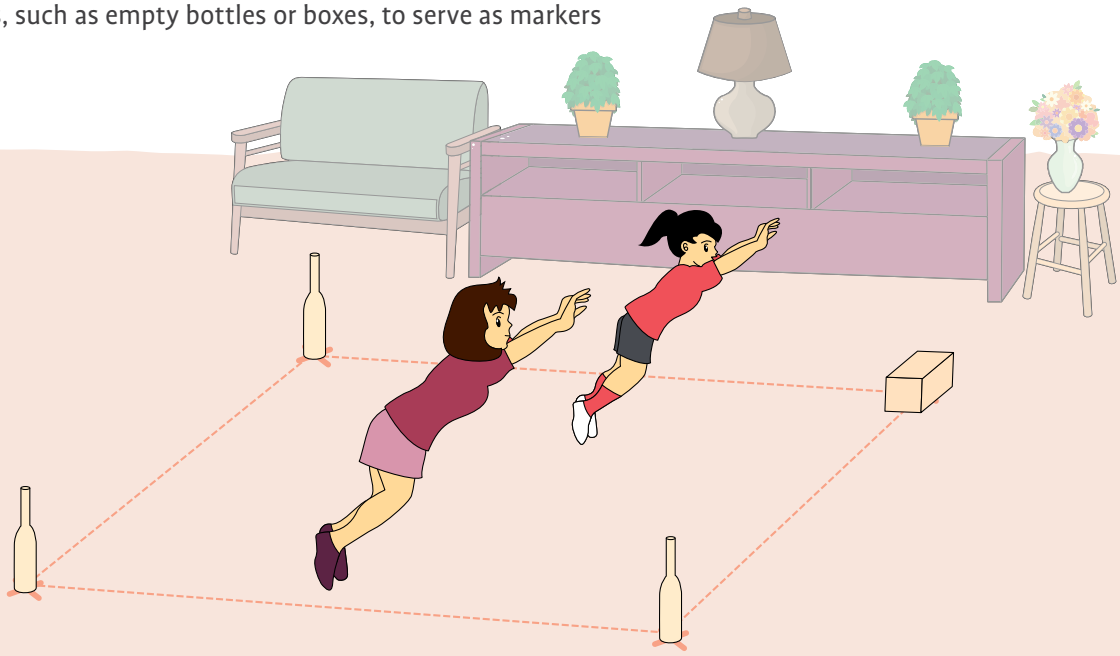
Activity 1

Jumping for Distance

LOCOMOTOR SKILLS

WHAT YOU NEED

- Recycled materials, such as empty bottles or boxes, to serve as markers



HOW TO PLAY

- Define a play area with four markers. Ask your child to imagine he is a corn kernel being heated up. He should start from a squat position, and jump only when the pot is finally heated.
- Your child must then jump around to touch all four corners of the play area to fully turn into a popcorn.

- Join in as someone who loves popcorn. Your child must jump away from you to avoid being eaten, and still try to touch all the four corners of the play area.

BE AWARE

- Teach your child to jump around with his feet together for better balance.
- Be sure he pushes off with the balls (front) of his feet. This will help him jump higher and further.

Activity 2

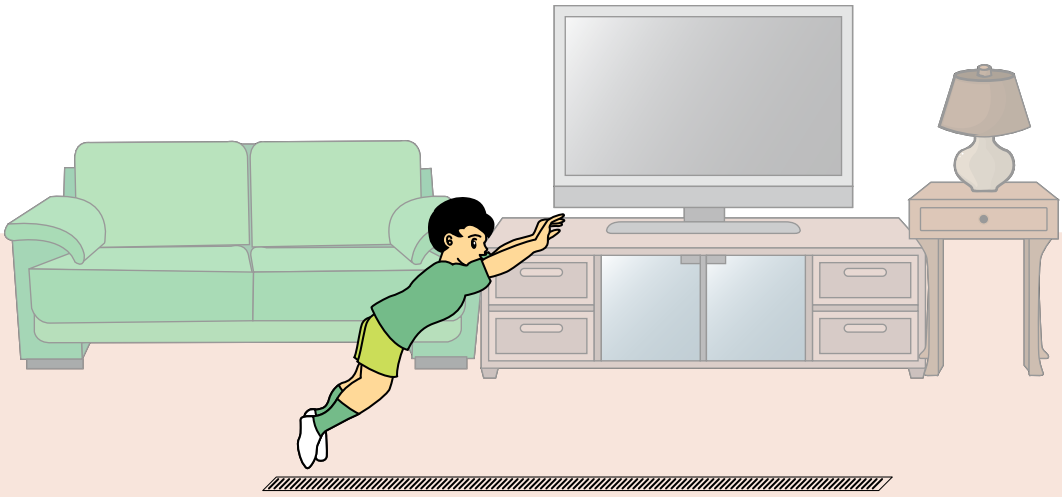
Jumping for Distance

LOCOMOTOR SKILLS

- **The measuring tape or chart must be firmly affixed to the floor. This is to prevent slips when landing on it.**

WHAT YOU NEED

- Measuring tape or chart



HOW TO PLAY

- Lay the measuring tape or chart on the floor. Stand your child at one end of it. Get him to jump along its length. Measure the distance jumped.

- Measure and record the distance your child jumps every week. This will challenge him to break his own weekly record. He may even be motivated to practise jumping without being prompted.

BE AWARE

- Engage your child. Explain to him that he must swing his arms more and lean his body forward with hands stretched out. This will help him jump further and break his own jumping record.

PRACTICE MAKES PERFECT

- Use suitable opportunities and allow your child to jump over things that he comes across, such as a puddle of water.

Sliding

Sliding is a sideway movement where the lead foot takes one step to the side, followed by the other foot stepping next to it closely, without it crossing over the leading foot. Both feet are kept close to the ground with the lead foot always on the side of the direction of travel.

Sliding is one of the most common skills used in games like tennis, badminton, basketball and soccer where players make anticipatory side to side moves to dodge opponents or to change movement directions. Good dynamic balance and body control is crucial when sliding. Sliding is also used in many dances.

Developmental Phases

Sliding

Initial

- Irregular pace.
- Both feet do not travel side by side, but cross over during flight phase.
- Feet land flat on the ground.
- Ineffective use of arms to balance or to produce body lift.

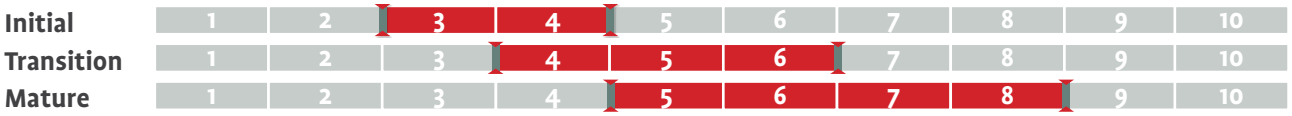
Transition

- Movement gains moderate speed but still appears stiff and awkward.
- Trailing leg may lead during flight phase but lands next to lead leg.
- An exaggerated upward lift (feet off the ground) can be seen.
- Contact with ground is made with either heel-toe or toe-toe combinations.

Mature

- Able to slide smoothly and rhythmically with a moderate tempo.
- Trailing leg lands next to lead leg which takes off just before trailing leg lands.
- Both legs bend slightly at the knees. A low-flight phase can be seen when both feet are off ground.
- Contact with ground is made with front of the feet.
- Arms are not needed for balance; they may be used for other purposes (e.g. holding a ball, bean bag).

Approximate Age of Development (in years)



Teaching Strategies

Sliding

What to do if your child...

... has difficulty coordinating the sliding movement?

- Demonstrate with verbal cues: “Step, together, step, together”. Child to follow accordingly in both directions.
- Increase speed progressively.

... needs to slide smoothly?

- Play ‘crab in the mirror’. Slide like a crab alternating between slow and medium speeds, while your child mirrors accordingly.

... does not lift feet during slide?

- Introduce ‘foot tag’. Lead foot springs off as other foot steps next to it and tries to catch up. Do this continuously. No crossing of feet.

Variations

"Can your child slide...?"

How the body moves

Force/Effort	Time	Flow
• flat-footed as if wearing heavy boots • like a penguin • like a floating balloon	• quickly as if on ice • with alternate small and big steps • according to fast-slow signals	• three steps like a dancer and three steps like a robot • keeping his hands behind his body • around space and stop on 'freeze' signal

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• around a hoop • in between the cones • around a table	• left to right, right to left • as if he was a merry-go-round • like a crab which doesn't want to be caught	• like a grumpy old crab • with knees bent and hands on waist • on tiptoe like a tall ballerina

With whom/ What the body moves

Self (body parts)/People	Objects
• with his feet apart • with left/right foot leading • facing you in the same/opposite direction	• waving a scarf/towel • while dropping and catching a ball • around a hoop

COMBINATIONS

- Quickly like a runaway crab, with his hands behind his body
- As if wearing heavy boots with knees bent and hands on his waist

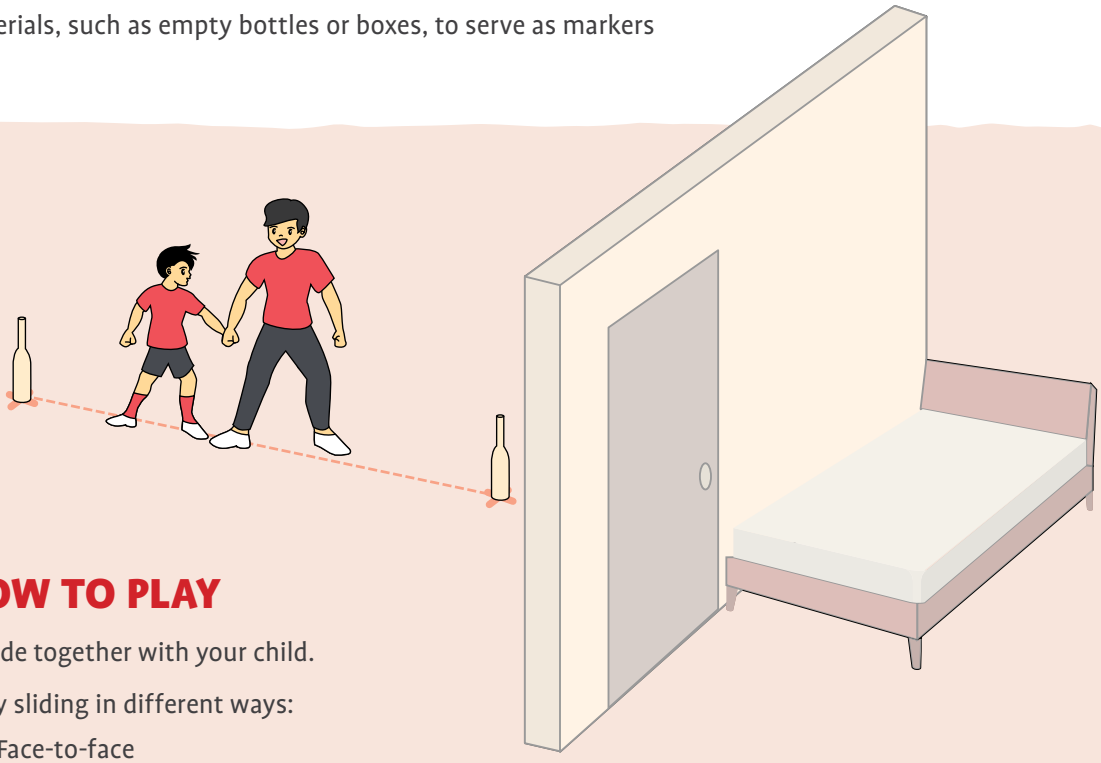
Activity 1

Sliding

LOCOMOTOR SKILLS

WHAT YOU NEED

- Recycled materials, such as empty bottles or boxes, to serve as markers



HOW TO PLAY

- Slide together with your child.
- Try sliding in different ways:
  - Face-to-face
  - Back-to-back
  - Holding hands
  - Clapping
  - Try a combination of the various ways of sliding at different speeds

- Count the number of slides needed to reach a destination, such as the bedroom. Parent and child can record findings and make a comparison.

BE AWARE

- Open and close legs to travel sideways first. Gradually increase the speed. Eventually, the sliding movement will happen.

PRACTICE MAKES PERFECT

- Consider doing this activity just before you put your child to bed.
- Instead of routinely walking your child to his bedroom, slide there together.

Activity 2

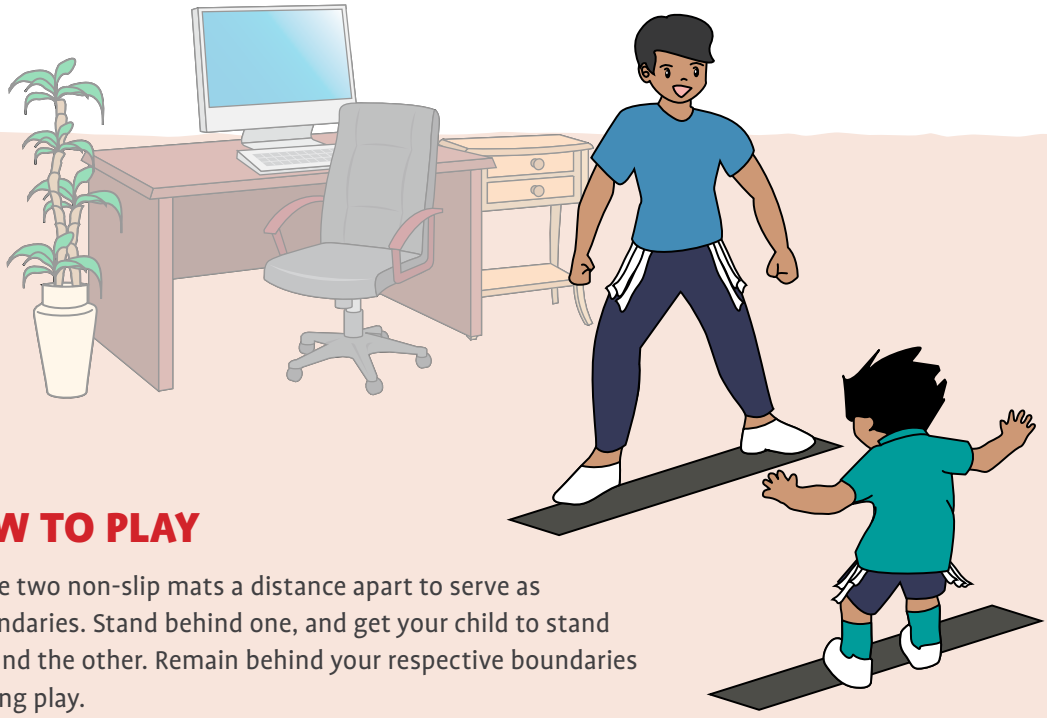
Sliding

LOCOMOTOR SKILLS

- **Ensure shorts worn are not too loose and will not drop off easily when tugged.**

WHAT YOU NEED

- Materials, such as a pillowcase, a handkerchief or strips of paper, to serve as tail
- Two non-slip mats, to serve as markers



HOW TO PLAY

- Place two non-slip mats a distance apart to serve as boundaries. Stand behind one, and get your child to stand behind the other. Remain behind your respective boundaries during play.
- Tuck the 'tail' at both sides of your child's shorts, making sure at least half of each is visible. Do the same for yourself.
- As the grabber, your child must slide sideways in his attempts at grabbing your 'tail'.
- As the avoider, you must slide sideways in your attempts to prevent the 'tail' from being taken.
- Switch grabber and avoider roles.

BE AWARE

- For your child to reach for your tail, he will need to slide with speed. Encourage him to push off with the ball (front) of his lead foot. This will help with a quick take-off and maintain momentum of the movement.

PRACTICE MAKES PERFECT

- Is your child bored with the playground equipment? Then do this activity with him there! The ample space allows ease of movement.

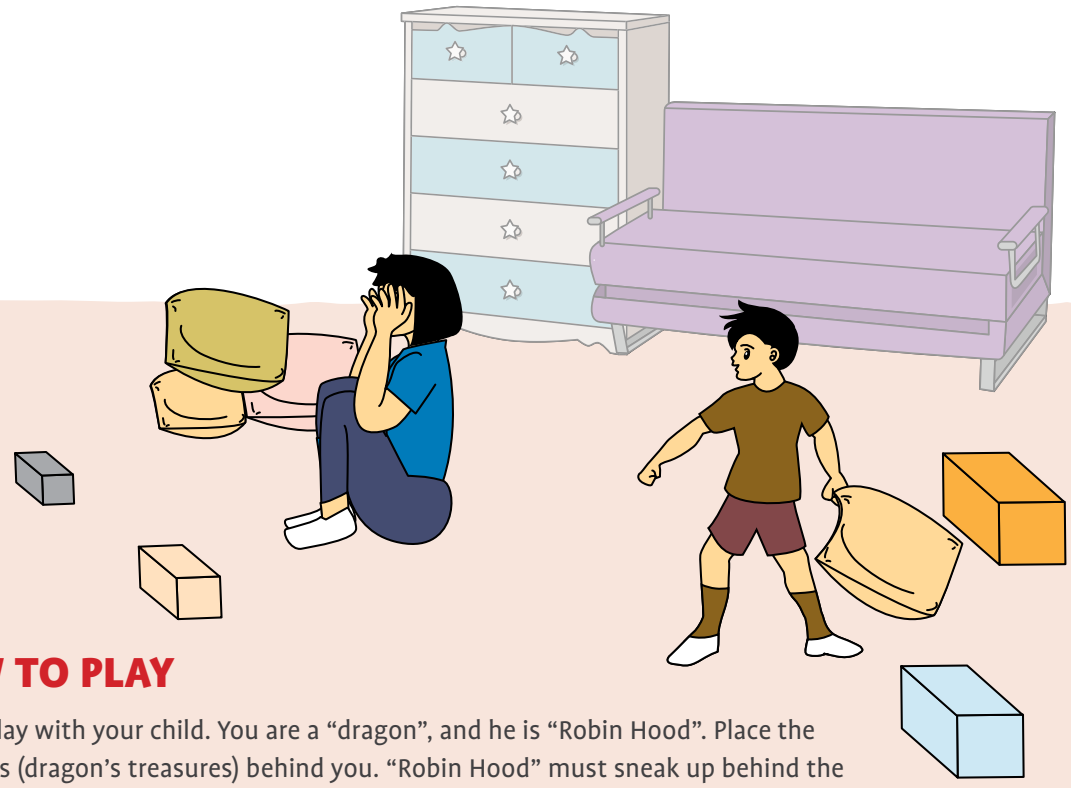
Activity 3

Sliding

LOCOMOTOR SKILLS

WHAT YOU NEED

- Objects found at home, such as stuffed toys, cushions or stationery



HOW TO PLAY

- Role play with your child. You are a “dragon”, and he is “Robin Hood”. Place the objects (dragon’s treasures) behind you. “Robin Hood” must sneak up behind the “dragon” and steal one treasure at a time. He must do this by sliding slowly and gently towards the “dragon”, without waking it up.
- Sometimes, the “dragon” sneezes. This means it is about to wake up. “Robin Hood” must then slide faster. Whenever the “dragon” wakes up, “Robin Hood” must freeze. If he does not freeze in time and the “dragon” spots him, he must return all the treasures and start stealing all over again.
- Activity ends when all the treasures are successfully stolen.

BE AWARE

- This activity requires “Robin Hood” to keep his eyes on the dragon as he slides to steal the treasures.

Galloping

Galloping is a forward slide movement: front foot steps forward with a little spring followed by the transfer of body weight to the back foot. As the back foot receives the body weight, the front foot repeats the forward step movement. The same lead foot always stays in front throughout the gallop.

Galloping is used commonly in dances (e.g. children's, folk and line dances). Children enjoy the fun and light movement as it gives them the feeling of riding a horse.

Developmental Phases

Galloping

Initial

- Back leg often comes in front of lead leg.
- Lead leg takes off only after back leg has landed.
- Contact with ground is made with flat-foot landing.
- Ineffective use of arms to balance or to produce body lift.
- Irregular pace with pauses between steps.

Transition

- Back leg may lead during flight phase but lands next to or behind lead leg.
- An exaggerated upward lift (feet off the ground) can be seen.
- Contact with ground is made with both heel-toe and toe-toe combinations.
- Movement gains moderate speed but still appears stiff and awkward.

Mature

- Back leg lands behind lead leg.
- Both legs bend slightly at the knees. A low-flight phase can be seen (i.e. both feet are off ground).
- Contact with ground is made with a heel-toe pattern.
- Arms are not needed for balance; may be used for other purposes (e.g. in front holding onto 'horse reins').
- Movement is smooth and rhythmic with a moderate tempo.

Approximate Age of Development (in years)

Teaching Strategies

Galloping

What to do if your child...

... needs practice in the movement sequence?

- Demonstrate "step, together behind, step, together behind", complete with verbal cues. Get your child to follow. Ensure correct landing and take-off with balls (front) of feet.
- Begin slowly, picking up speed gradually.

... is not able to change speed quickly?

- Get your child to imagine he is riding a horse that is going very slowly at first.
- Introduce speed changes and ensure your child responds accordingly. Narrate different scenarios (e.g. muddy ground – gallop slowly; tiger is chasing – gallop quickly).

... needs a rhythmic pattern in his gallop?

- Provide visual and verbal cues for rhythmic movement: "click-clock, click-clock..."
- Vary cue speed to suit your child's ability. Use songs or music.

... needs to gallop more quickly?

- Have a 'horse race'. Two to three children to race over a distance using only galloping movements.

Variations

"Can your child gallop...?"

How the body moves

Force/Effort	Time	Flow
• like a runaway horse • up or down a hill • on toes as if on a bed of hot coal	• slowly as if a heavy cowboy is sitting on him • quickly as if he is being chased by a lion • to the beat of a drum or to rhythmic claps	• as if being pulled back by a rider/jockey • as if his back leg is injured • as if racing on a racetrack

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• around the cones placed at four corners of the room/ space • within a rectangle drawn on the floor	• across the room/field • around a circle • and change directions according to signals given	• low to the ground • over a 'fence' • with an upright body

With whom/ What the body moves

Self (body parts)/People	Objects
• with right or left foot leading • as if being led by you jogging slowly in front • towards another 'horse' and then turn to avoid collision	• weaving in and out along a row of cones • pick up an object along the way

COMBINATIONS

- Weaving in and out along a row of cones, and on toes as if on a bed of hot coal
- Slowly down a hill as if his back leg is injured

Activity 1

Galloping

LOCOMOTOR SKILLS

PLAY SAFE

- **Ensure play area is free of obstacles to avoid collisions, especially when changing directions.**

HOW TO PLAY

- Gallop alongside your child, playing "Monkey See, Monkey Do" at the same time. Gallop in different pathways for your child to follow.

  Pathways

  - Straight
  - Curved
  - Zig zag

- Make shapes and numbers while galloping together. Ask your child to guess what you are tracing with your gallop.
- Role play as ponies galloping together across a vast grassland. Act out different scenarios to vary galloping speed.

Scenarios	Speed
Tired ponies, heading back to the stables for the night	Gallop slowly
Thirsty ponies, rushing towards a stream for a drink	Gallop fast

- Challenge your child to change direction after every three gallops. He will need to count while galloping.

BE AWARE

- Start by getting your child to take a step forward with one foot, then have the other foot catch up. Explain to him that the duty of the back foot is to catch up with the front foot.
- Gradually increase the speed. Eventually, the galloping movement will happen.

Activity 2

Galloping

LOCOMOTOR SKILLS

PLAY SAFE

- **When galloping with your child, go according to his pace to prevent tripping.**

WHAT YOU NEED

- Rope or a hula hoop
- Objects found at home, such as stuffed toys, cushions or stationery

HOW TO PLAY

- Role play with your child. He is a “horse”, and you are its “rider”. Use a hula hoop or loosely tie a rope around your child’s waist.
- Hold the hula hoop or rope and stand behind your child. Gallop around together. Switch roles at some point.
- For a younger child, you can be the horse and your child the rider first. This will put him behind you, allowing him to follow your galloping.

- Randomly place objects within the play area. “Horse” and “rider” must overcome the obstacles as they gallop around.
- Challenge your child to pick up the objects as you gallop around together.

BE AWARE

- Remind your child to hold his arms forward at shoulder level. This will help him maintain his balance and move forward.
- Teach your child to gallop lightly. Ask him to imagine he is a bullet being blasted from a pistol. He must spring off for quick take-off and land lightly.

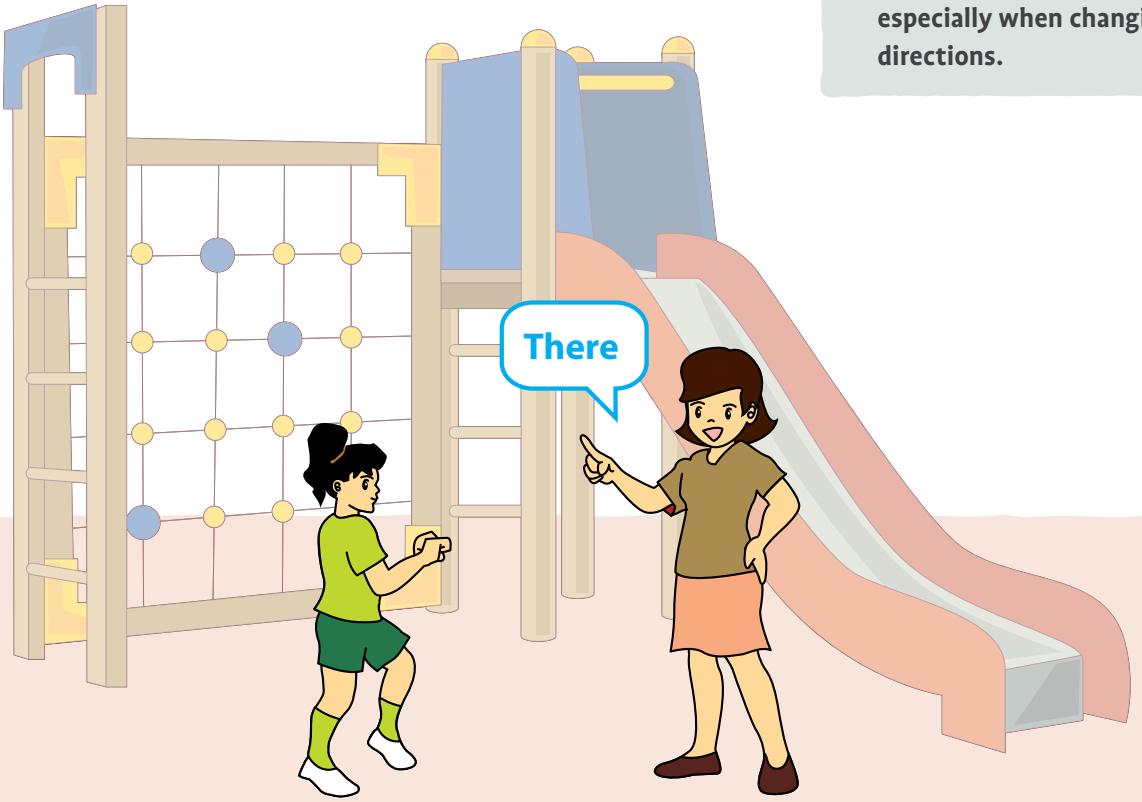
Activity 3

Galloping

LOCOMOTOR SKILLS

PLAY SAFE

- **Ensure play area is free of obstacles to avoid collisions, especially when changing directions.**



HOW TO PLAY

- Have your child gallop to your cues.

Cue	Gallop
Here	Gallop towards you
There	Gallop in the direction you point
Everywhere	Gallop around randomly

BE AWARE

- Ensure that the play area has sufficient space and is free of obstacles.
- Remind your child of the importance of staying within the play zone prior to the activity to prevent accidents from happening.

Hopping

Hopping involves taking off on one foot and landing on the same foot, usually in a continuous and rhythmic movement. Hopping is a challenging skill for many children as it requires balancing on a small base of support (on one foot), and the ability to control the body for the continuous motion.

To hop efficiently, the non-hopping side of the body has to act as a counterbalance when the body is in flight. Leg strength is also needed when covering a distance (e.g. in hopscotch) or keeping the body up and down continuously, like in rope-skipping.

Developmental Phases

Hopping

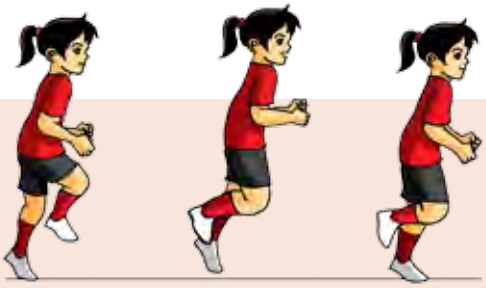
Initial

- Arms bend at elbows and are held slightly off the sides.
- Non-supporting leg lifted, with thigh roughly parallel to ground. Supporting leg pushes flat against ground.
- Not much height or distance is achieved in a single hop.
- Loses balance easily, managing only one or two hops at a time.

Transition

- Arms move up and down vigorously.
- Non-supporting leg is bent at knee and held in front of body.
- Supporting leg pushes off more, on the ball of foot, with slight forward body lean.
- Poor balance with a limited number of consecutive hops each time.

Mature



- Arms swing in opposition to pumping leg when supporting foot leaves the ground.
- Non-supporting leg bends and swings back and forth like a pendulum to help produce body lift. Supporting leg pushes off with the ball of the foot.
- Body leans forward. Greater distance is achieved with each hop.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial			■	■	■					
Transition					■	■	■			
Mature						■	■	■	■	

Teaching Strategies

Hopping

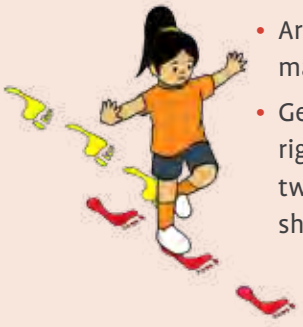
What to do if your child...

... needs help to hop?

- Find a clear wall or a stable table or chair. Get your child to place his entire lower arm against wall or hold table or chair.
- Hold your child's non-hopping foot, bent at the knees. Get your child to bend knee of hopping leg and push off ground for one hop. Repeat.

... needs support to hop continuously?

- Lend your arm as support to your child as he hops continuously.



... needs cues to hop?

- Arrange footprints or flat markers as shown.
- Get your child to hop (two left or right foot hops, rest, followed by two hops on other foot) over a short distance.

... needs to be challenged to hop far?

- Mark two lines or place two cones a distance apart. Get your child to count number of hops needed to hop from one line or cone to the other.
- Determine the lowest number of hops taken after a few tries. Or play hopscotch games.

Variations

"Can your child hop...?"

How the body moves

Force/Effort	Time	Flow
• as if on thick muddy ground • lightly as a grasshopper • as if his shoes were fitted with springs	• slowly like a heavy dinosaur • to the beat of a drum • three times on right foot and three times on left	• like a robot • with hands away from his body • at random around the room

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• in and out of a hoop • along the side of a wall • following a line	• and turn in the air • following the hopscotch pattern • in two different directions consecutively	• over a 'log' (using a cone) • without bending his lifted knees • bending his knees and swinging his arms

With whom/ What the body moves

Self (body parts)/People	Objects
• and alternate his hopping foot every three hops • holding your shoulders • by taking turns with you to reach opposite side of the room	• on the spot holding on to a chair/table • over a low swinging rope • onto different coloured markers (cut out anti-slip mats)

COMBINATIONS

- Lightly as a grasshopper to the beat of a drum, at random around the room
- In and out of the hoop following the hopscotch pattern as if his shoes were fitted with springs

Activity 1

Hopping

LOCOMOTOR SKILLS

PLAY SAFE

- **The foam mats will help absorb the landing impact as your child hops around.**

WHAT YOU NEED

- Numbered foam mats
- Small objects found at home, such as bean bags, stuffed toys or erasers
- Tape

HOW TO PLAY

- Construct the hopscotch pattern on the floor with the numbered foam mats and tape. Toss a small object onto one of the mats in the pattern.
- Have your child hop the pattern, in ascending numbers, until he reaches the mat with the object. He must then pick up the object and hop back to start, in descending numbers.
- At mats numbered 4 and 5, he must land on both feet with one foot on each mat. The same goes for mats numbered 7 and 8.

- Stick alphabets or words onto each foam mat. Have your child toss a small object onto a mat in the pattern. He must then call out the alphabet or read aloud the word on that mat before hopping onto it.

Activity 2

Hopping

LOCOMOTOR SKILLS

PLAY SAFE

- **Ensure play area is free of obstacles to avoid collisions, especially when changing directions.**

HOW TO PLAY

- Dramatise a beach scene where the sand is very hot. Have your child hop on alternating foot while yelling “Ouch! Hot! Hot!”.
- Next, have your child imagine that he has ‘water’ in one ear after a swim. Ask your child to hop and shake his head simultaneously, to expel the ‘water’.
- Finally, get your child to role play as a grasshopper. He must hop around, in search of pretty flowers to land on.

BE AWARE

- Prompt your child to avoid stepping on the hot sand, or to try hopping higher to get the ‘water’ out of his ear.
- He will have to try bending one knee and lifting the other high while hopping, to help him hop more forcefully and maintain his balance.

PRACTICE MAKES PERFECT

- Do this activity to keep your child entertained while waiting at a bus-stop or clinic.
- Get your child to dramatise different scenerios, or even come up with more innovative ones.

Skipping

Skipping is a combination of a step and a hop on the same foot followed immediately by a step and hop on the opposite foot. Skipping requires coordinating the alternate use of both sides of the body, making it a challenging locomotor skill for young children.

The challenge also lies in its continuous but unrhythmic movement pattern where a long spring is followed by a light hop. Hands usually 'fly' out from the sides during the step and hop. Children must often be able to hop one or two steps before they are ready to attempt the skipping movement.

Many children launch subconsciously into a skipping movement during free play when they are happy and delighted. Skipping is also a common movement in many children activities and dances (e.g. Skip to My Lou).

Developmental Phases

Skipping

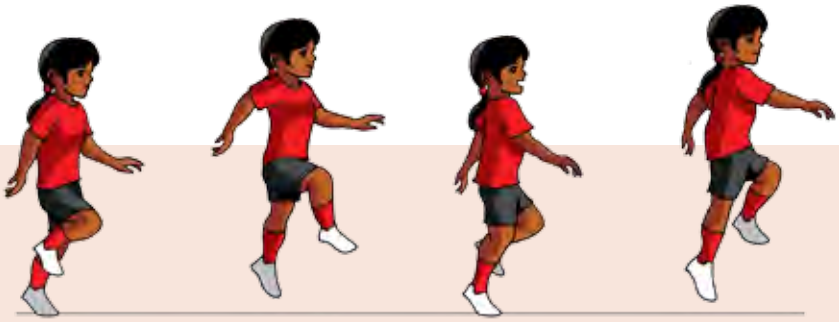
Initial

- One-footed skip. Movement appears unsynchronised due to awkward step-hop action.
- Double hopping or double-stepping occurs sometimes.
- Exaggerated stepping action.
- Ineffective use of arms.

Transition

- Effective coordination of step and hop but rhythm and pace not always consistent.
- Rhythmic use of arms to help movement.
- Exaggerated upward lift during hop.
- Flat-foot landing.

Mature



- Rhythmic weight transfer throughout, shifting body weight alternately between left and right legs to provide balance.
- Rhythmic use of arms in light swinging motion.
- Lower upward lift during hop.
- Toe-first landing.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial					■	■				
Transition						■	■			
Mature						■	■	■	■	

Teaching Strategies

Skipping

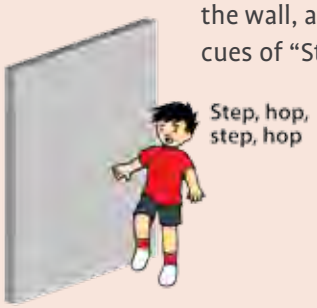
What to do if your child...

... needs practice in coordinating the skipping movement?

- Hold your child's hand and skip together, providing verbal and visual cues: "Right step, hop, Left step, hop...".

... is unable to balance himself?

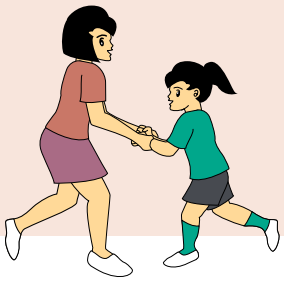
- Get your child to use a wall for support by placing his hand against the wall, and to follow your verbal cues of "Step, hop, step, hop...".



... has poor skipping rhythm?

- Sing songs that provide rhythm for skipping, e.g. "Skip to my Lou...".

... needs support to skip continuously?



- Hold hands with your child and skip together in a circle (provides support for each other during the hop phase).

Variations

"Can your child skip...?"

How the body moves

Force/Effort	Time	Flow
• as if flying in the air • as if carrying a heavy bag • merrily and lightly	• quickly and then slowly • to the sound of a tambourine • fast when going straight and slow around a hoop	• on the sound of the tambourine and freeze on the drumbeat • with hands close to body • waving a scarf

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• and turn around on the spot • with his friends but without touching anyone • around the coloured shapes at the playground	• three steps forward and three steps back • clockwise and then anti-clockwise • following the outline of a triangle	• and touch his raised knee • as if reaching up to touch the clouds • as if going under a low bridge

With whom/What the body moves

Self (body parts)/People	Objects
• and high-five you • beside you • holding your hand and going around in a circle	• over bean bags on the floor • and touch the balloons hanging overhead • passing a scarf from one hand to the other

COMBINATIONS

- As if flying in the air when he hears the tambourine, and freezes when he hears the drum
- Turning around clockwise and then anti-clockwise, and touching his raised knee with his hand

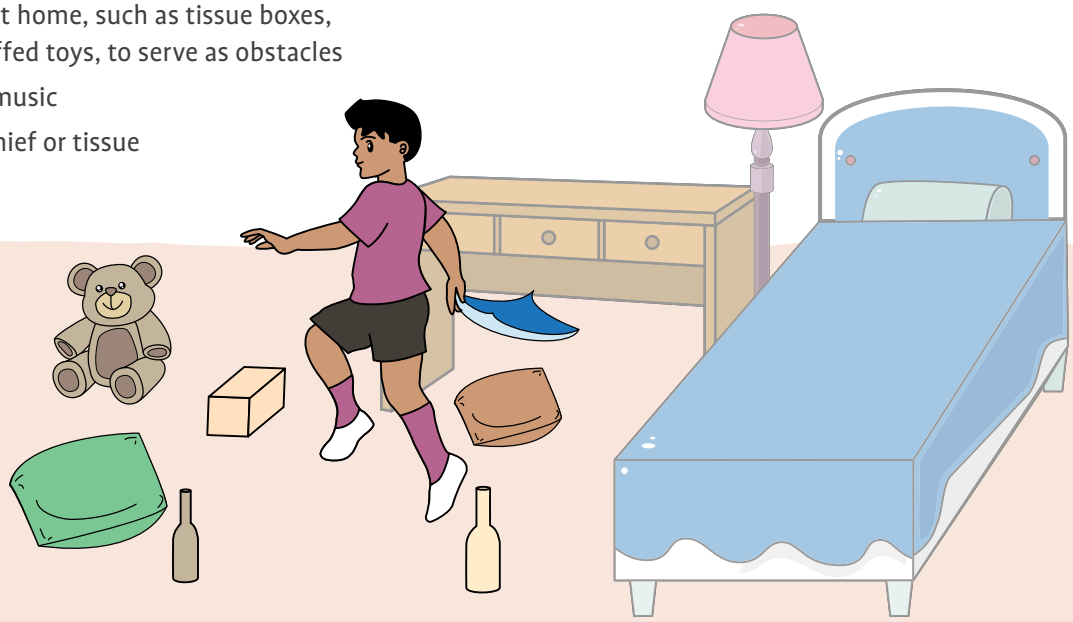
Activity 1

Skipping

LOCOMOTOR SKILLS

WHAT YOU NEED

- Objects found at home, such as tissue boxes, cushions or stuffed toys, to serve as obstacles
- Tambourine or music
- Scarf, handkerchief or tissue



HOW TO PLAY

- Randomly place different objects within the play area. Have your child skip around, avoiding the obstacles.
- Get your child to skip to the beat of the tambourine you play or music you put on.
- Give your child a scarf, handkerchief or tissue. As he skips, he must pass the item to and fro between his left and right hands. This will help his arms swing, for maintenance of balance and for height during take-off.

- Challenge your child with another variation to this activity:

Variation	Action
Change of music	Skip to you, and pass you the scarf, handkerchief or tissue
Next change of music	Skip to you, and retrieve the scarf, handkerchief or tissue
Music stops	Your child must freeze

BE AWARE

- If your child is just learning to skip, get him to step-and-hop on the spot before progressing to skipping around.
- Remind your child to use the same foot for each step-and-hop movement, and to alternate feet for consecutive step-and-hop movements.

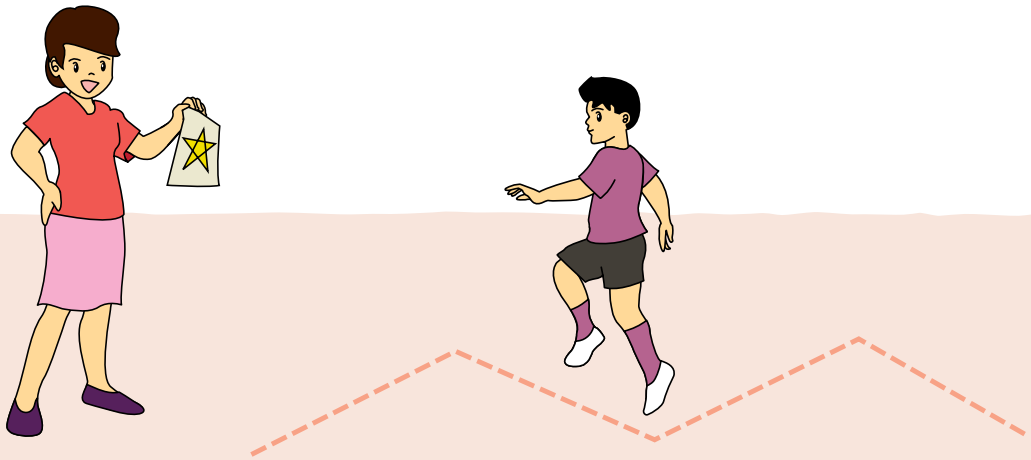
Activity 2

Skipping

LOCOMOTOR SKILLS

WHAT YOU NEED

- A string



HOW TO PLAY

- Tape the string in a zig-zag path that your child has to skip on.
- You will stand at one end of the string and when your child skips towards you, you will hold up a picture card showing either a star, crayon or rocket.
- Your child has to stop in front of you and demonstrate what is being flashed.

A crayon	Stand tall, hands at the sides
A star	Jump with hands and legs straddled, arms lifted overhead
A rocket	Feet together, hands lifted skywards and palms facing each other

Object Control Skills

Object control skills require your child to control an object using a part of the body or using an implement. There are two types of object control skills:

- Propulsive – sending an object away (e.g. throwing, kicking, striking, batting)
- Receptive – receiving an object (e.g. catching, dribbling a ball, receiving a shuttlecock)

Propulsive skills are easier because your child is in control of the object that he sends away. In contrast, receptive skills require perceptual and coordination skills to move one's body into position to receive the oncoming object.

In daily living, as well as in many games and sports, there is often a need for both propulsive and receptive skills (e.g. catching a tossed pillow and passing it on or receiving a shuttlecock and sending it back).

Object control skills include:

- **Throwing**
  - Underarm Rolling
  - Underarm Throwing
  - Overarm Throwing
  - Two-handed Throwing
- **Catching**
- **Kicking**
- **Dribbling with Foot**
- **Striking**
  - Overarm Striking
  - Two-handed Sidearm Striking
- **Bouncing**
- **Dribbling with Hand**
- **Dribbling with Long Implement**

Underarm Rolling

Underarm rolling is a fairly easy propulsive skill for your child. A good underarm roll involves stepping forward with the foot opposite to the ball-hand (hand holding the ball). This is followed by bending of the knees as the ball-hand swings forward in a downward arc to release the ball. Underarm rolling is used in games such as bowling, bocce and lawn bowling.

Your child will enjoy rolling activities because it is fun to release an object and watch it travel, especially if it topples other objects (e.g. bowling pins or targets).

Developmental Phases

Underarm Rolling

Initial

- Feet apart.
- Hands hold ball on both sides with palms facing each other.
- Arms straighten, swinging backward-forward.
- Trunk is bent at waist. Body straightens up upon release of ball.
- Eyes on ball.

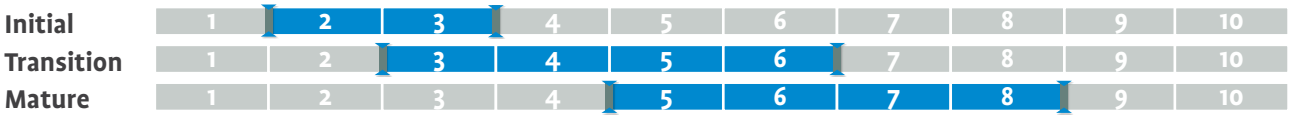
Transition

- One foot steps forward. One hand is on top of ball and other on bottom.
- Arms on opposite side of forward foot swing backward-forward.
- Limited knee-bend.
- Eyes alternate between ball and target.
- Arms swing forward as ball is released between knee and waist level.

Mature

- One foot steps forward. Ball held in hand on opposite side of forward foot.
- Ball-hand swings backward, then forward. Knees bend and body weight transfers from back foot to front foot during swing.
- Ball is released smoothly at or below knee level.
- Eyes on target throughout.

Approximate Age of Development (in years)



Teaching Strategies

Underarm Rolling

What to do if your child...

... is unstable when rolling from a standing position?

- Get your child to sit down and roll underarm.
- Get your child to sit with legs straddled, then roll the ball towards the target with both hands.

... needs cues for the rolling sequence?

- Place a marker or footprint on the floor to indicate where your child should step. Give step-by-step cues: “Step, swing, bend, and roll”.
- Cues can be verbal or written on word cards. If latter, pin up on wall at your child’s eye level.

... is not rolling ball far or with force?

- Get your child to stand with feet shoulder-width apart.
- Bend knees, lower body, swing hands and release the ball with both hands.
- Progress to rolling with one hand when your child is able.

...needs practice in the rolling movement?

- Use colourful bottles or empty beverage cartons as targets. Number the targets with permanent markers.
- To prevent the ball from rolling far off at random, place the targets against a wall.
- Create lanes using ropes or benches as guides for your child.

Variations

"Can your child roll a ball underarm...?"

How the body moves

Force/Effort	Time	Flow
• with a strong backswing • that is light (beach ball)/ heavy (basketball) • with both hands	• slowly/quickly • forward and chase it • so that it travels smoothly on the ground	• as if it is a heavy bowling ball • from a stationary position • after taking three steps

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• between two rows of cones • between two lines on the floor • to hit the wall on the opposite side of the room	• to the left/right • to hit a moving object coming towards/going away from him • backward	• while standing tall like a pole • in different body positions (sitting/kneeling/feet apart/feet together)

With whom/ What the body moves

Self (body parts)/People	Objects
• to you nearby/at a distance • through your straddled legs • with hands straightened out	• through the legs of a chair • through a paper tunnel (a holed-out cardboard box) • to hit cones placed at a distance away

COMBINATIONS

- Through your straddled legs from different body positions
- To hit some targets at the end of the room from a stationary position

Activity 1

Underarm Rolling

OBJECT CONTROL SKILLS

- **Ensure that the play area is free of obstacles to prevent collisions, especially when your child changes directions.**

WHAT YOU NEED

- Two chairs
- A ball

HOW TO PLAY

- Create a goal post by placing two chairs against a wall, a distance apart from each other. You are the goal keeper, your child the roller.
- Position the roller three giant steps away from the goal post. The roller must roll the ball towards the goal, using the one-handed underarm roll. The goal keeper must stop the ball, using only his bare hands; no kicking is allowed.
- Switch roles and repeat the activity.

- Challenge your child by positioning him (roller) further and further away from the goal.
- Challenge him by re-positioning the goal such that the ball has to pass under the two chairs.

BE AWARE

- Place cut-out footprints on the floor to show your child how to step forward with his opposite foot. This will help him maintain his balance.
- With increased distance between your child and the goal, ask your child to swing the ball back and forth before he releases the ball. This will help him generate momentum and force for the roll.

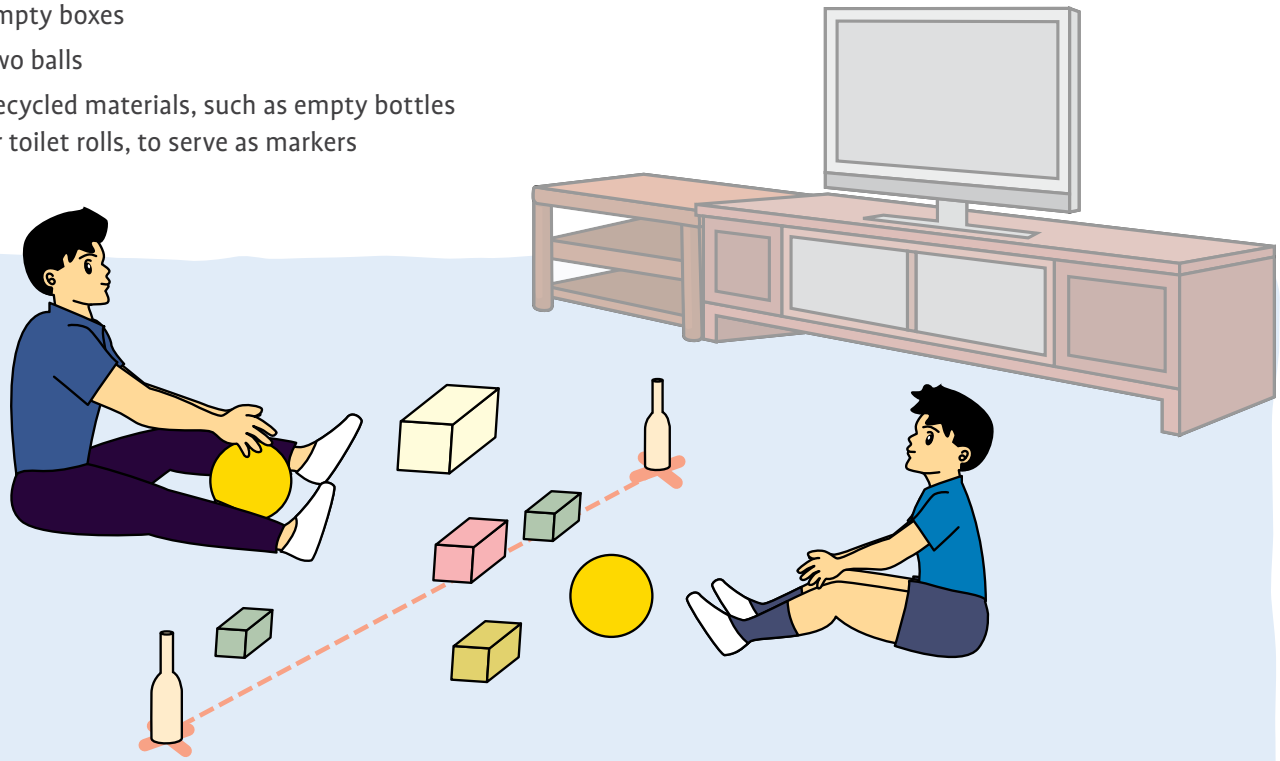
Activity 2

Underarm Rolling

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Empty boxes
- Two balls
- Recycled materials, such as empty bottles or toilet rolls, to serve as markers



HOW TO PLAY

- Create a mid-line with two recycled materials. Arrange empty boxes along this line.
- Sit facing your child, with the boxes between both of you.
- Roll the balls to bump the boxes away from each other.
- The side with fewer boxes after two minutes wins!

- Challenge your child to repeat the activity standing up. Stand five big steps away from the mid-line, and do not move from your respective points during play.
- Remind your child that he can only roll his ball to push the boxes away from himself and towards you, his opponent.

BE AWARE

- Help your child to see that the ball must roll on the ground, whether players are sitting or standing.

Underarm Throwing

Underarm throw, like the underarm roll, involves a backward-forward swing of the hand to release an object – a ball in the case of the former and any object in the latter.

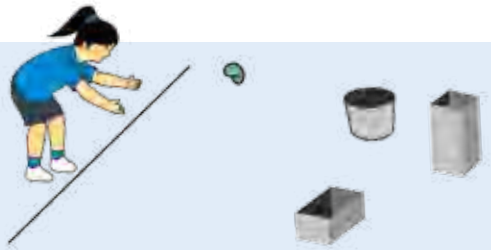
Unlike the underarm roll where the release is low and close to ground level, the release of the underarm throw can be at any angle or level depending on the purpose of the throw (e.g. whether it is to land an object near or far).

Underarm throws help your child make perceptual judgments on distance, space and the release strength. The developmental phases of underarm throwing are similar to those of underarm roll.

Teaching Strategies

Underarm Throwing

What to do if your child...



... needs to develop judgement for distance and strength of throw?

- Place three containers of different heights and shapes at different distances.
- Get your child to throw bean bags or rolled up socks into each, starting with the one closest to him.

... needs to develop awareness of different strength required for throwing different objects?

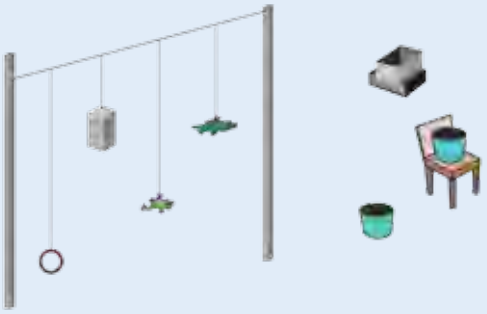
- Get your child to practise throwing different objects (e.g. small stuffed toys, rolled up socks/towels, bean bags, frisbees).

... needs cues for the throwing sequence?

- Place a footprint marker on the floor to indicate where he should step.
- Give step-by-step cues: "Step, swing, throw and point" for your child to follow accordingly.

... needs to develop awareness of different strength required for throwing at different levels?

- Get your child to practise throwing to hit different targets (e.g. quoits, stuffed toys), for different purposes (e.g. to land far or near) and at different levels.



Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial		■	■	■						
Transition			■	■	■					
Mature					■	■	■			

Variations

“Can your child throw an object underarm...?”

How the body moves

Force/Effort	Time	Flow
• as far as possible (e.g. to the end of the room) • to hit a near/far target • using his dominant/non-dominant hand	• slowly/quickly • after two or three backswings • after making two jumps	• without moving his free hand • swinging his free hand in opposition to his ball-hand • standing inside a hoop

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• to land over/in between the lines • to land on targets placed at different distances • to hit bottles hanging overhead	• to the left/right • upward • at an angle close to/at a distance from the ground	• so that it ‘draws’ a rainbow • upward near/far • at waist level

With whom/What the body moves

Self (body parts)/People	Objects
• with left/right hand • for it to touch your legs • to land on/near your thrown object	• such as a face towel or a pair of rolled-up socks • into a basket/box placed near/far on a chair • to hit a rolling ball

COMBINATIONS

- Gently but quickly without moving his free hand
- Upward from a seated position for it to land on his left

Activity 1

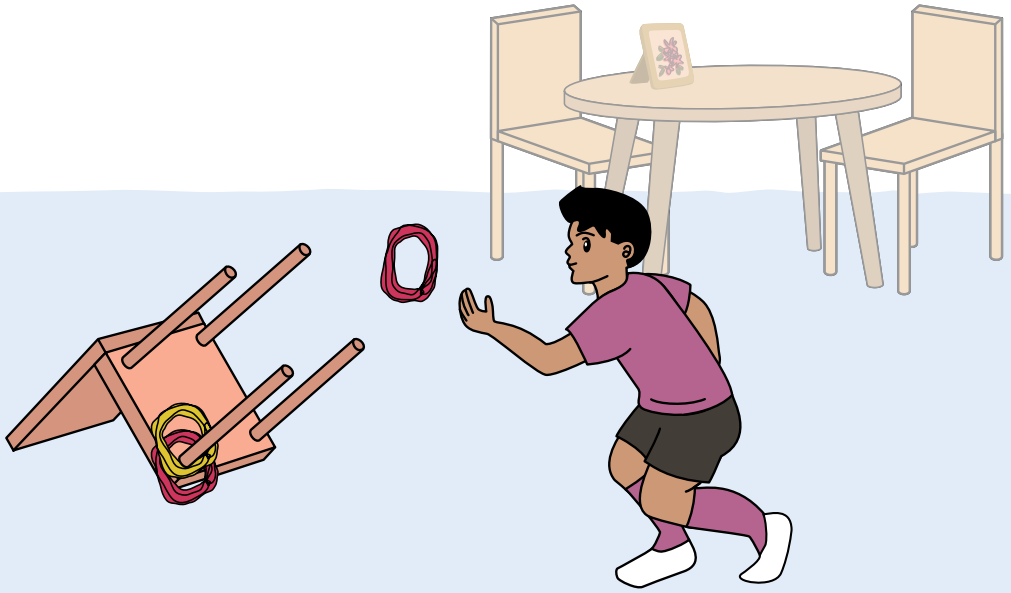
Underarm Throwing

OBJECT CONTROL SKILLS

- **An inverted chair can be hazardous. You must keep a watchful eye on your child during this activity.**

WHAT YOU NEED

- Newspapers, rolled up to make rings
- A chair



HOW TO PLAY

- Together with your child, roll up newspapers and tape them together to form rings. Invert a chair so that its four legs are pointing upwards.
- Position your child a distance away from the chair. Get him to throw the newspaper rings, aiming for any of the legs of the chair.

- Challenge your child to repeat the activity by standing further away from the chair.

BE AWARE

- Teach your child to aim. Ask him to pick one leg of the chair, and to keep his eyes fixed on that leg while he is throwing the ring.
- Make sure your child straightens his arms as he throws the rings. This will help with the accuracy of his throw.

PRACTICE MAKES PERFECT

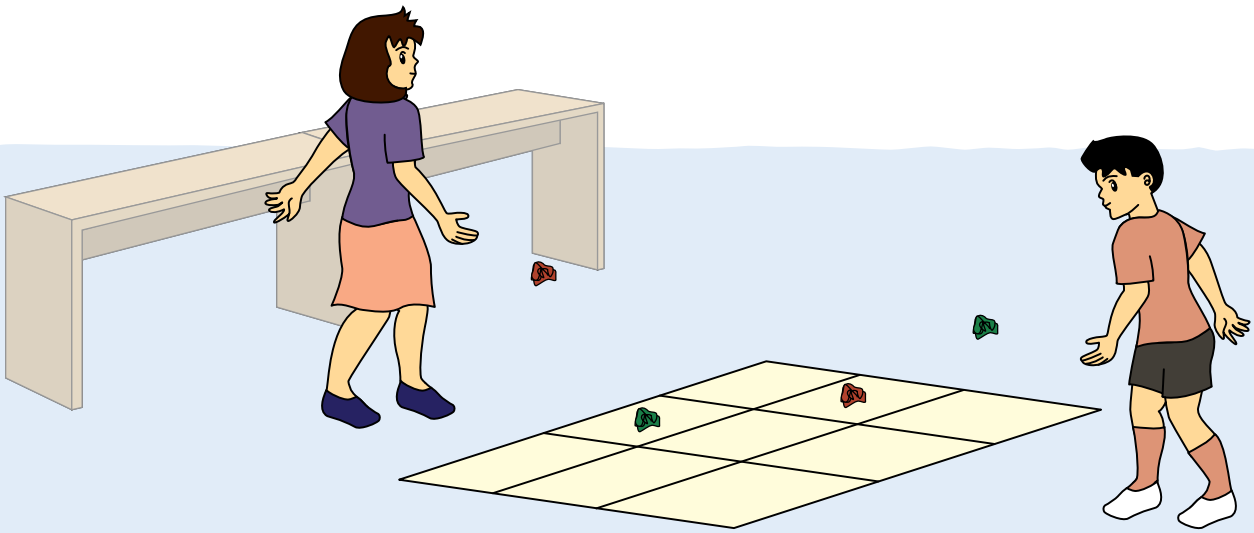
- Your child can look around the house for objects to aim at with his newspaper rings.

Activity 2

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A sheet of “mahjong” paper
- Small and soft objects suitable for throwing, such as stuffed toys, erasers or small pillows



HOW TO PLAY

- Lay a sheet of “mahjong” paper on the floor. Draw a 3x3 grid (“Tic-tac-toe” grid) on it.
- Play “Tic-tac-toe” on it with your child. Use small objects found at home as markers to throw on your chosen space on the grid.

- Challenge your child by increasing the distance between the thrower and the “mahjong” paper.

BE AWARE

- For younger children who may not know how to play “Tic-tac-toe”, you can put an item in each grid square and simply get them to aim at the items, one at a time.
- Encourage your child to lift and straighten his arms before releasing the object. This will help with the accuracy of his throw.

PRACTICE MAKES PERFECT

- In place of the “mahjong” paper, you can use foam mats to form the 3x3 grid. You can even use the floor tiles in your home.

Overarm Throwing

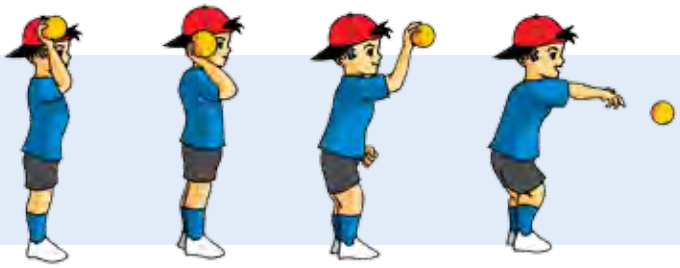
The overarm throw, also known as the overhand or overhead throw, is a skill most commonly used in sports for throwing far and for making quick accurate passes. Variations of the overarm throw are used in many athletic field events, in throwing and catching activities, and in ball games (e.g. basketball, netball).

Most children will not instinctively know how to throw overarm efficiently. To reach the mature phase of the skill, they need a variety of fun and engaging practice opportunities.

Developmental Phases

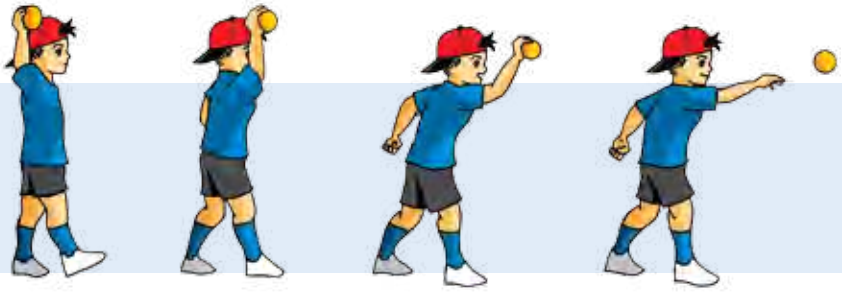
Overarm Throwing

Initial



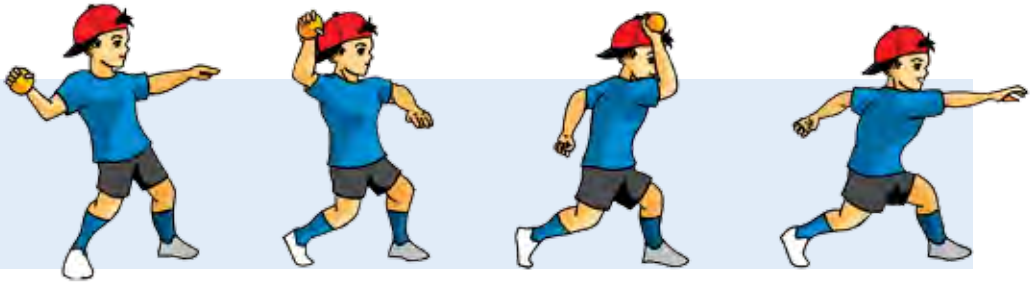
- Throw resembles a push. Movement is limited to the front of body and only the elbow is used to push the object.
- Fingers are spread out at the point of release.
- Body remains straight with little or no trunk-shoulder rotation.
- Legs are straight and stationary.

Transition



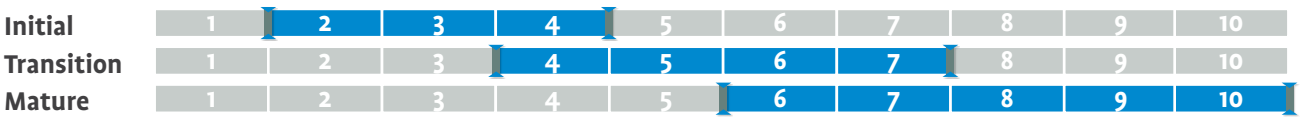
- During preparation, the throwing arm swings and brings the ball to head level.
- Body rotates slightly towards throwing side.
- Foot on the same side as throwing arm steps forward.
- During the throw, arm swings high over shoulder with body leaning forward.
- Throwing arm reaches forward and downward after ball is released.

Mature



- During preparation, throwing arm swings backward and upward.
- Elbow moves close to ear level, leading the throw.
- A forward step is taken with the foot opposite to the throwing arm.
- During the throw, body rotates to face forward and body weight transfers from back foot to front foot.
- Elbow straightens before release, with throwing arm reaching forward and downward in follow-through.

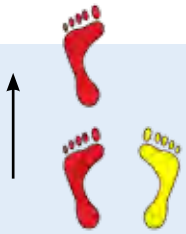
Approximate Age of Development (in years)



Teaching Strategies

Overarm Throwing

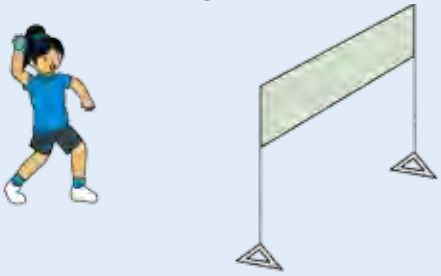
What to do if your child...



... is unable to throw far?

- Place two footprint markers about shoulder width apart. Place a similarly-coloured marker in front of the foot opposite the throwing hand (ball-hand).
- Your child begins by standing on the pair of markers.
- Then, get your child to step forward with the foot opposite his throwing hand and throw the ball.

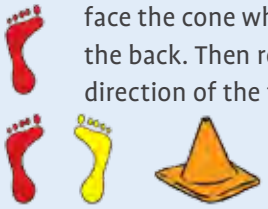
... is throwing too low?

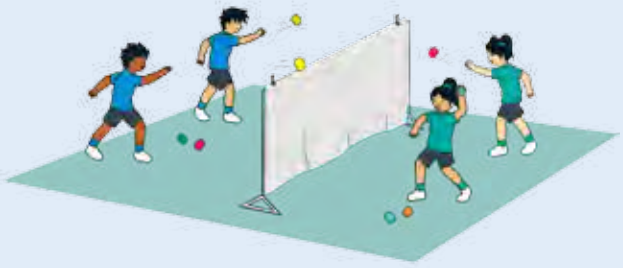


- Set up a net about his height at a short distance away.
- Get your child to throw object over the line.
- Gradually move your child further away from net to increase the throw distance.

... is unable to throw with force?

- Place a cone in line with the footprint markers.
- Get your child to turn his belly button to face the cone when swinging his hand to the back. Then rotate his body to face the direction of the throw.





... needs to develop proficiency in the skill?

- Your child to engage in fun activities that allow him to practise overarm throwing without the need to hit targets.
- Focus on the distance of the throw, then speed, and lastly, precision of throw.

Variations

"Can your child throw an object overarm...?"

How the body moves

Force/Effort	Time	Flow
• with/without a backswing • that is heavy/light • that is small/medium-sized	• quickly/slowly • standing still/following a short run • continuously for 30 seconds	• continuously as fast as he can • like a robot with heavy arms • standing on tiptoe like a flamingo

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• to the end of the room • near/far or low/high • to hit targets at different distances and heights	• leaning forward/backward • to the left/right • over a net	• at a low/medium/high level • straight towards a wall • upward to touch the clouds

With whom/What the body moves

Self (body parts)/People	Objects
• using his left/right hand • keeping time with a group • when a signal to throw is given	• such as a bean bag/quoit/hoop/towel • into the baskets/pails • at a target on the wall

COMBINATIONS

- Slowly without a backswing and standing on tiptoe on both feet
- To you standing in a hoop at a distance away, and then run to tag you before you pick up and release the object

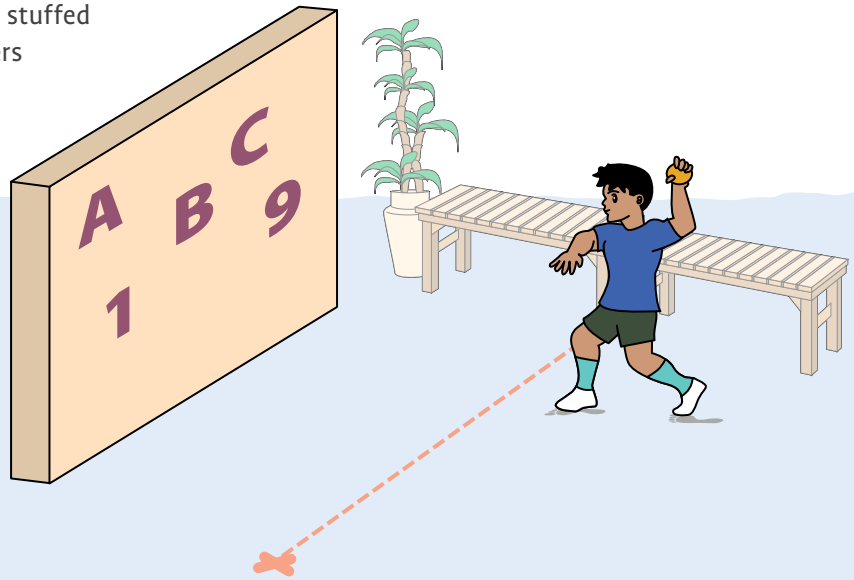
Activity 1

Overarm Throwing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Different targets, such as big numbers or letters
- Rope or tape, to mark a line on the floor
- Safe objects for throwing, such as balls, stuffed toys, erasers and small pillows or bolsters



HOW TO PLAY

- Stick different targets high up on a wall. This is to bring out the overarm action. Place a rope or tape in a line on the floor, about 10 steps away from the wall. Have your child stand behind this line. Get your child to toss various safe objects at the different targets on the wall.
- Specify a number or letter. Your child must aim at the corresponding target on the wall.

- Increase the throw distance by shifting the line further away from the wall.
- Challenge your child to achieve a goal such as complete hitting all the targets on the wall within 20 seconds.
- For older children, say a word. Your child must aim at the right targets on the wall to spell out the word.

BE AWARE

- Your child must select and aim at a specific target. His body should face the direction of the throw.
- Use cut-out footprints to prompt your child to step forward with his foot on his non-throwing side. This will help his body rotate in the direction of the throw, and allow him to transfer his body weight between his front and back feet.

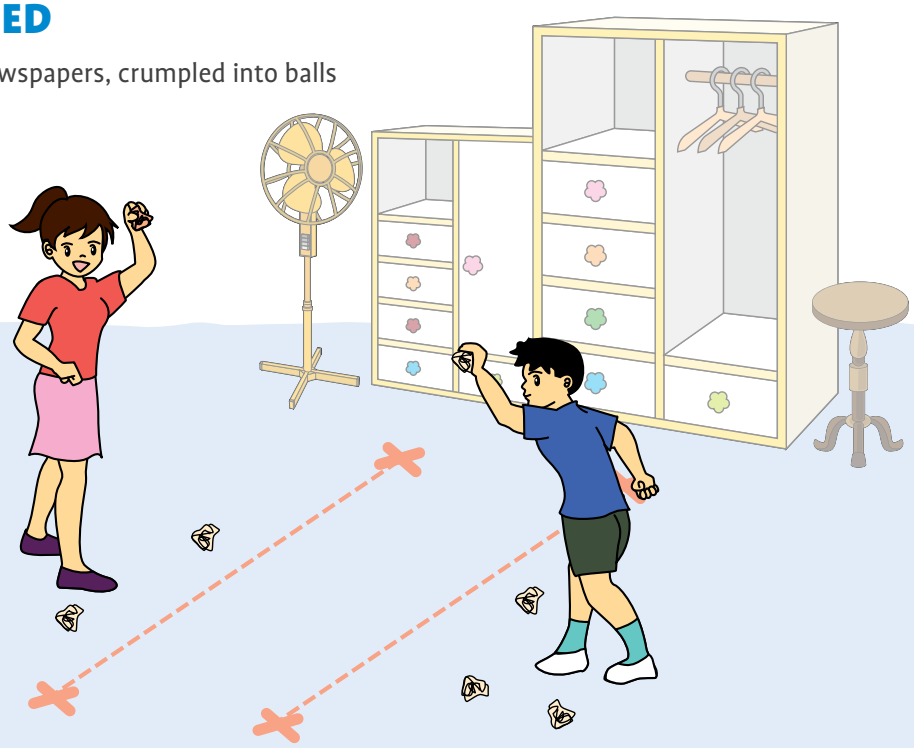
Activity 2

Overarm Throwing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Recycled papers or newspapers, crumpled into balls



HOW TO PLAY

- Help your child explore different ways of throwing a "ball".

  Ways to throw a ball

  - Over the shoulder
  - Under the leg
  - Toss while standing, catch on sitting

- With five "balls" on each side, stand 10 steps from each other. Try hitting each other's toes with your respective "balls" without moving around.

- Increase the challenge by allowing movement. Both parent and child can move around without going into the centre zone. Child has to aim, throw and avoid being hit – all at once!

BE AWARE

- Stand a distance away from each other. When throwing, aim at each other's toes. This will ensure elbows are raised to ear level, necessary for the overarm-throwing action.

Two-handed Throwing

The two-handed throw is commonly used when young children have to handle a larger-sized ball as this movement allows them a better grip of the ball. They tend to use the two-handed overhead throw or two-handed forward toss from waist level, before mastering the two-handed chest pass.

The two-handed overhead throw is used in games like soccer (throw-in from sideline) and basketball, while the chest pass is commonly used in basketball and netball.

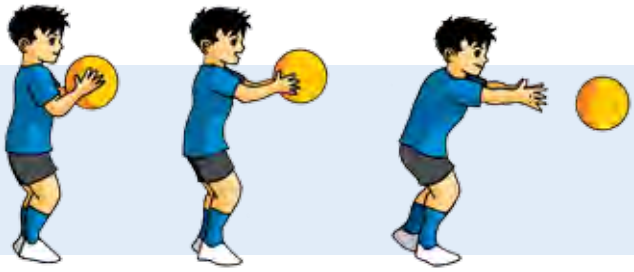
Developmental Phases

Two-handed Throwing

Initial

- Feet stationary. Ball is held high near the head with both hands/elbows slightly bent.
- During the throw, body leans backward before flexing forward.
- Arms straighten and ball is released high by both hands.
- No weight transfer during the throw.

Transition

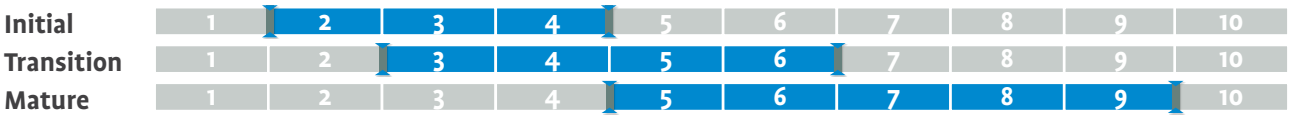


- Feet stationary. Ball is held near to chest with bent elbows pointing downward.
- During throw, body leans slightly backward before arms are straightened and ball is released.
- Little or no weight transfer during the throw.

Mature

- Feet stationary. Ball is held with fingers spread around it. Elbows are bent and held just below shoulder level (winged outward).
- One foot steps forward to initiate the throw.
- During the throw, arms are pushed out strongly at chest level, transferring force from shoulder to arms to hand.
- Legs are slightly bent to absorb force and weight transfers to front foot as ball is released.

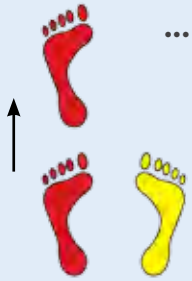
Approximate Age of Development (in years)



Teaching Strategies

Two-handed Throwing

What to do if your child...

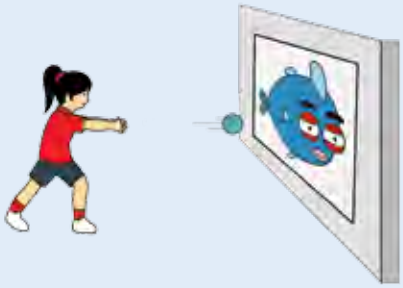


... is not throwing far?

- Place two foot markers, about shoulder width apart. Place another marker in front (either foot) for your child to step forward. Use verbal cues: “Step and push”.
- Child to practise stepping forward with left and right foot to develop versatility with both feet.

... has difficulty throwing with force?

- Place a marker/target on wall at your child’s chest level. Get your child to stand a short distance away and throw to hit target.
- Gradually move your child further from wall to increase throw distance.



... needs practice to throw with accuracy?

- Hang a hoop at your child’s chest level. Get your child to stand a short distance away and throw a ball through the hoop.
- Gradually move your child further from the wall to increase the throw distance.

... needs motivation to practise the skill?

- Stack drink cans (or place plastic bottles) on a table top. Get your child to stand a distance away and throw to knock cans over.
- Gradually move your child further from the table to increase the throw distance.

Variations in

"Can your child throw a ball with two hands...?"

How the body moves

Force/Effort	Time	Flow
• as if pushing a rock away • with/without bending at the waist • gently as if handling an egg	• quickly/slowly • straight ahead/upward to 'draw' a rainbow • with a short/long forward step	• as if feet were glued to the floor • smoothly with a forward step and follow through

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• clockwise in a group • through a hoop and into the basket • to hit targets (at different distances and height)	• straight and forward • overhead • over a line	• at medium/high level • downward so that it bounces • from a seated position

With whom/What the body moves

Self (body parts)/People	Objects
• to you standing nearby/far away • when you tell him to • to you when you call his name	• into a basketball net • to hit a wall and catch the rebound • through a hoop hanging upright in front of him

COMBINATIONS

- A medium-sized ball quickly and smoothly with one forward step
- Through a hoop, hanging at chest level, to you on the other side of the hoop

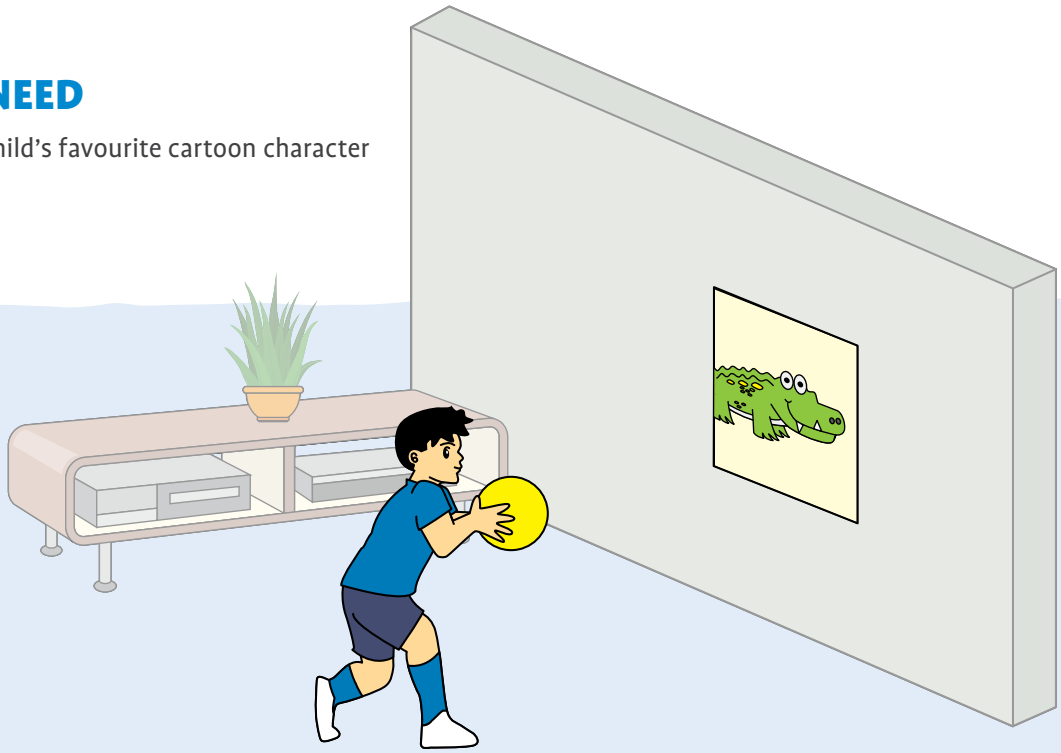
Activity 1

Two-handed Throwing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A picture of your child's favourite cartoon character
- A ball



HOW TO PLAY

- Stick a picture of your child's favourite cartoon character on a wall, at your child's chest level.
- Stand your child a distance away from the wall.
- Have him hold a ball with both hands as he throws it to hit different parts of the target.

- Add in more cartoon characters and stagger them at various heights, not going beyond your child's chest and head levels.
- Encourage your child to complete hitting all the targets within a specific time frame.

BE AWARE

- Ensure that your child fixes his eyes on the target.
- Remind him to step forward with one foot when throwing. This will help him maintain his balance.

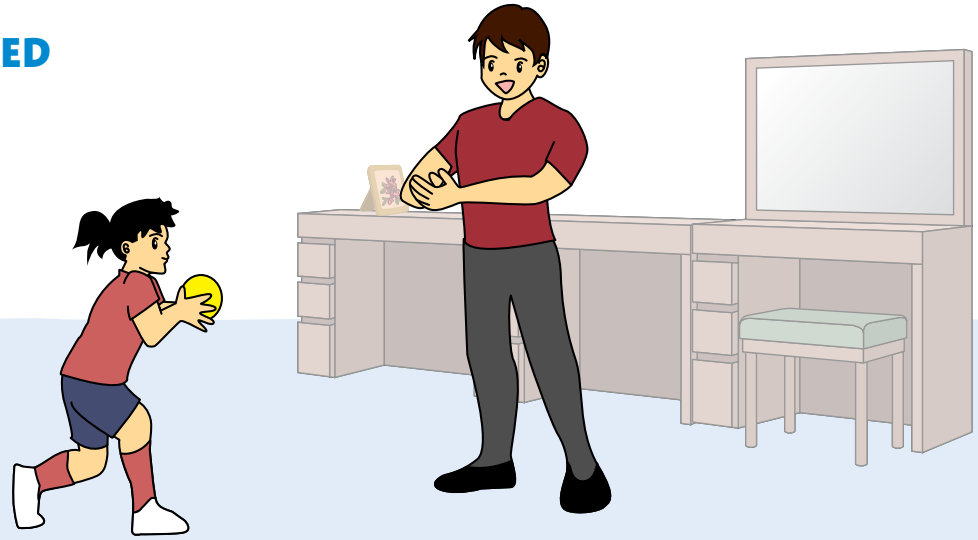
Activity 2

Two-handed Throwing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A ball



HOW TO PLAY

- Stand five steps away while facing your child. Hold a hula-hoop or form a circle with your arms.
- Have your child throw a ball through the hoop or circle.

BE AWARE

- Encourage your child to lift up both arms, and bend his elbows in front of his chest (like chicken wings). This will help him throw more forcefully.

Catching

Catching is an important skill in most ball games but is challenging for many young children, as the catcher is not in control of the speed of the oncoming object. The child has to track the object (keep his eye on it) and move his body and hands in response, before catching it.

The ‘avoidance tendency’ is common among younger children who instinctively turn their faces away or close their eyes to avoid being hit. For beginners, start with objects that are bright, light and travel slowly (e.g. scarf, stuffed toy, balloon).

This skill may need to be taught together with throwing skills.

Developmental Phases

Catching

Initial

- Both hands are held out straight, palms facing upward.
- Face turns away to avoid oncoming object or reflexive raising of arms and hands to shield head.
- Elbows extend for arms to trap object close to chest by 'scooping' it.

Transition

- Arms are bent in front of body, palms facing each other, thumbs pointing upward.
- Eyes may close as object travels towards arms.
- Hands make brief contact with object. Arms clasp object close to body due to poor timing.

Mature

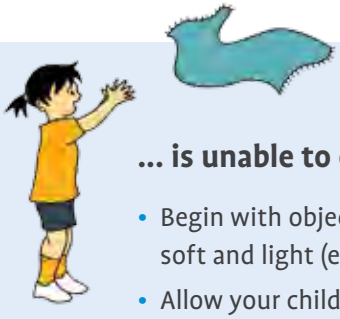
- Eyes focus on and track the oncoming object.
- Elbows are bent and arms held relaxed at the sides or in front of the body.
- Arms and feet make adjustments according to the flight path of the oncoming object.
- Arms and feet make adjustments according to the flight path of the oncoming object.
- Hands grasp object in a well-timed motion. Arms pull in upon contact with object to absorb its force.

Approximate Age of Development (in years)

Teaching Strategies

Catching

What to do if your child...



... is unable to catch?

- Begin with objects that are colourful, soft and light (e.g. scarf).
- Allow your child to play with the object first before dropping it from a height for him to catch.

... turns face away or closes eyes when catching?

- Begin with objects that are colourful, soft and light (e.g. stuffed toys, rolled up towels).
- Allow your child to play with the objects first.
- Start by passing the object before tossing them to your child.

... is slow to react to oncoming objects?

- Cue the throw: "Ready? It's coming!" before tossing the object to your child.
- Count down with your child before tossing: "five, four, three, two, one, catch!"
- Gradually shorten the interval between cues to quicken your child's response.

... needs to practise catching small objects?

- Get your child to practise tossing the object upward and catching it.
- Try placing the object on his shoe and have him kick it upward for him to catch.
- Gradually decrease the size of the object.

Variations in

"Can your child catch...?

How the body moves

Force/Effort	Time	Flow
• as softly as possible • with arms straightened out like a robot • with different hand positions	• quickly/slowly • a soft toy you toss after clapping twice • as many balls as possible in 30 seconds	• while moving freely in the playing space • with one foot in a hoop • while running sideways

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• without colliding with anyone • from different body positions (e.g. seated/ kneeling/standing/running)	• an object coming from the front/side • an object coming from above/below • an object that has bounced off a wall	• while seated on the floor/chair • while jumping up high • with hands above his head

With whom/ What the body moves

Self (body parts)/People	Objects
• when you shout "Ready?" • a towel he tosses using different parts of his body (e.g. elbow, knee, wrist) • a ball/bean bag you toss while standing near/far	• a floating scarf • a big soft teddy bear • a balloon with a rubber/small object stuffed inside

COMBINATIONS

- A scarf he tossed with different body parts other than his hands (e.g. elbows, wrists, knees, etc)
- Different objects with a hand/two hands, with arms straightened out while seated, when you shout "Ready?"

Activity 1

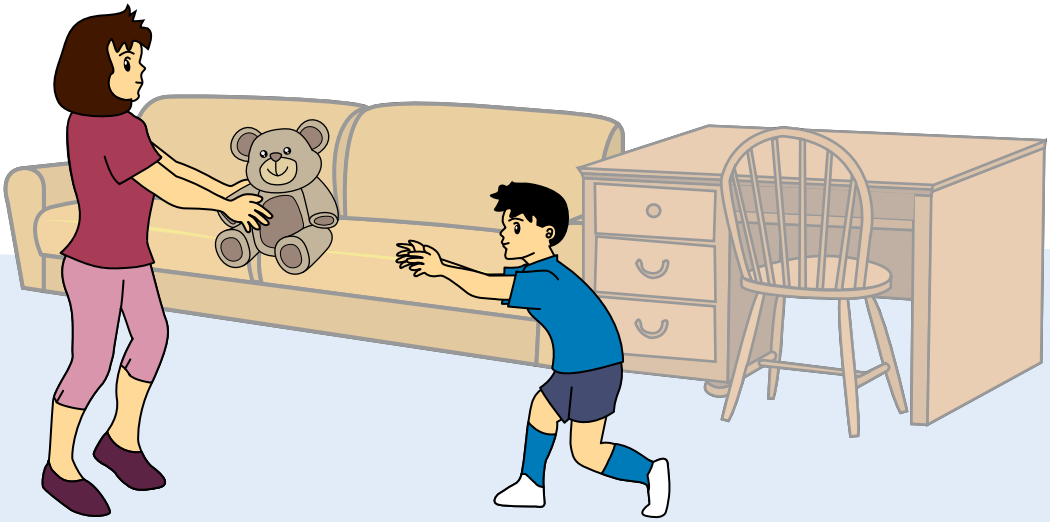
Catching

OBJECT CONTROL SKILLS

- **Ensure there are no fragile objects nearby during play.**

WHAT YOU NEED

- Objects safe for throwing, such as stuffed toy, bean bag or a small pillow



HOW TO PLAY

- Stand a short distance away, facing your child. Toss a small object back and forth between the two of you.
- If no one drops the object after five consecutive tosses, take a step back each and commence tossing again.

- Challenge your child with different ways to toss the object.

Ways to toss

- With preferred hand, and catch with two hands
- With other hand, and catch with two hands
- With one hand, and catch with the same hand
- With one hand, and catch with the other hand

BE AWARE

- Help your child understand that his hands should always be on standby. Position his palms to face upward and reach forward for easy catching.
- Train him to respond swiftly to the travelling object. He must not just stand on a spot and wait for the object.

Activity 2

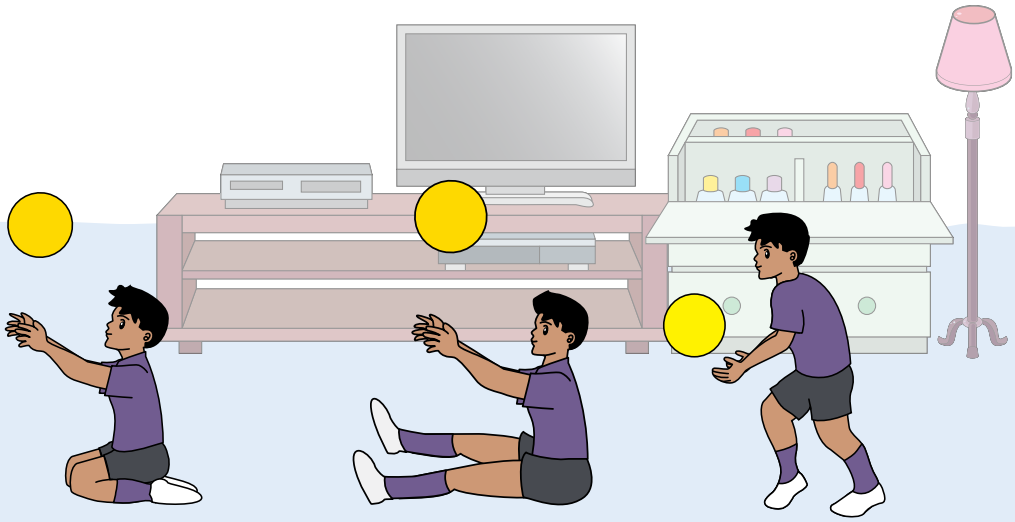
Catching

OBJECT CONTROL SKILLS

- **This activity involves vertical throwing. Hence, it should be done at spacious venues, such as playgrounds or parks.**

WHAT YOU NEED

- A ball



HOW TO PLAY

- Have your child sit on the floor, alternating between a kneel-sit and a wide-sit.

  On the kneel-sit, he must toss a ball up. He must then get into the wide-sit position before catching the descending ball.

- Keep encouraging your child to toss the ball a little higher.
- Try other positions and movements.

  Positions and movements

  - Kneel-sit and toss the ball, then quickly stand up before catching the descending ball
  - Stand and toss the ball, then make a turn before catching the descending ball
  - Stand and toss the ball, then clap once before catching the descending ball
  - Gradually increase the number of claps before catching the descending ball. Determine the most number of claps your child can achieve without missing the descending ball

- Put on some music and control the volume. Whenever the music plays, your child must march around, tossing and catching the ball with both hands. Whenever the music stops, he must stand on the spot, tossing and catching the ball.

BE AWARE

- Attach cut-out handprints on the ball. This will help your child understand that his fingers must always be kept around the ball for better grip and control of the ball.

Activity 3

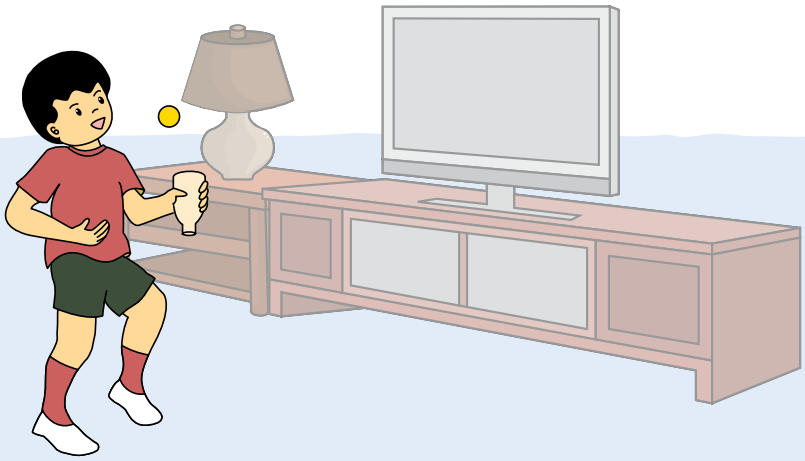
Catching

OBJECT CONTROL SKILLS

- **Ensure there are no fragile objects nearby during play.**

WHAT YOU NEED

- Recycled bottles from shower gel, shampoo or mineral water
- A ball, small enough to be contained within the body of the bottle



HOW TO PLAY

- Together with your child, cut a recycled bottle in half, and decorate it.
- Have your child hold the bottle and a ball, one in each hand. Your child must toss the ball and catch it with the bottle while staying on the spot.

- Challenge your child by adding another action to this activity.

  Action sequence

  - Walk while tossing and catching the ball
  - Toss the ball, let it bounce once, then catch it

BE AWARE

- Your child must keep his eyes on the ball, and track its motion. This will allow him to anticipate the travel path of the ball, and shift the bottle to catch the ball.

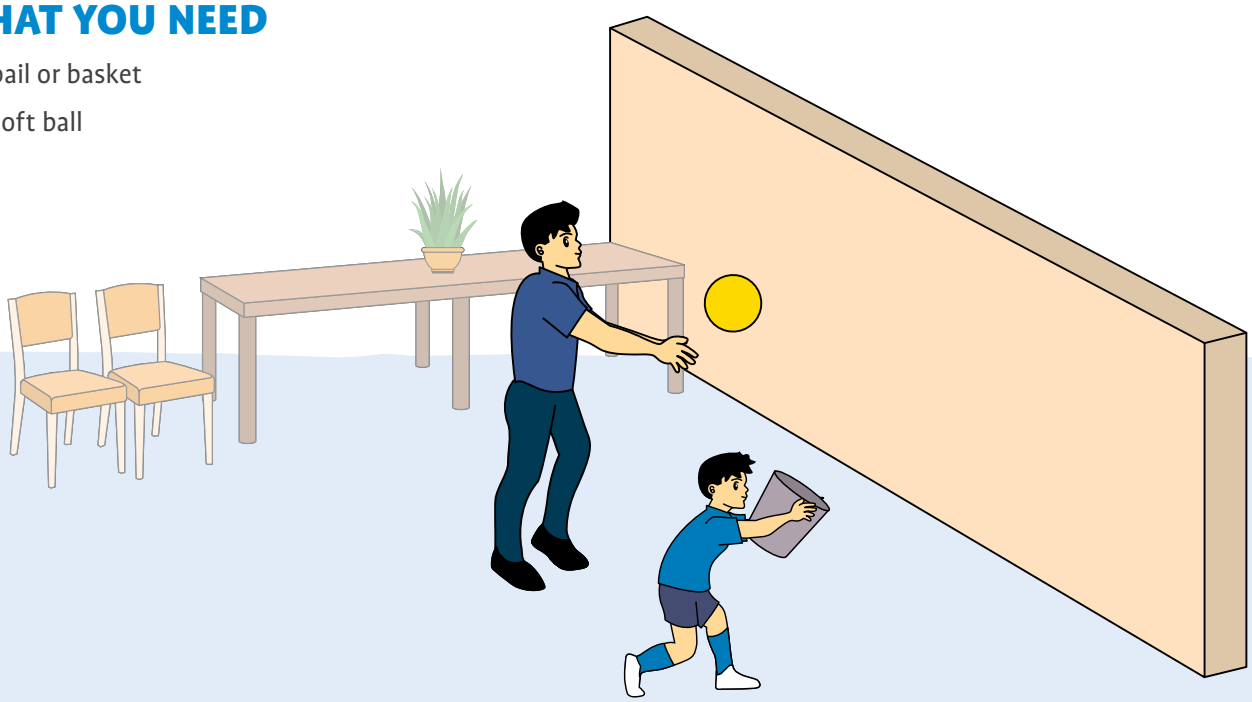
Activity 4

Catching

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A pail or basket
- A soft ball



HOW TO PLAY

- Stand facing a wall, with your child beside you.
- Have your child hold a pail or basket. Bounce a ball against the wall. Your child must catch the ball with the pail or basket.
- Switch roles.

- Gradually increase the distance from the wall as your child's throwing and catching skills improve.

BE AWARE

- Your child must keep his eyes on the ball, and track its motion.
- He must then move swiftly into the oncoming path of the ball to catch it. This will let him practise quick feet movement.

Kicking

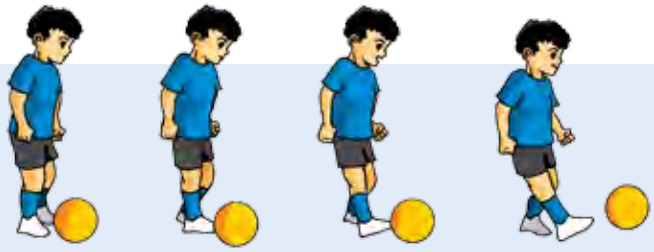
In kicking, force is applied to an object with the foot. The skill requires good dynamic balance as the body weight needs to be balanced on one foot when the kicking foot is lifted off the ground during the kick. Kicking is used in soccer and other daily activities like kicking a stone out of one's pathway.

Young children generally do 'toe kicking' (pushing the object with their toes) which does not get the object far. For force and distance, children need to kick with their in-step, which is the area on top of the foot where the shoelace is tied. Kicking with the inside of the foot (the area between the big toe and the side of the mid-foot) is also useful as it gives the kicker control of the object.

Developmental Phases

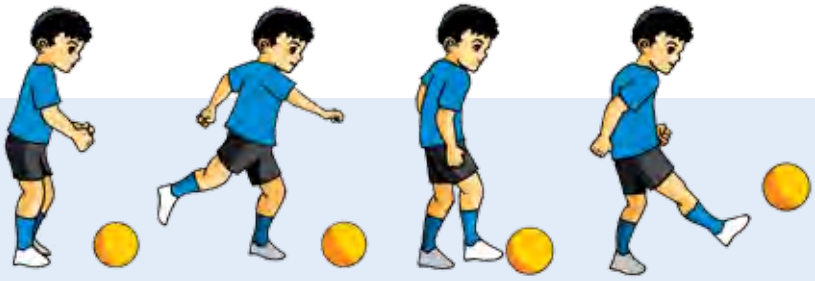
Kicking

Initial



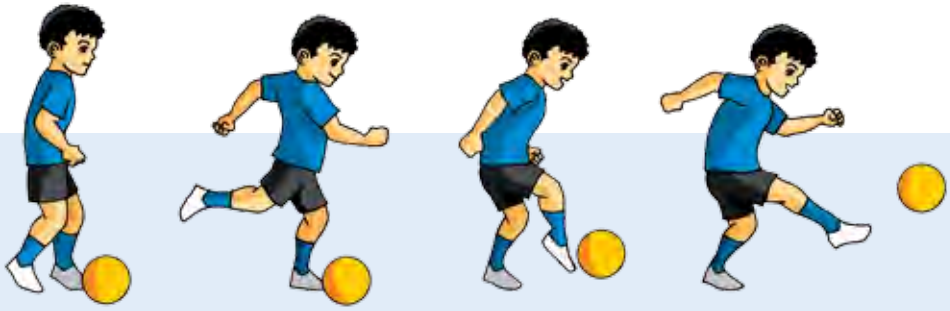
- Body is upright and stationary, with arms either at sides or in front of the body for balance.
- Kicking leg swings backward during the preparatory phase.
- Forward swing is short and stops once the ball is kicked.
- Tends to kick with the toes (toe-kicking) or with the front of the foot.

Transition



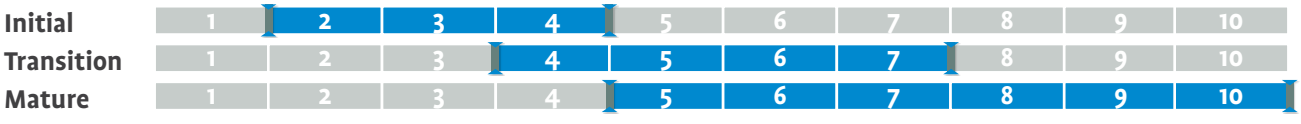
- Body is upright, with arms either at the sides or in front of the body for balance.
- Kicking leg swings backward during the preparatory phase. Leg remains bent during the forward swing and straightens to contact with the ball.
- Tends to kick with toes or front of foot.

Mature



- Non-kicking foot is placed next to ball.
- Kicking leg swings back with high knee-bend before swinging forward to kick the ball.
- As the top of the foot (shoelace area) contacts ball, the arms swing in opposition to the legs to maintain balance.
- After the kick, the trunk bends forward slightly (follow-through).

Approximate Age of Development (in years)



Teaching Strategies

Kicking

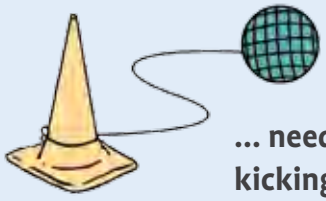
What to do if your child...

... tends to kick with his toes?

- Tie a coloured ribbon/piece of cloth at the shoelace area of your child's shoes. Show him how the ribbon (top of foot) should make contact with the ball.
- Get your child to practise kicking from a stationary position.

... is not able to kick far and accurately?

- Provide a marker next to the ball and a target line some distance away.
- Give step-by-step cues for your child to step onto the marker and kick: "Step, swing and kick".



... needs to practise kicking independently?

- Put a ball into a netting and tie the end to a long string/rope. Adjust the length according to room space available.
- Tie the other end of the rope around a strong support (e.g. leg of a chair/pole/cone).
- Get your child to kick the ball, after which he only needs to pull the string to retrieve it and start again.

... needs to develop awareness of different strength required for kicking different objects?

- Get your child to practise kicking different objects (e.g. drink cans, plastic bottles, beverage cartons, shoeboxes).
- Kick the objects towards a wall to keep them contained within a space or tie a string/rope to the objects for easy retrieval.

Variations in

"Can your child kick...?"

How the body moves

Force/Effort	Time	Flow
• as light/hard as he can • with his in-step (area on top of the foot where the shoelace is) • with the inside of his foot	• and make the object go slowly/quickly • an object into the air before it reaches the wall/cone • in slow motion	• with a leg straightened out • with a knee bent • with arms next to his body

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• from a stationary position • to hit a target nearby/at a distance • and run to stop the ball	• forward/backward • diagonally	• the ball high to make it travel in the air • and make the ball roll along the ground • over a low obstacle/line

With whom/What the body moves

Self (body parts)/People	Objects
• with his left/right foot • to you as you walk slowly towards him • backward to you as you stand behind him	• over the lines/cones at a distance • into a pail lying on its side • through the legs of the chair

COMBINATIONS

- Hard with the in-step and make the ball travel at different heights to reach you as you stand at a distance between two cones
- After walking up to the ball so that it hits any of the two baskets in front of the wall

Activity 1

Kicking

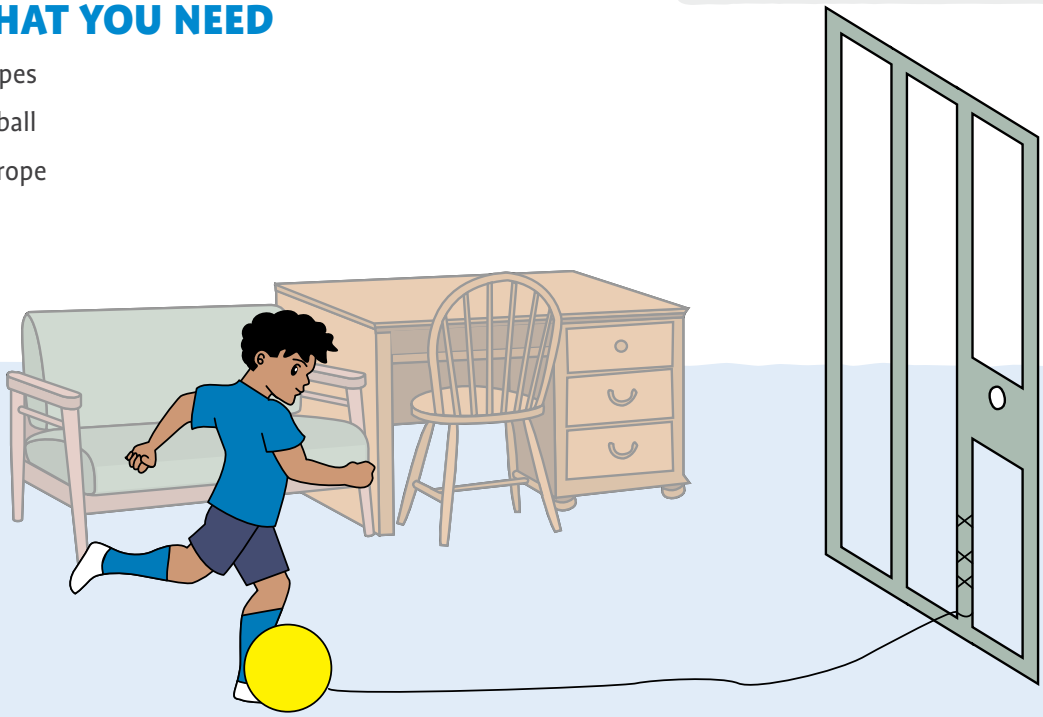
OBJECT CONTROL SKILLS

PLAY SAFE

- **Ensure there are no fragile objects nearby during play.**

WHAT YOU NEED

- Tapes
- A ball
- A rope



HOW TO PLAY

- Tie a ball with one end of a rope. Loosely tie the other end of the rope around a pillar. Attach three crosses at three different heights on the pillar.
- Stand your child near the pillar, and have him kick the ball towards the first (lowest) cross.
- Increase his distance from the pillar, and have him kick the ball towards the second cross.
- Further increase his distance from the pillar, and have him kick the ball towards the third cross. The increased distance will allow your child to aim before a kick.

BE AWARE

- The rope must be long enough for your child to try kicking at various heights.
- Remind your child to aim at the cross using different parts of his kicking foot. He will discover that accurate kicking comes only by kicking with the in-step or dorsum of his foot.
- With the ball tied to the rope, kicking can be safely done indoors.

PRACTICE MAKES PERFECT

- Do this activity at the void deck or a park. At the park, you may tie the ball to a tree!

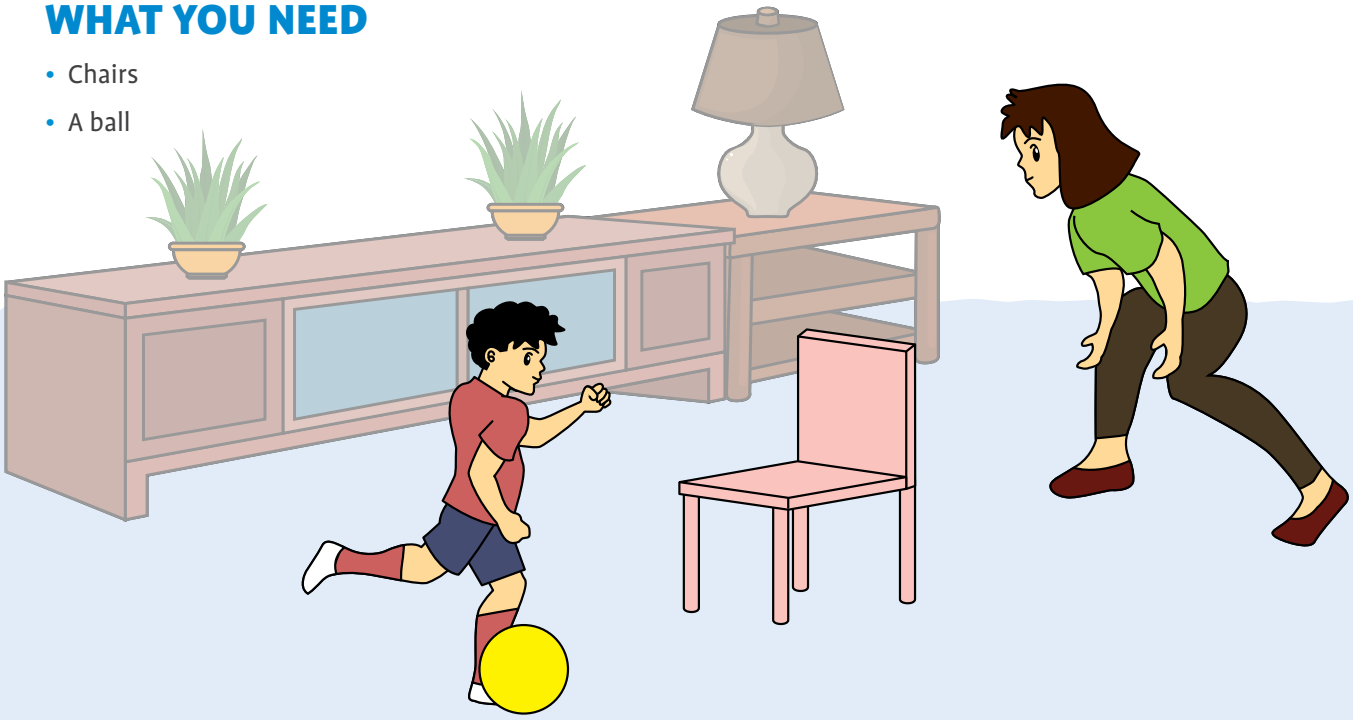
Activity 2

Kicking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Chairs
- A ball



HOW TO PLAY

- Place a chair between you and your child. Your child must kick a ball so that it passes under the chair to you.
- Gradually add more chairs in a linear arrangement.

- Challenge your child. With each successful kick-and-receive, you and your child must run to each other's current position and switch roles.

BE AWARE

- For the ball to successfully pass under the chairs, encourage your child to bend and swing his knee backward to produce more momentum and force.

Dribbling with Foot

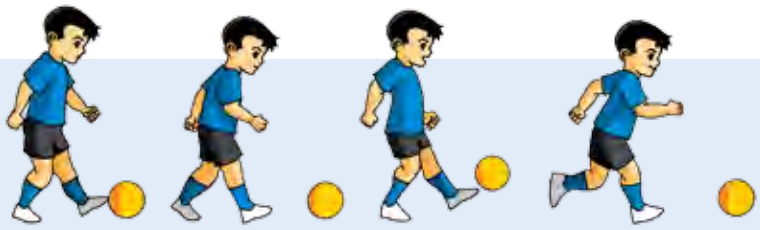
Dribbling with foot, commonly used in soccer, involves controlling a ball and travelling with it. It is a foot-eye coordination skill that requires visual tracking, dynamic balance and spatial awareness. This skill also necessitates lower limb muscular control which is a challenge for young children.

To dribble well, your child needs to be able to use either side (inside or outside) of the foot to track and move the ball forward. Beginners generally kick at the ball with toes and have little or poor control of it. They also have little awareness of direction and effort, often kicking the ball too far ahead. Hence they end up chasing the ball instead of dribbling it.

Developmental Phases

Dribbling with Foot

Initial

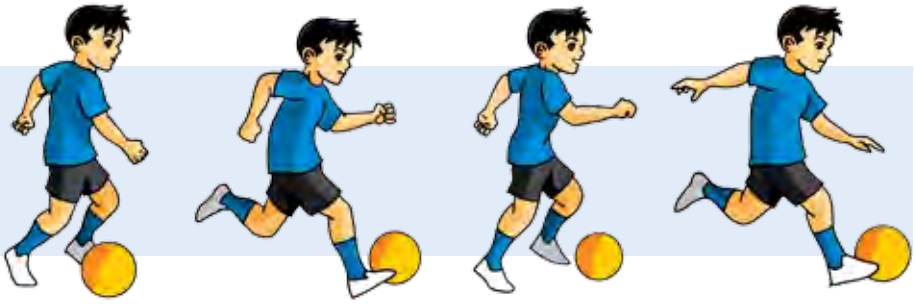


- Walks or runs and kicks at the ball with toes/front of foot.
- Ball is usually kicked far away. Child ends up chasing ball, only to kick it again in random directions.

Transition

- Runs and kicks at the ball with toes or the side of the foot.
- Ball remains near foot after being kicked. Child chases ball, attempting to gain control of it.
- Eyes on ball, looking ahead occasionally.

Mature



- Runs with control.
- Pushes the ball forward or to the side with the inside/outside of the foot.
- Ball is kept near to the foot during the dribble, with the foot controlling the direction of the ball.
- Eyes alternate between the ball and looking ahead.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial			■	■	■	■				
Transition				■	■	■	■			
Mature						■	■	■	■	■

Teaching Strategies

Dribbling with Foot

What to do if your child...

... is unable to control ball?

- Mark the inside/outside of foot with tape or tie a cloth band around the shoe near the front section.
- Get your child to tap the ball on the spot using the inside/outside his foot.

... tends to kick the ball far away?

- Get your child to imagine he is 'walking the ball' (i.e. to walk while keeping the ball next to his feet).
- Have your child progress to walking briskly with the ball, if he is able to.

... can only dribble with one dominant foot?

- Tie a plastic bottle and hang it just touching the ground.
- Get your child to practise tapping the bottle with the inside/outside of his foot.
- Practise tapping using left and right foot to develop versatility of both feet.

... has little control of ball during dribble?

- Set up a simple obstacle course (using cones or markers). Get your child to walk and dribble around the obstacles.
- Have your child progress to walking briskly with the ball, if he is able to.

Variations in

"Can your child use his foot to dribble...?"

How the body moves

Force/Effort	Time	Flow
• an empty plastic bottle • a plastic bottle filled with sand • a juice/milk carton that is half-filled	• quickly • and make the ball go slowly • in and out of a row of cones	• with his legs straightened out • without swinging his leg to kick • and freeze when he hears the whistle

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• keeping the ball just in front of his foot • in between two lines • along the lines of a basketball court	• along a straight line • following a curved/zigzag line • then stop and change direction	• with his hands outstretched like an aeroplane • keeping the ball rolling along the ground all the time • with his body leaning forward/backward

With whom/ What the body moves

Self (body parts)/People	Objects
• alternating between left foot and right foot • and pass to you on his left/right • and high-five anyone who passes by	• an empty tissue box • around cones • and stop the ball in a hoop

COMBINATIONS

- Slowly following the straight line on the floor, keeping the ball next to his foot
- With the right foot only, till he reaches a cone at the other end and then dribble back using only his left foot

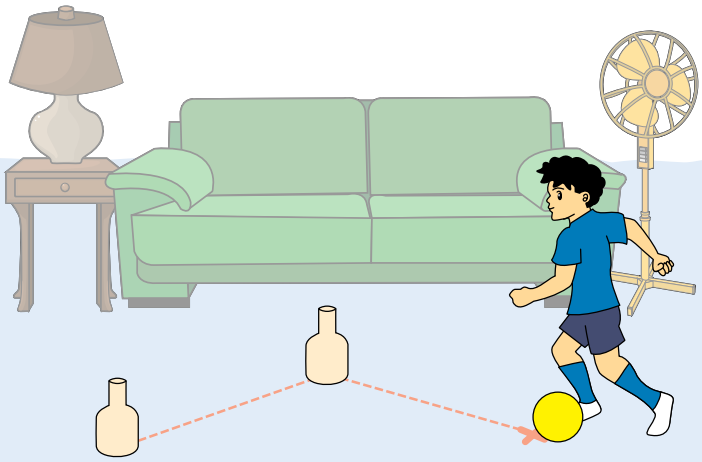
Activity 1

Dribbling with Foot

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Recycled materials, such as empty bottles and toilet rolls, to serve as markers
- A ball
- Objects found at home, such as stuffed toys or empty boxes, to serve as obstacles



HOW TO PLAY

- Ask your child to dribble a ball with his feet at the sound of music. He must try to gently stop the ball with one foot when the music stops. Have him repeat the activity using his other foot to stop the ball.
- Encourage your child to explore moving the ball with different parts of his foot.

  Parts of foot

  - Inside
  - Outside
  - Toes
  - Heel
  - Front
- Use the recycled materials (markers) to form different shapes, numbers and paths (zig-zag, curved, circular) for your child to dribble along.
- Place more recycled materials around the markers to serve as obstacles. Your child must dribble past these obstacles.
- Get your child to stay on the same spot, and make a turn while dribbling a ball with one foot. Have him repeat the activity using his other foot.

BE AWARE

- This activity helps your child practise his ball control skills. Your child will discover that the ball should be kept close to him for uninterrupted dribbling.
- Ensure his feet are slightly apart to maintain balance and to change direction quickly.

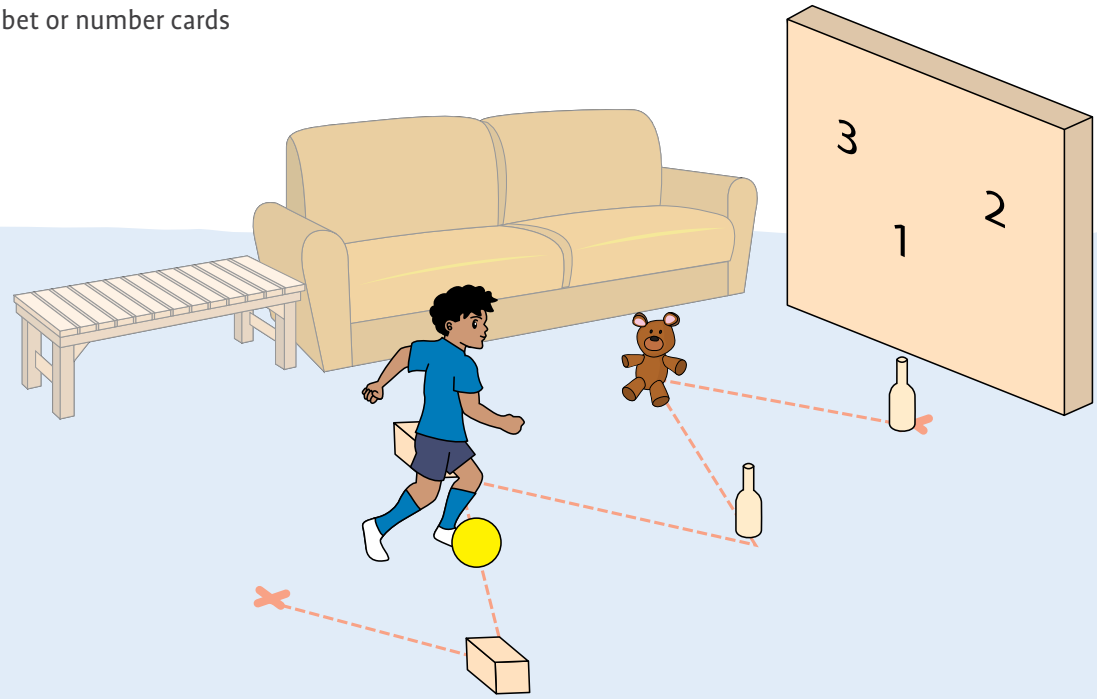
Activity 2

Dribbling with Foot

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Recycled materials, such as empty bottles and toilet rolls, to serve as markers
- A ball
- Alphabet or number cards



HOW TO PLAY

- Place two recycled materials (markers) approximately 20 metres apart. Have your child dribble a ball from one marker to the other.
- Place more recycled materials (obstacles) in the path. As he dribbles the ball from one end to the other, he must dribble past the obstacles.
- Use a stopwatch to record the time your child takes to dribble from one marker to the other. Encourage him to break his own record with each subsequent attempt.
- Form different pathways such as a zig-zag line using the recycled materials. This will serve as a guide for your child to dribble a ball along.
- Stick number cards on one wall. Get your child to dribble a ball towards this wall, pick one card, and dribble towards an adjacent wall to stick the card on. Continue until all the cards have been transferred. The game ends when all the cards are arranged in ascending order.

- Challenge your child by using alphabet cards instead. Specify a word for him to spell out such as “cat”. Dribbling between the adjacent walls, he must transfer the correct alphabet cards, one at a time. The game ends when the cards are arranged in the right order.

Overarm Striking

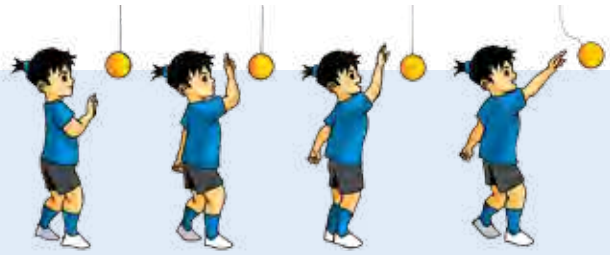
Overarm striking is similar to the overhand or overarm throw. It occurs when the arm or hand, with or without an implement, applies force to send an overhead object away.

Overarm striking is a challenging hand-eye coordination skill as your child has to track the oncoming object while looking upward. This requires good body control and stability skills. Generally young children can only perform at the initial phase of this skill. To progress to the mature stage will require formal instruction and plenty of opportunities for exploration and practice.

Developmental Phases

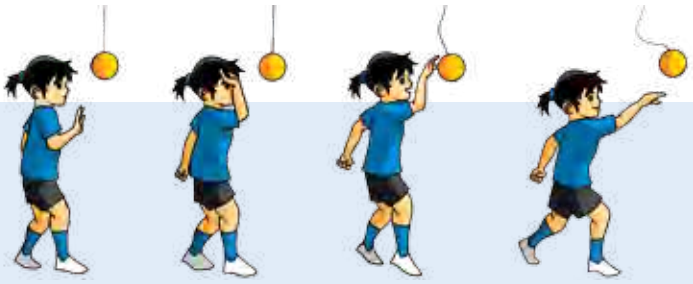
Overarm Striking

Initial



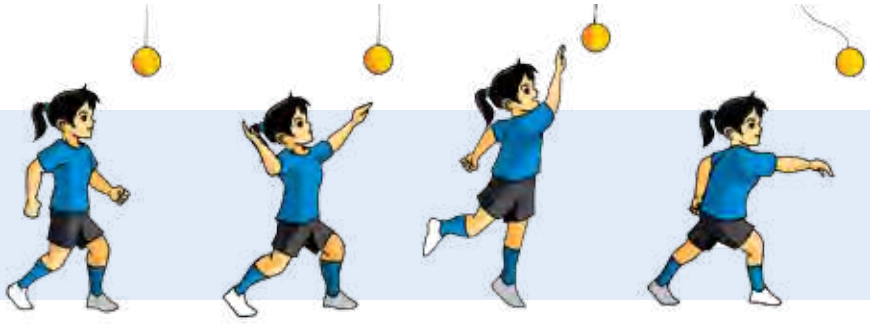
- Feet are stationary.
- Striking elbow is bent in front of body before strike.
- Elbow straightens during strike, generating limited force from the extension of the flexed joint.
- Body faces the direction of the strike. No body rotation during the strike. Body may move from back to front, bending at the waist.

Transition



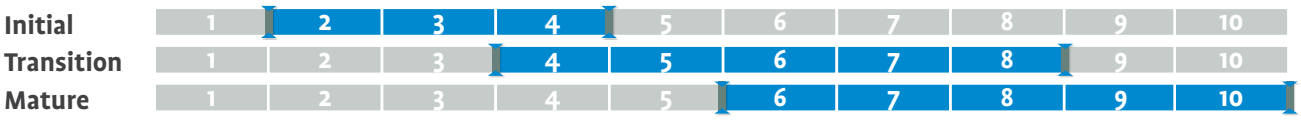
- Elbow is bent slightly and held at shoulder level.
- Body trunk turns to the side of the striking shoulder in preparation for the strike.
- Trunk rotates to face object as hand extends at the elbow to strike at the object.
- Back foot moves forward to balance the body during the follow-through.

Mature



- Foot opposite to striking hand steps forward. Body weight shifts to the back foot.
- Striking arm swings to the back and elbow is brought near head level.
- Shoulder and trunk rotate to the striking side in preparation for the strike.
- Body rotates back to face object. Weight transfers to the front foot as the striking arm straightens to strike at the object.
- Back foot moves forward to balance the body after the strike.

Approximate Age of Development (in years)



Teaching Strategies

Overarm Striking

What to do if your child...

... has difficulty maintaining balance when striking?

- Hang a target slightly above your child's eye level when he is seated.
- Get your child to reach out and strike the target using one hand at a time.

... does not reach up when striking?

- Hang targets above your child's outstretched arm.
- Get your child to hit the target with an implement in his hand (e.g. paper roll, toilet roll, short shaft racquet).

... needs visual cues for correct weight transfer?

- Place footprint markers on the floor as visual cues for weight transfer from the back foot to front foot.

... tends to keep non-striking arm still and next to the body?

- Get your child to hold a pair of rolled up socks in his non-striking hand.
- During the overarm strike, get your child to swing the non-throwing hand backward to drop the socks to the back. This backswing of the non-throwing hand helps to generate force for the strike.

Variations

"Can your child strike overarm...?"

How the body moves

Force/Effort	Time	Flow
• like a badminton player • without moving his non-striking arm • as if swatting a mosquito	• quickly • standing still (feet apart) • as if hitting a balloon/ shuttlecock	• repeatedly • like a robot with heavy arms • on tiptoe like a fairy

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• while standing in a hoop/ on a marker • to land an object over a line • on one side of net	• to the left/right • upward/downward • to land an object across the court	• at an object hung slightly above his head while seated • an object just above his outstretched hand • while lying flat on the ground

With whom/ What the body moves

Self (body parts)/People	Objects
• with both hands • higher than you • to you on other side of the net	• to burst soap bubbles • with a small/big paper plate or a roll of newspaper • with a flat-faced racquet

COMBINATIONS

- A hanging beach ball lightly/with great force, while seated on a low bench/stool with both feet apart and planted firmly on the ground
- To burst bubbles above his head, without moving from a defined boundary

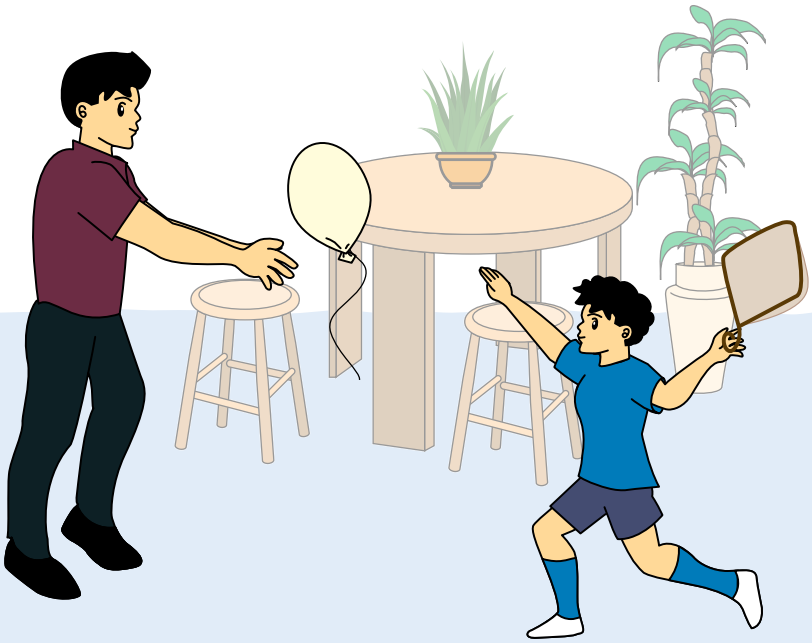
Activity 1

Overarm Striking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Unwanted stockings
- A hanger
- A balloon



HOW TO PLAY

- Get your child to hit a balloon towards you. Do this five times, using only his right hand. Repeat, using only the left hand. Next, alternate between right and left hands for five strikes each.
- Wrap unwanted stockings around a hanger. This will be your child's "racquet".
- Repeat by getting your child to hit the balloon towards you for five times, using the "racquet" held only in his right hand.
- Continue with the "racquet" held only in his left hand.
- Next, alternate between right and left hands for five strikes each.

- Have your child keep the balloon up in the air by patting it with his racquet. Count the number of pats he can accumulate before missing the balloon.

BE AWARE

- Overarm striking is not random hitting of an object. It involves several movements, including swinging the striking hand backwards and near the ears for better momentum and accuracy.
- Repetitive striking to prevent a balloon from dropping to the floor will help your child learn to straighten his elbow and generate striking force.

Activity 2

Overarm Striking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A stuffed toy
- A box

HOW TO PLAY

- Hold and lift a box slightly above your child's head. Have him hold a stuffed toy in his hand. He must then jump and put the stuffed toy into the box.

- Challenge your child by holding the box at various heights.

BE AWARE

- Encourage your child to swing his hand backwards, close to his ear, to gain the momentum and accuracy to put the toy into the box.

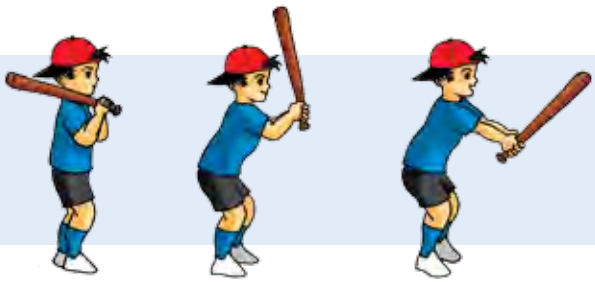
Two-handed Sidearm Striking

The two-handed sidearm strike is commonly used in ball games such as rounders, teeball, softball and baseball. Young children delight in the experience of batting a ball and sending it away with force.

This is a challenging hand-eye and foot coordination task for your young child, especially if the ball is travelling towards him. Start by allowing your child to strike a stationary ball, or one that is hung at waist level. Also have your child to try striking with the hand or fist first, before progressing to the use of bats or racquets (e.g. rolled-up newspapers, foam bats, short-shaft badminton racquets).

Developmental Phases

Two-handed Sidearm Striking

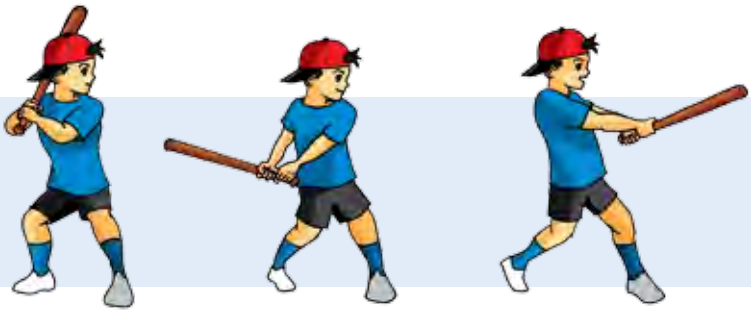


Initial

- Feet are stationary.
- Elbows are bent and arms swing bat from back to front.
- Body faces direction of oncoming object.
- Force is produced by straightening the elbows and swinging the bat downward.

Transition

- Hands hold bat close to the body.
- Prior to the strike, trunk turns to side, away from the oncoming object.
- Body turns towards the object, with minimal body weight transfer from the back foot to the front foot.
- Force is produced when elbows straighten and the bat is brought to strike downward at the object.



Mature

- Hands hold bat near shoulder level with elbows bent at about 90°.
- To generate force, trunk rotates to the side as the body weight transfers to the back foot prior to the strike.
- As trunk rotates, bat is swung parallel to ground and body weight shifts from the back foot to the front foot.
- Bat strikes at the object as the body continues to rotate.
- Body weight on front foot at contact. Arms follow through, swinging bat over opposite shoulder.

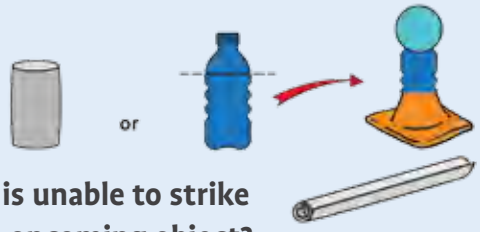
Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial				■	■	■				
Transition					■	■	■	■		
Mature						■	■	■	■	■

Teaching Strategies

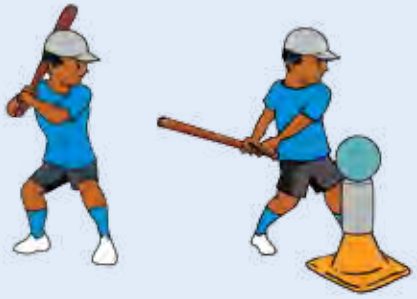
Two-handed Sidearm Striking

What to do if your child...



... is unable to strike an oncoming object?

- Create a simple tee. Cut top off plastic bottle or roll a vanguard sheet and place over a cone.
- Put a medium-sized beach ball on it.
- Get your child to strike with the palm/fist first before using a shorter, wider bat or a newspaper roll.



... tends to keep arms close to the body during the strike?

- Pre-strike, get your child to hold the bat with his arms flapped outward or 'chicken wing arms'.
- To strike, get your child to stretch arms out. A useful cue could be: "Lock your elbows and throw the key. Keep your elbows straight throughout the strike!"

... needs to learn the pre-strike position?

- Place footprint markers as visual cues.

... is learning to strike an oncoming ball?

- Hang a beach ball at your child's chest level. Child to bat the stationary ball.
- If your child is able, progress to gently swinging the ball towards him, and using big to medium-sized balls.

Variations in

"Can your child do a two-handed sidearm strike...?"

How the body moves

Force/Effort	Time	Flow
• and send the ball far away • at a ball gently • at a hanging empty milk carton (waist level) with a racquet	• only when he hear the whistle • slowly • in fast-forward motion	• with his arms straightened out like a robot • without moving his feet • while taking a step forward as he strikes

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• with feet on the footprint markers • at a ball on the tee • a ball towards the wall	• to hit the smiley face poster • downward • to land the object on the line	• at objects placed at slightly below waist level • with his hands swinging from the waist

With whom/What the body moves

Self (body parts)/People	Objects
• with both hands • with left/right hand • and send an object over your head	• at the hanging plastic bottles • with an implement (newspaper roll) • to send an object over the net

COMBINATIONS

- At an empty milk carton on a tee lightly with the newspaper roll
- At a ball on a tee with great force to land it across a line marked by two cones at a distance, without moving his feet

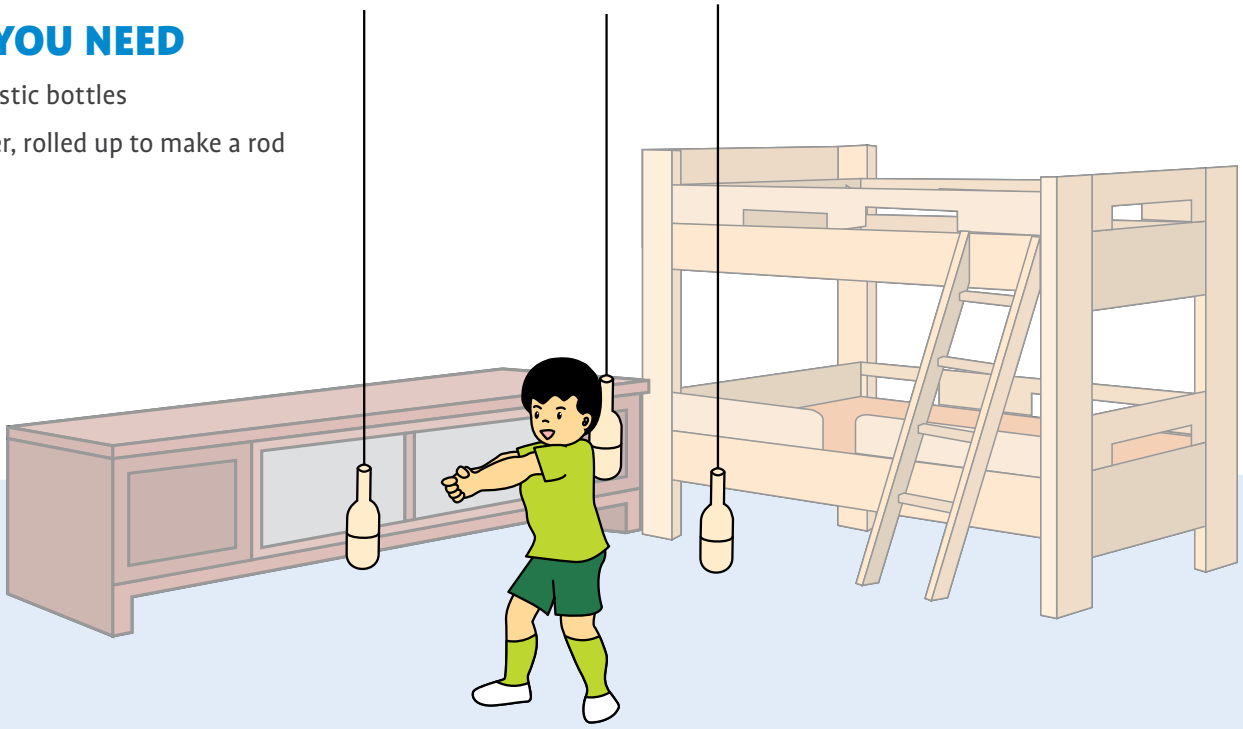
Activity 1

Two-handed Sidearm Striking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Empty plastic bottles
- Newspaper, rolled up to make a rod



HOW TO PLAY

- Hang a few empty plastic bottles at your child's waist level.
- Have your child bat at the bottles with his hands. He must put his hands together, with arms interlocked and outstretched.
- Repeat the activity, using a newspaper rod.

- Challenge your child to complete batting at all the bottles within a specific time frame.

BE AWARE

- Get your child to stand sideways to the empty bottles.
- He should keep his feet shoulder-width apart to maintain balance.

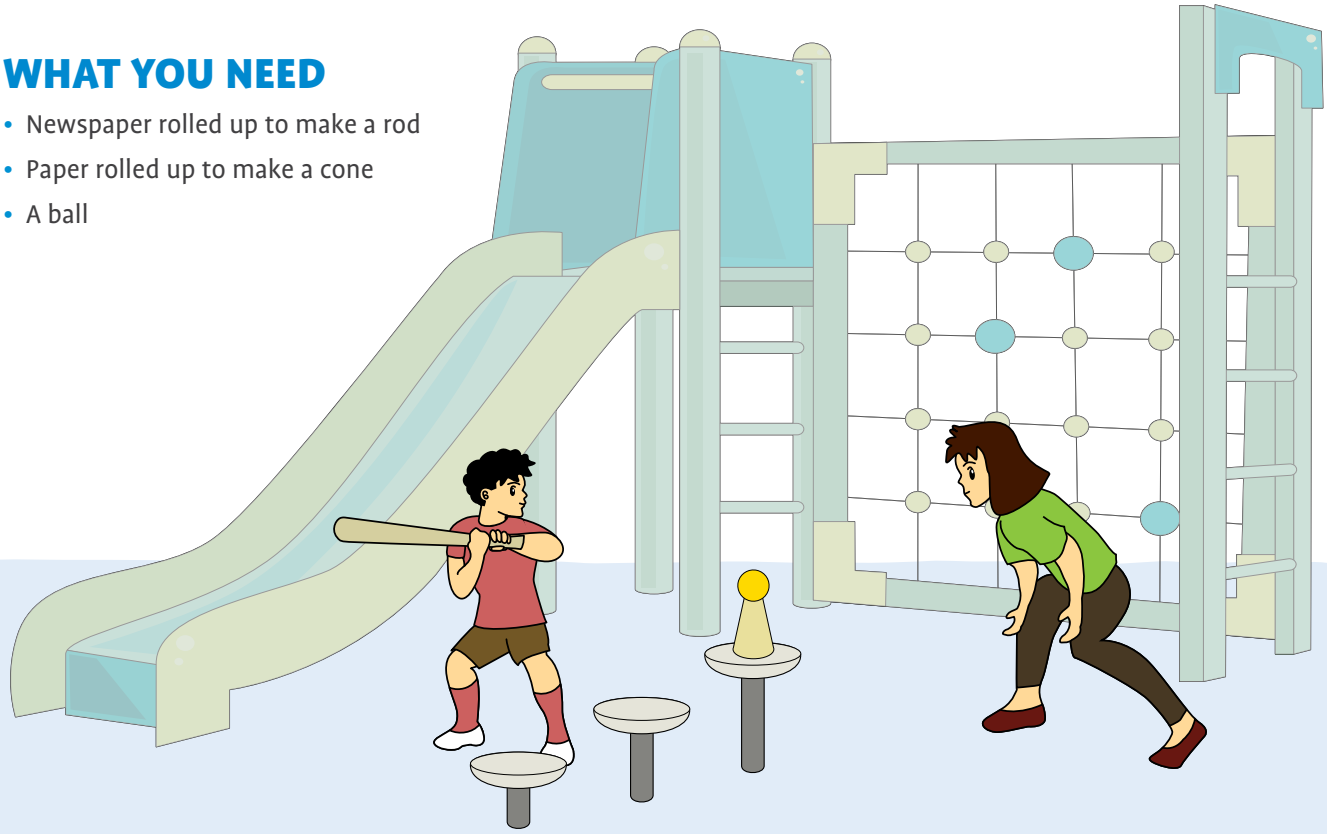
Activity 2

Two-handed Sidearm Striking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Newspaper rolled up to make a rod
- Paper rolled up to make a cone
- A ball



HOW TO PLAY

- Place a ball on top of a paper cone. Position the cone at your child's waist level.
- Get your child to use a newspaper rod to hit the ball towards you, the catcher.
- Have him count the number of successful strikes within a specific time frame.

- For an older child, increase the distance between you and your child.

BE AWARE

- Your child should first lift his arms and bend his elbows like chicken wings. As he bats, he should allow his arms to straighten and rotate. Arm rotation will generate force for effective batting.
- Prompt your child to always keep his arms and bat straight, and below his head.

Bouncing

Bouncing requires your child to track the up and down movement of a ball, and to push it downward firmly so that it will rebound. Bouncing can be done on the spot (stationary), or on the move.

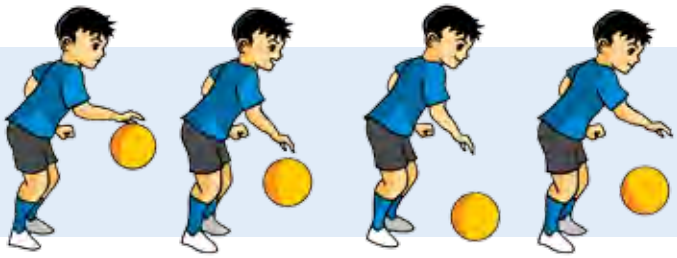
The challenge this skill presents for your young child is the short time lag between the up-down motion of the ball, requiring him to react fast enough to keep up with the repetitive movement pattern. Bouncing, needed in games like basketball, develops hand-eye coordination and responses to rebounding objects.

Developmental Phases

Bouncing

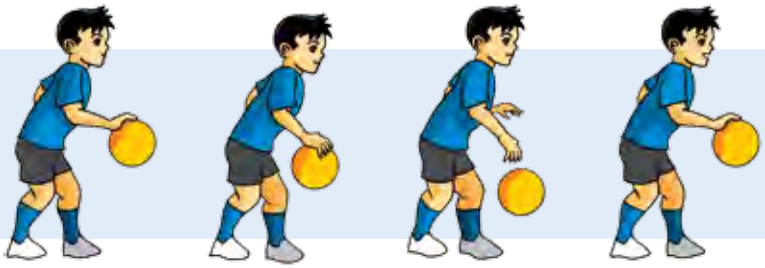
Initial

- Holds ball with palms facing each other.
- Body weight is on both feet.
- Arms drop ball downward and palm attempts to slap at ball as it rebounds.
- Ball bounces close to body. Height of bounce decreases with each unsuccessful slap at ball.
- Eyes focus on the ball.



Transition

- Holds ball with one hand on top and the other near bottom of ball.
- Body leans forward slightly with body weight on both feet.
- Top hand and arm push ball downward with an inconsistent force.
- For subsequent bounces, elbow extends and palm slaps at ball.
- Unable to control ball after the first two to three bounces.
- Eyes focus on the ball looking up occasionally.



Mature

- One foot behind the other, with foot opposite bouncing hand in front.
- Body leans forward slightly, with ball maintained at or near waist level.
- Ball is pushed towards ground by finger-tip pads with flexion at wrist.
- Arm straightens during follow-through, with good control of ball.
- Able to apply consistent force for continuous bounces, and bounce with either hand.
- Able to look up occasionally while bouncing.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial				■	■					
Transition				■	■	■	■			
Mature						■	■	■	■	

Teaching Strategies

Bouncing

What to do if your child...

... tends to slap at ball?

- Get your child to sit and practise "drop, catch" a few times, slowly at first and building up speed progressively.
- Ensure his fingers are spread out on top of ball during the catch.

... needs reminder to bounce with finger pads?

- Get your child to stand with his feet shoulder-width apart, and with knees slightly bent.
- Give cues to "drop catch", followed by "drop, push, catch", then "drop push, push, catch" and so on.
- Increase "push" cues progressively for continuous bounce.

... is unable to bounce continuously?

- Get your child to "drop, push, catch"; "drop, push, push, catch".
- Place your hand on top of your child's hand to guide and help him experience the pushing action.

... tends to bounce only with one dominant hand?

- Get your child to bounce with alternate hands (e.g. right, left, right, left).

Variations

"Can your child bounce...?"

How the body moves

Force/Effort	Time	Flow
• forcefully with fingers straightened out • a small/medium-sized ball • gently as if the ball were fragile	• quickly/slowly • in alternating quick-slow rhythm • and hold the ball for three seconds before bouncing again	• three times and then catch the ball • and catch accordingly to odd/even counts • as many times in 30 seconds

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• while seated/standing • on the spot • with the ball near/far from the body	• against the wall and catch the ball when it rebounds • to one side • in a circle on the spot	• below the hip • above shoulder level • at alternating low-high levels

With whom/What the body moves

Self (body parts)/People	Objects
• with his fingers spread out on ball • with his left/right hand • five times and then pass ball to you standing nearby/far away	• to land the ball on a flat marker/chalk mark • inside a hoop

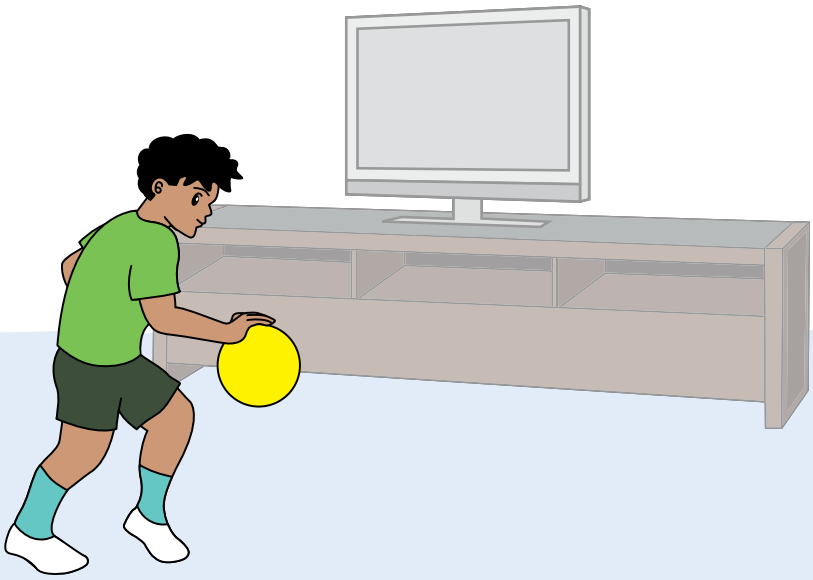
COMBINATIONS

- A medium-sized ball as quietly as possible and call out the number of fingers held up by you
- Below the hip, alternating between the left and right hand

Activity 1

Bouncing

OBJECT CONTROL SKILLS



WHAT YOU NEED

- A ball

HOW TO PLAY

- Ask your child to drop a ball once and try catching it (Drop-catch).
- Gradually increase the number of drops. Drop-drop-catch, drop-drop-drop-catch, etc.
- Add in variations to the drop-catch activity.

  Ways to drop-catch a ball

  - While kneeling on one knee
  - While kneeling on both knees
  - In a wide sitting position
  - With each consecutive bounce, alternate between standing and kneeling positions
  - While walking in a circle

- Do the drop-catch in a static position.
- Your child must look up and shout out the number of fingers you hold up. He must simultaneously bounce to the number.

BE AWARE

- Remind your child to keep the ball at waist level. This is for better control of the ball.
- Train your child to look up and shout out the number of fingers you hold up, while he is bouncing the ball. This will help prevent collisions when he plays team sports in the future.

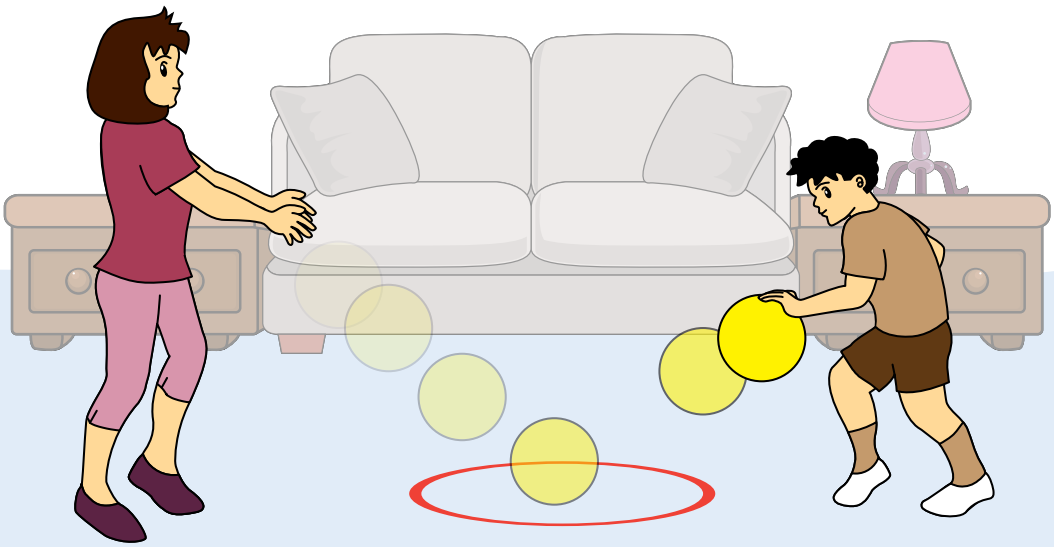
Activity 2

Bouncing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A hula hoop or tape
- A ball



HOW TO PLAY

- Place a hula hoop between you and your child, or use the tape to form a circle on the floor.
- Stand two giant steps away from the hula hoop, opposite to each other.
- Bounce a ball to each other. With each bounce, the ball must hit the floor inside the hula hoop or circle.

BE AWARE

- Encourage your child to tap the ball with greater strength. This will help the ball bounce in the centre of the hula hoop, and then out to the catcher.
- Make sure he spreads his fingers and pushes down on the ball with consistent force.
- This activity will train your child to straighten his arms and have good control of the ball.

Dribbling with Hand

Dribbling with hand occurs when the ball is pushed in a forward-and-downward movement. It requires good dynamic balance and space awareness as your child needs to travel with a ball that is usually leading. Generally, only children who have achieved some proficiency with the bounce can dribble with hand.

Although dribbling with hand is a skill used primarily in the game of basketball, many children are drawn to the inherent attraction of moving with a ball. The developmental phases of this dribbling skill are similar to those of bouncing.

Teaching Strategies

Dribbling with Hand

What to do if your child...

... has difficulty travelling with the ball?

- Get your child to walk and "drop, catch" ball, always dropping it a little forward and catching it at about waist level.
- Walk with your child and prompt him to stay close to the ball.

... is unable to dribble continuously?

- Get your child to "drop, push, catch"; "drop, push, push, catch" and so on.

... does not look ahead when dribbling?

- Get your child to practise dribbling along a marked line from one end to the other.
- Progress to directional changes if child is able.

... tends to collide with others when dribbling?

- Prepare two or three differently coloured bean bags/"traffic lollipops".
- Child to dribble freely around a designated space.
- At regular intervals, call out for your child to look up and name the colour you are displaying.

Approximate Age of Development (in years)

	1	2	3	4	5	6	7	8	9	10
Initial				■	■	■				
Transition					■	■	■	■		
Mature							■	■	■	■

Variations

"Can your child dribble with hand...?"

How the body moves

Force/Effort	Time	Flow
• a heavy/light ball • a small/medium-sized ball • quietly/loudly	• quickly/slowly • in alternating quick-slow timing • from one cone to another taking big/small steps	• while stopping at every third bounce to change direction • following a drum beat • and travel freely around a designated space

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• and turn around on the spot • to a wall and back • up a ramp	• forward/backward • diagonally • along a straight/zigzag line	• below the knee level • in varying low-medium-high levels • keeping ball close to/far from his body

With whom/What the body moves

Self (body parts)/People	Objects
• using both hands • with alternating left-right hand • to you standing nearby/at a distance	• around a hoop • in and out of a hoop • to and fro between two cones placed a distance apart

COMBINATIONS

- A medium-sized ball below his hips, along the lines on a basketball court, and changing direction when he reaches a cone on the line
- Lightly, slowly, and between two wide lines on the floor

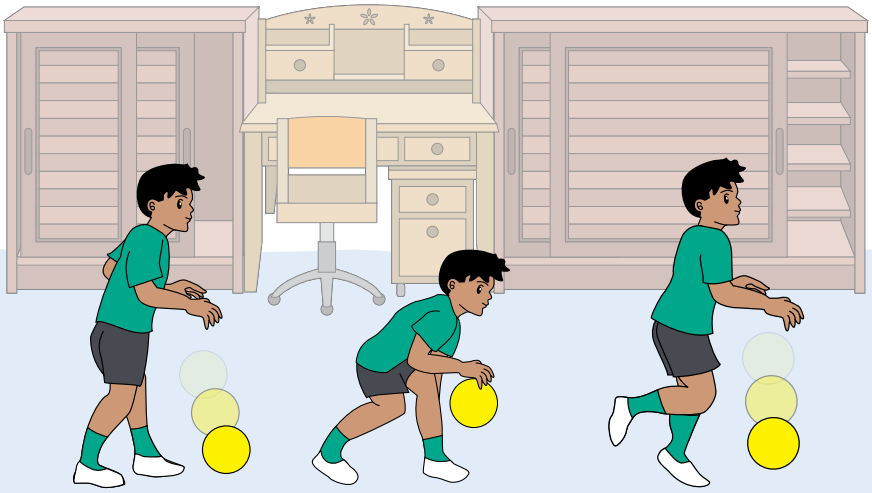
Activity 1

Dribbling with Hand

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A ball



HOW TO PLAY

- Have your child sit down and drop-catch a ball.
- Get your child to do the activity in different ways.

Ways to drop-catch a ball

- With both hands while standing
- With both hands while walking around the entire house
- With one hand while standing
- With one hand, while alternating between sitting and standing with each bounce of the ball
- While hopping
- While skipping
- While jumping

- Challenge your child to dribble using other parts of his body, such as his wrist or elbow.

- Do this activity with your child. He has to try and match your bouncing rhythm.

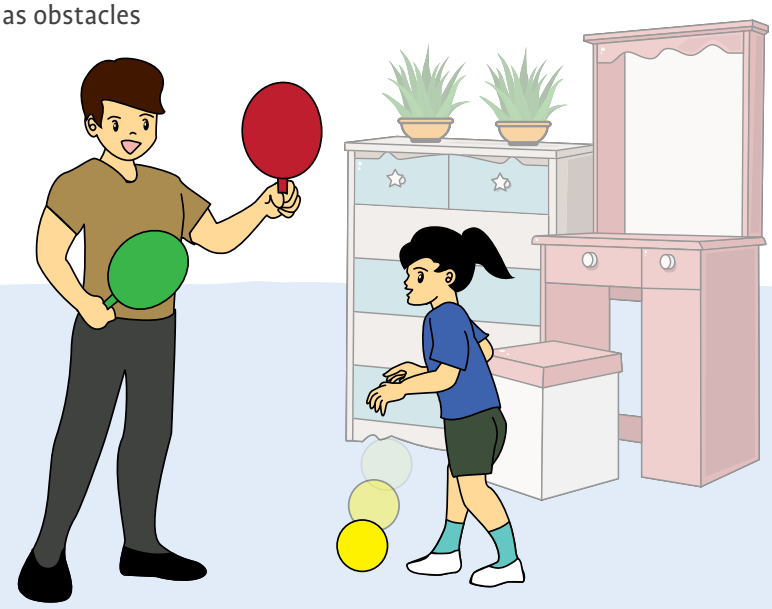
Activity 2

Dribbling with Hand

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A ball
- Big cut-out circles in three colours, green, yellow and red
- Objects found at home to serve as obstacles



HOW TO PLAY

- Get your child to explore dribbling with a ball.
- Encourage him to walk around while dribbling.
- Have him dribble to your instructions.

Instructions

- Start dribbling around when the light is green
- Prepare to stop when the light is yellow
- Stop and freeze when the light is red

- Challenge your child. Randomly place objects found at home within the play area. Ask your child to continue dribbling to your instructions while avoiding the obstacles.
- Challenge your child further. Have him repeat the activity while jogging, hopping, skipping or jumping.

BE AWARE

- Flashing different colours will train your child to look up and avoid collisions while travelling.

Dribbling with Long Implement

Dribbling with long implement involves controlling an object with an implement (usually a stick) and travelling with it. It is a common skill in games like hockey and floorball.

This is a good hand-eye coordination movement skill that requires your child to track and control a moving object on the ground while maintaining stability of his moving body. Dribbling with an implement can be a fun and engaging activity for a toddler. It hones his walking and running skills, while building his awareness of effort, space and relationship.

Developmental Phases

Dribbling with Long Implement

Initial

- Tends to hold the implement with one hand.
- Implement is held in front of body, hitting (instead of pushing) the ball at a distance in front.
- Tends to chase object with no directional control of ball.
- Eyes focus on the object or implement.

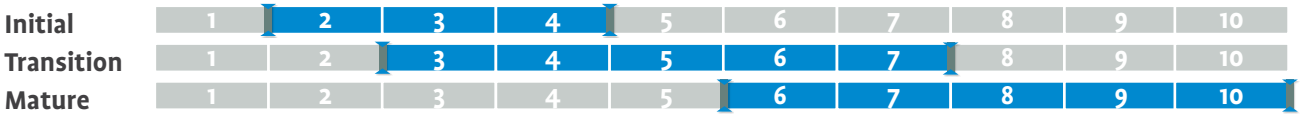
Transition

- Holds the implement with both hands at the top of the implement.
- Attempts to push object forward, occasionally making contact with ball on either side with implement.
- Tends to chase object with some directional control of ball.
- Eyes are focused on the object or implement.

Mature

- Holds the implement with non-dominant hand while dominant hand is about a quarter-way down on the implement.
- Knees are bent slightly with forward body lean during the dribble.
- Implement contacts ball on either side, pushing ball gently forward. Ball is well-controlled and kept close to the implement throughout the dribble.
- Able to look up occasionally.

Approximate Age of Development (in years)



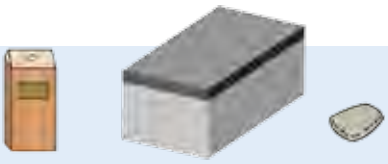
Teaching Strategies

Dribbling with Long Implement

What to do if your child...

...needs to learn to hold the implement properly?

- Tape two markers in different colours on the implement (for right-handers: write “LEFT” on the top mark and “RIGHT” on the bottom mark). The reverse for left-handers.



... has difficulty controlling a ball?

- Get your child to practise dribbling objects that do not roll (e.g. shoebox, beverage carton, bean bag).

... has poor control of object during dribble?

- Attach object to the implement with a string that is about half-metre-long. This helps to ensure that the object stays close to your child.

... tends to hit object away instead of dribbling object?

- Line three to four cones at short distances apart. Get your child to walk and dribble, weaving in and out of the cones slowly.

Variations

"Can your child use a long implement to dribble...?"

How the body moves

Force/Effort	Time	Flow
• an empty tissue box • a deflated ball • a heavy object	• slowly/quickly • slowly before a cone and quickly after it • in slow motion	• while balancing a small towel on his head • and change direction at every cone/marker • to other end of room without stopping

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• in a square space marked by four cones • between two lines • to a line nearby/far away	• forward/backward? • left/right/diagonally • in a straight/zigzag/curved line	• with a stiff and straightened body • with knees bent • with trunk slightly bent

With whom/What the body moves

Self (body parts)/People	Objects
• around you • following you • with hands close to his body	• using a taped newspaper roll • around the outside of a hoop • between two cones

COMBINATIONS

- A taped-up shoebox slowly with you following behind
- A plastic bottle half-filled with water along a zigzag line while balancing a small towel on his head

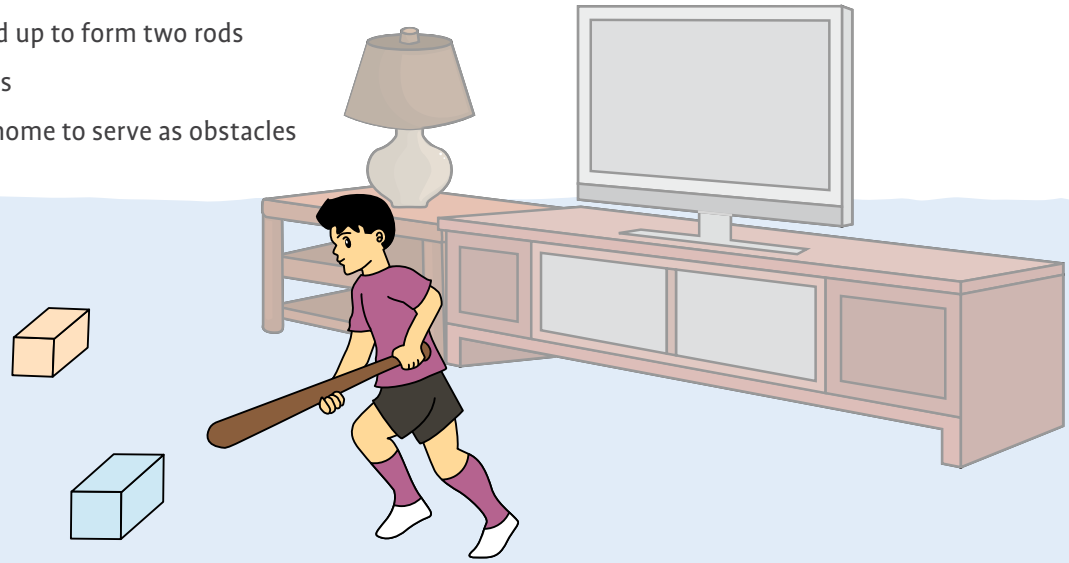
Activity 1

Dribbling with Long Implement

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Newspapers, rolled up to form two rods
- Empty tissue boxes
- Objects found at home to serve as obstacles



HOW TO PLAY

- Have your child dribble an empty tissue box around the house with a newspaper rod.
- Repeat the activity, this time placing obstacles around the house for your child to dribble past.

- Challenge your child further. You and your child must hold a rod each and compete who can dribble the empty box towards a specific area first (e.g. bedroom).

BE AWARE

- Ask your child to hold the newspaper rod with both hands, with his non-dominant hand at the top end and his dominant hand away from the top.

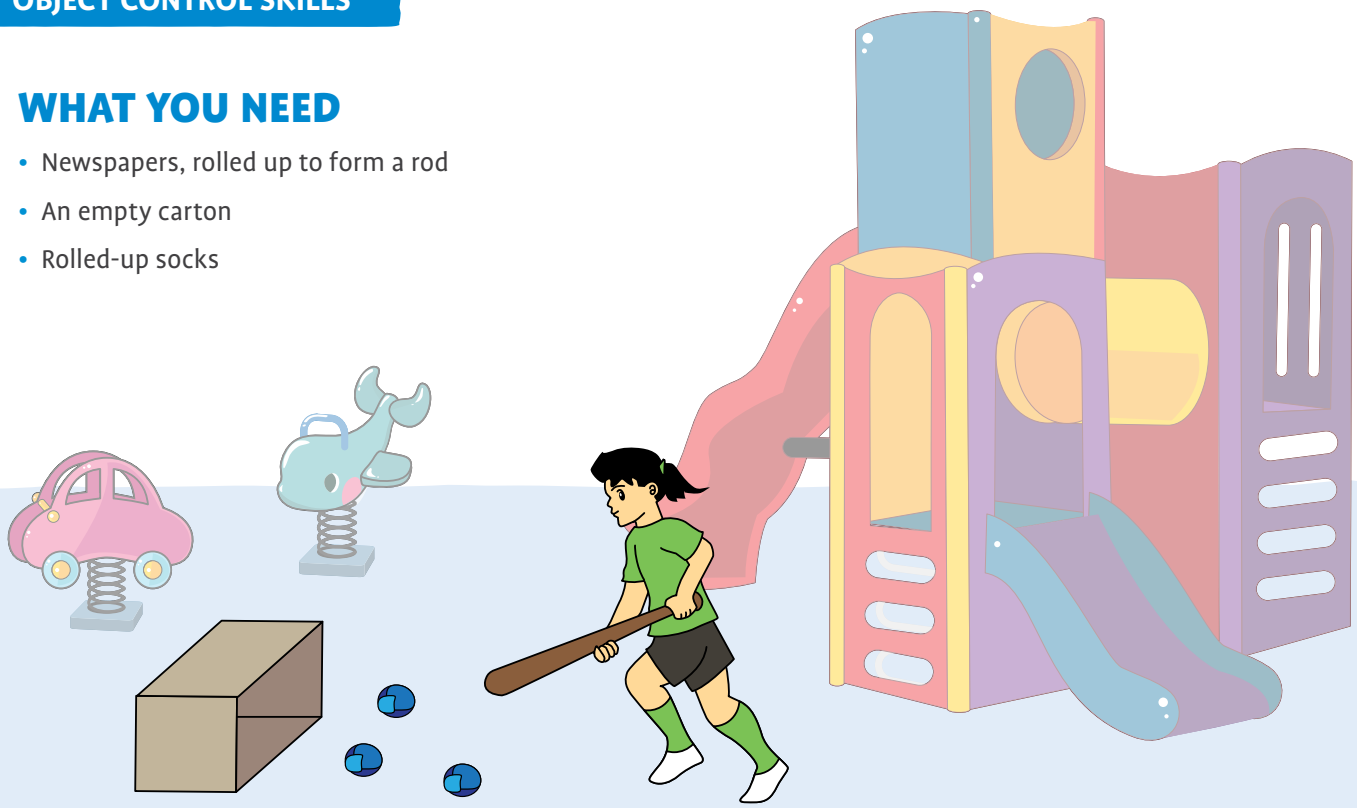
Activity 2

Dribbling with Long Implement

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Newspapers, rolled up to form a rod
- An empty carton
- Rolled-up socks



HOW TO PLAY

- Lay out as many rolled-up socks as possible. Place an empty carton on its side on the floor to act as the goal.
- Have your child use a newspaper rod to dribble as many rolled-up socks into the carton as possible, within a specific time frame.

Stability Skills

Stability is a key element required for every human movement. Stability is necessary for all locomotor and object control skills. Stability skills are focused on maintaining and acquiring balance, both static and dynamic.

Your child is constantly seeking to maintain stability throughout the day. This means he needs to be sensitive to postural changes of the body and its parts, and be able to make the necessary adjustments to achieve stability. Changes in posture or the body's location in space will cause changes in the base of support and the location of the body's centre of gravity.

Stability skills include:

- **Static Balance**
- **Dynamic Balance**
- **Bending and Curling**
- **Turning**
- **Twisting**
- **Stretching**
- **Transferring Weight**

The stability skills covered in this guide represent only the common stability skills that your young child needs to better manage and control his body. It is hence not an exhaustive list.

Static Balance

Static Balance is one of the most fundamental movement skills. It is the body's ability to maintain a stationary position with control while performing a task (e.g. standing in a moving bus, riding on an escalator, or getting dressed). It is also necessary in sporting activities such as catching, bouncing, or two-handed sidearm strike.

To achieve static balance, the body's centre of gravity needs to remain stable within a base of support. A body is more stable when it is supported over a wide base of support with the centre of gravity near to, and/or directly over, the base of support. A narrow base of support and a centre of gravity far from, and/or outside, the base of support creates instability and affects static balance.

Variations

"Can your child balance...?"

How the body moves

Force/Effort	Time	Flow
• like a dragonfly on a leaf • like an angry/a frightened statue • with eyes opened/closed	• and hold for 10 counts • on toes for two counts and then on heels for another two counts	• while swinging his arms like a helicopter trying to take-off • and freeze after a fast run-up

Where the body moves

Location	Direction/pathways	Levels/Extensions
• with one hand against a wall • with one foot inside a hoop and both palms outside on the floor	• with hands outstretched at the sides • on one foot for five counts then turn on the spot to face another direction	• on tiptoe like a flamingo with feet together/apart • at a low level like a snail • with one foot higher than the hip

With whom/What the body moves

Self (body parts)/People	Objects
• on three different parts of his body • together with you leaning on two different parts of his body • on his back with feet pointing skywards	• with a folded towel on his head/shoulder/wrist/raised foot • on a low stool • on one foot with one hand on a basketball placed on the floor

COMBINATIONS

- With one foot in the hoop and a bean bag on the shoulder. Hold balance and count to five
- Jump forward/sideways and freeze into a low/medium/tall statue representing different animals

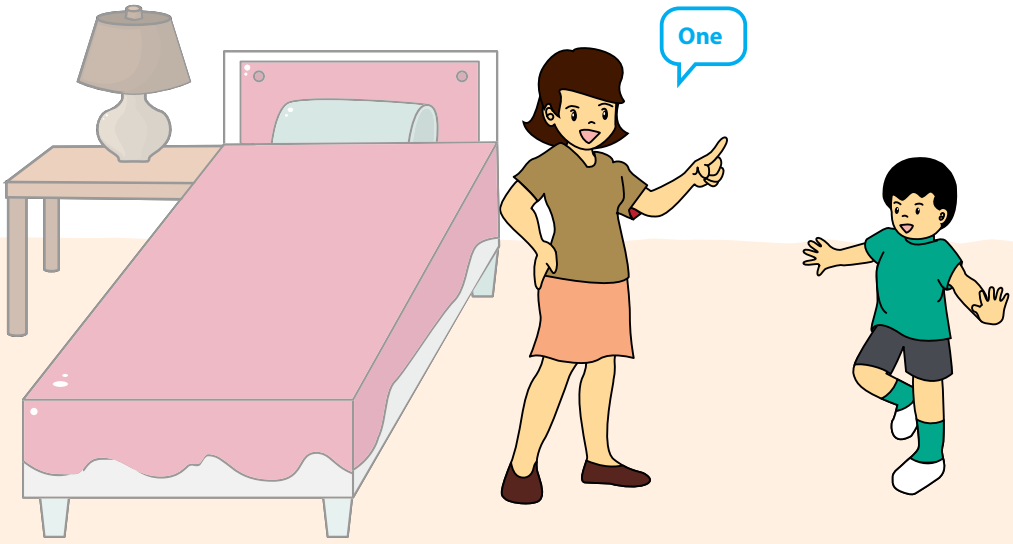
Activity 1

Static Balance

STABILITY SKILLS

WHAT YOU NEED

- Newspaper



HOW TO PLAY

- Ask your child to balance on one part of his body (e.g. leg, hand, backside). Name this action as number one. Have him balance again on another part of his body. Name this action as number two. Call out the numbers randomly and have your child balance accordingly.
- Gradually increase the pace of your prompts.
- Gradually add more numbered options.

- Place a newspaper sheet on the floor. Balance on the newspaper with your child and hold the position.
- With each successful balance-and-hold, fold the newspaper in half, and repeat the balance-and-hold. See how many folds you and your child can achieve before being unable to hold the position.

Dynamic Balance

Dynamic balance is maintaining balance when the body is moving. It is required in every locomotor activity (e.g. walking, running up stairs, stepping over a small drain) and in play and sporting activities (e.g. dribbling a ball, climbing on playground apparatus, balancing on a beam, fleeing and dodging).

During movement, your child has to manage instability challenges by constantly seeking to balance the centre of gravity over a moving, and usually narrow, base of support. Providing him with different dynamic balance activities will help him develop body movement awareness.

Variations

"Can your child balance...?"

How the body moves

Force/Effort	Time	Flow
• while doing a logroll flat on the ground/down a slope • while rocking on his back and rolling over *(Refer to variations in locomotor skills)*	• while crossing the bench/ beam slowly using different locomotor movements • while running and kicking the ball slowly/quickly	• while flying like a bee • while marching like a toy soldier • on one foot according to a start-stop signal

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• while skating without colliding into anyone • while curling over a bar	• while marching • while jumping backward • while walking down the slope (may be substituted with different locomotor movements)	• while doing a forward logroll • while moving like a caterpillar • while jumping up and turning in the air

With whom/ What the body moves

Self (body parts)/People	Objects
• while walking towards a friend on a line and crossing each other without stepping out of the line • while jumping away from you	• while walking and balancing a folded towel on different parts of his body • on an inclined/raised kerb • while stepping on bean bags

COMBINATIONS

- While leaping over a row of bean bags to land inside a hoop without colliding into anyone
- While marching slowly across the room like a toy soldier, with a folded towel on his head
  (Refer to variations in locomotor skills)

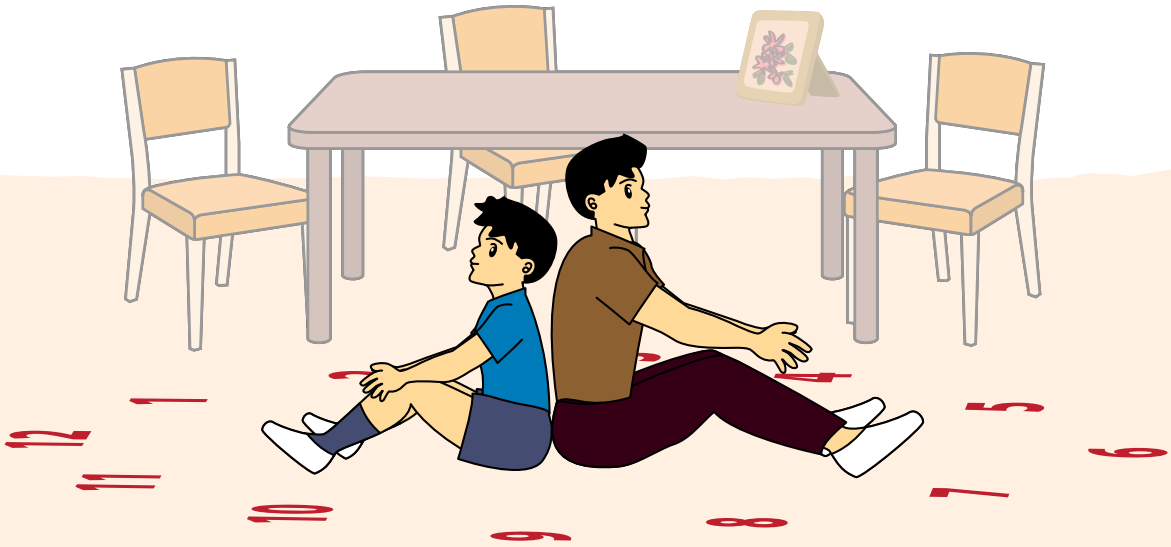
Activity 2

Dynamic Balance

STABILITY SKILLS

WHAT YOU NEED

- Big cut-outs of numbers (1-12), to make a clock face



HOW TO PLAY

- Place the cut-out numbers on the floor to make a clock face. You and your child are the hour and minute hands of the clock.
- Get down into the sit-up position. Now, move around to make up different times.

- Try doing the activity in a push-up position.

BE AWARE

- Before this activity, have your child practise time-telling with an actual clock.

Bending & Curling

Bending over with control is an essential life skill (e.g. bending over to pick up something or to tie shoelaces). A simple forward roll also requires bending and curling of the body. Similarly, many playground apparatus encourage children to bend and curl (e.g. curling around a monkey bar, crawling through tunnels).

For a young child, bending or curling to touch his knees or toes while sitting on the ground is a good start to learn the skill. This is because when seated, your child is on a wide base of support and his centre of gravity is near ground level, both prerequisites for maintaining stability. In contrast, bending over from a standing position creates a sense of instability even though young children do enjoy seeing the world 'upside down'.

Bending or curling is a flexibility skill and should be encouraged so that your child learns to stabilise his body in different positions and levels.

Variations

"Can your child bend or curl...?"

How the body moves

Force/Effort	Time	Flow
• like a strong stone bridge • into a small fishball • and roll like a heavy watermelon	• and stand up slowly/quickly • and roll slowly on a mat • like a tortoise out of its shell according to signal	• and swing his arms like the trunk of an elephant • and walk on all fours, balancing a bean bag on his back

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• into small snails near a wall • inside a hoop • and walk on all fours to the end of the room	• and roll forward • and roll to the sides • and inch forward like a caterpillar	• with his hands touching his feet • while keeping his back on the ground • with one foot higher than the hip

With whom/What the body moves

Self (body parts)/People	Objects
• with one arm around a leg • like a bridge for a friend to crawl under • into a small snail for a friend to skip around/step over	• around a low bar • around a basketball • with hands and feet on the curve of a hoop on the floor

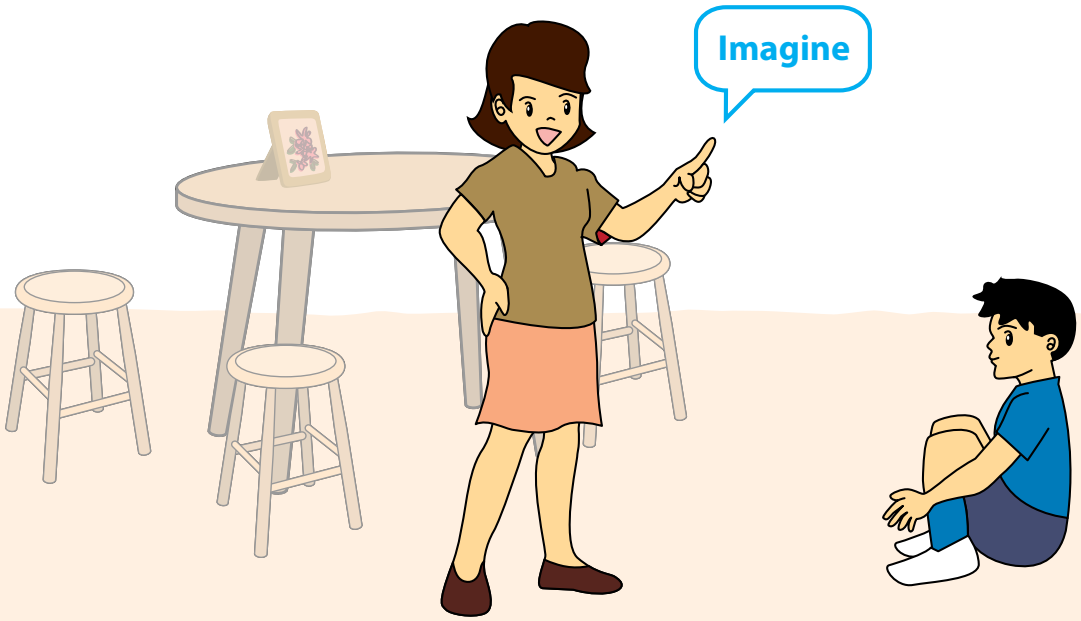
COMBINATIONS

- Like a stone bridge over two lines
- Like a small fishball. On signal, stand up and stretch like a star before bending over to touch his knees

Activity 3

Bending & Curling

STABILITY SKILLS



HOW TO PLAY

- Get your child to role-play as astronauts going on a trip to the moon. Prompt your child with different instructions.

Parent may say:

- Astronaut, put on your spacesuit, boots, special gloves, and then helmet
- Climb into your spaceship, feet first. Then sit and buckle up
- Check and make sure your equipment are all in working order
- Prepare for take-off. Count down from 10 to 1, and blast off!
  (*For the blast-off, your child must curl up, then gradually jump up and land with feet together, hands lifted skywards and palms facing each other*)
- You have reached the moon. Get out of your spaceship and walk lightly
  (*Explain to your child that everything is weightless on the moon*)
- Oh, no! A space creature is coming towards you. Quickly, hide yourself!
  (*Your child must curl up into the smallest shape possible*)
- Now, make your way home
  (*Your child must go on all fours, crawl slowly back into the spaceship, and blast off*)

Turning

Turning is a rotational movement around the body's axis. The body can turn around on the spot (e.g. in dancing, around obstacles) or while it is in motion and in mid-air (e.g. gymnastics). Maintaining stability while the body is in mid-air is generally more challenging than turning on the spot.

Many daily activities, games and sports involve turning around the body axis. Turning is easier when the base of support is small and narrow, and more difficult when the base of support is wide.

Variations

"Can your child turn...?"

How the body moves

Force/Effort	Time	Flow
• like a towel in a washing machine (wash/spin cycle) • like peanut butter being stirred in a jar • like a ballerina in a musical box	• his body in time with slow/fast music • on the spot with his feet crossed • according to a start-stop signal	• in a hoop, lifting his left knee to touch his right elbow slowly • and move around the room like a ballerina • in different directions according to the drumbeat

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• on the spot without leaving his mat • and move to another hoop • and hold his body in a twisted shape away from you	• with hands and head in same sideway direction • around with right hand touching left shoulder while left hand reaches skyward	• to the side while seated on the floor • with his back to the wall, bending his knees and turning to touch the wall • and spin with his legs straddled

With whom/What the body moves

Self (body parts)/People	Objects
• to look behind without moving his feet • around while holding hands with a friend • with his hands high up like a pair of chopsticks	• while holding a stick against the ground • and pass the bean bag to a friend standing behind him

COMBINATIONS

- Like a towel in a machine wash cycle by linking/crossing two or three body parts together without 'falling out of the machine' (hoop)
- Twist his body slowly on the spot and freeze when he hears the drumbeat

Activity 4

Turning

STABILITY SKILLS

WHAT YOU NEED

- Ribbons, or strips of papers, attached to one end of a stick (pom-pom stick)

HOW TO PLAY

- Have your child swing a pom-pom stick side-to-side (like a windshield wiper).
- Get him to swing in different ways.

  Ways to swing

  - Forward and backward
  - Left and right, over his head (like a rainbow)
  - In a circular pattern, in front of his body (like a propeller)
  - In a circular pattern, to one side of his body (like a spinning wheel)
  - Swish on the floor (like a snake)
- Challenge your child to make spirals by turning his whole body around while holding the pom-pom stick.

- Get your child to use the pom-pom stick and trace numbers or alphabets for you to guess.

Twisting

Twisting occurs when different parts of the body cross the mid-line of the body (e.g. reaching backward to retrieve something without moving the feet). This creates stability challenges for your child as the centre of gravity has shifted while the base of support remains unchanged (feet remain stationary).

Twisting activities thrill children as they feel themselves being ‘knotted up’. Twisting activities help children to develop body flexibility as the twisting movements require a range of motion at different body joints.

Variations

"Can your child twist...?"

How the body moves

Force/Effort	Time	Flow
• his hands around his body tightly like an interwoven rope • to the back without moving his feet as if to lift a heavy box	• to the beat of slow/fast music • his hands together and draw circles in front slowly/quickly	• to the music while balancing a towel on his shoulders • his hands and swing them freely as he moves around the room

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• without leaving the hoop/mat • on the Twister mat according to instructions	• to the left/right/back • around a horizontal bar • clockwise/anti-clockwise as if shaking ants off his body	• with one leg over another while seated on the floor • to touch the wall with his knees bent • his hands high above his head and spin in the air

With whom What the body moves

Self (body parts)/People	Objects
• with his hands together above his head • with one hand across the opposite shoulder to scratch the back • holding hands with you	• to the right and reach for a bean bag behind him • around a pole like a snake • and cross his legs while bending down to pick up a ball

COMBINATIONS

- to the back without moving his feet, keeping hands together in front
- while lying on the ground with his hands and legs entangled, and untangle slowly like an ice block melting gradually

Activity 5

Twisting

STABILITY SKILLS

WHAT YOU NEED

- Two pairs of socks, rolled up separately
- Two pieces of string

HOW TO PLAY

- Tie one pair of rolled-up socks to one end of a string.
- Tie the other end of the string around your waist such that the socks hang away from your waist. Do the same for your child.
- Then twist and turn to swing your respective socks. Try to hit each other as many times as possible with the socks.

Stretching

Stretching is a fundamental stability skill required in many aspects of daily life as well as in physical activity and sports. Stretching while the body is lower to the ground is usually easier than when the body or its parts are further from the ground or in the air.

Different parts of the body can be stretched separately or together at the same time (e.g. outstretching of the hand and the body to reach for a book from a top shelf). Your child should be provided with fun and engaging activities to explore stretching different parts of the body while in static or dynamic balance.

Variations

"Can your child stretch...?"

How the body moves

Force/Effort	Time	Flow
• and move lightly like a spider on a web • like a branch being blown by strong wind • like he is plucking rambutans from a tall tree	• his limbs in and out of a shell slowly (lying face up) • his hand and foot on same side according to the drumbeat • his hands out quickly and turn on the spot	• to push a 'heavy rock up a hill' • and swing like a tornado • like a mosquito stuck on a spider's web

Where the body moves

Location	Direction/Pathways	Levels/Extensions
• like a big star standing inside the hoop • feet in the air without touching anyone • with one hand and one foot on the ground	• his hands backward • his feet in opposite directions • his arms from side to side like wipers on a windscreen	• like a starfish on the beach • and jump up like fireworks • like a fencer ready to attack

With whom/What the body moves

Self (body parts)/People	Objects
• like an aeroplane about to take-off • on the ground like a chopstick for you to roll him like a log • and reach for a ball held high by you	• his legs to straddle a hoop • and hit soap bubbles • and mark on the wall with a chalk

COMBINATIONS

- Move forward/sideways lightly like a starfish with hands and toes on the ground
- His hands and legs in and out according to signals given for fast/light and slow/strong movements

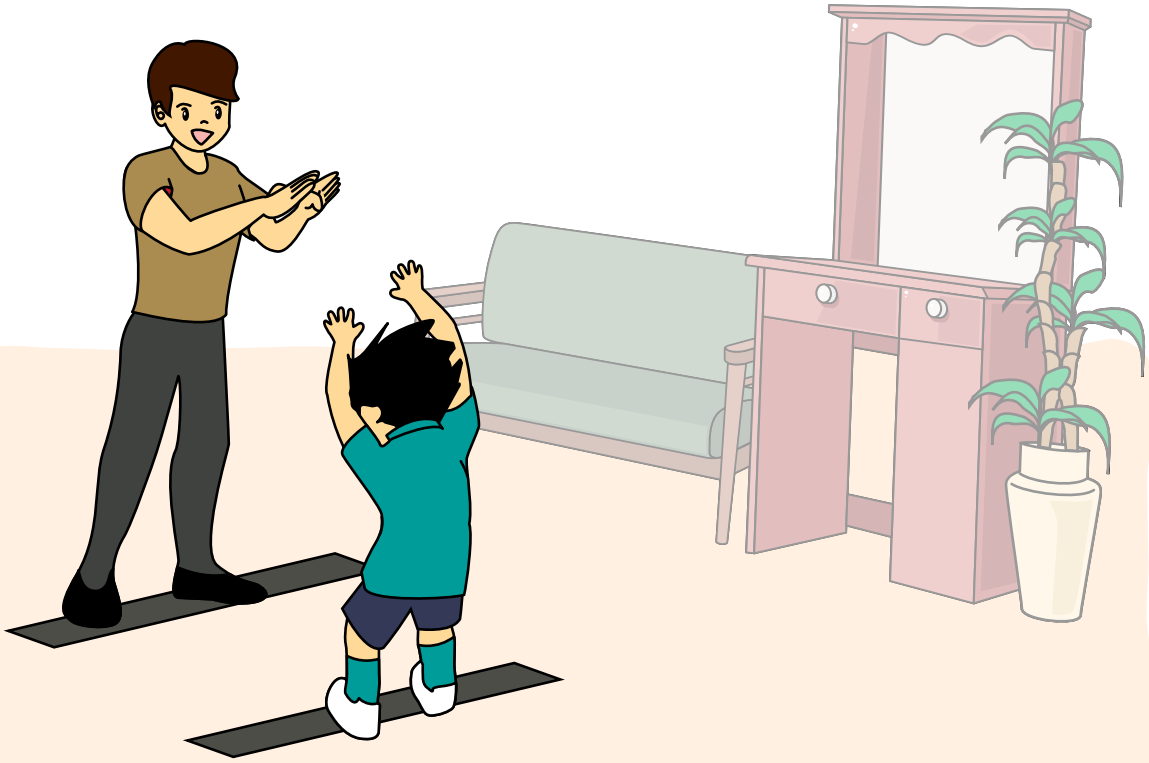
Activity 6

Stretching

STABILITY SKILLS

WHAT YOU NEED

- Tapes, to form two lines on the floor



HOW TO PLAY

- Place two strips of tape on the floor, parallel to each other. Hold hands with your child and skip around the room.
- Call out "London Bridge". Still holding hands, you must both stand on a tape each and carry your hands up high to form a bridge. Hold for 10 seconds, then start all over again.

- Gradually increase the distance between the two strips of tape. As the gap widens, you and your child will have to stretch more to form the bridge.

Transferring Weight

Transferring weight is fundamental to maintaining stability of the body. The human body is capable of transferring body weight from foot-to-foot, hand-to-hand, foot-to-hand and vice versa. Most of the locomotor and object control movements involve foot-to-foot weight transfer (e.g. walking, jumping, throwing, kicking and dribbling). Foot-to-hand and hand-to-hand weight transfers are most frequently used in playground apparatus (e.g. spider pyramid, monkey bars and climbing frames) and sports (e.g. gymnastics, acrobatics and rock climbing).

It is important to show your child how to transfer body weight safely, for instance, by bending his knees to absorb his body weight upon landing after a jump. Your child should also be wearing shoes and exploring on grass or gentler playground surfaces when transferring weight from a high platform to a lower level.

Variations in

"Can your child transfer weight by...?"

How the body moves

Force/Effort	Time	Flow
• walking like a giant with his knees raised high outward and body swaying from side to side • imagine walking in a pool of marshmallows	• spinning on the spot like a washing machine • walking and holding his leg up for three seconds for every step taken	• marching like a toy soldier along lines on the floor • gliding with alternate feet forward as far as he can • flying like a little lost bird looking for its mother

Where the body moves

Location	Direction/pathways	Levels/Extensions
• placing hands on the ground and kicking his feet to the back • jumping/leaping over wide/ narrow 'rivers' scattered around the room	• travelling on heels backward • travelling on toes clockwise/anti-clockwise • walking down the stairs	• jumping like a frog • rocking his body to the left and to the right • walking along a low/ medium height balance beam

With whom/ What the body moves

Self (body parts)/People	Objects
• holding hands with you and walking as if his inside legs are glued together • hopping on alternate legs with his hand touching the raised knee of the non-hopping leg • walking around on his heels	• reaching out to burst all the soap bubbles • hopping from hoop to hoop • leaping over the coloured floor mats/tiles in the playground

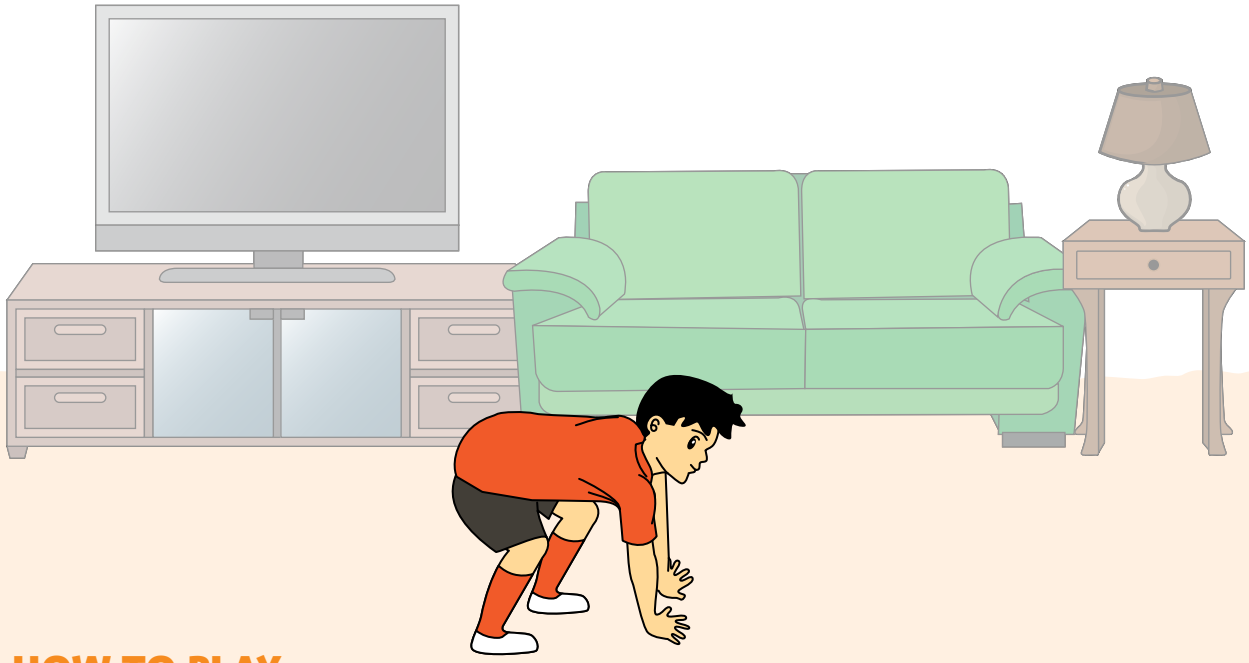
COMBINATIONS

- Walk slowly and heavily like a giant along a low balance beam to the end, and jump into a hoop
- Place hands on the ground and kick feet to the back and then jump forward like a frog
  (Refer to variations in locomotor and object control skills.)

Activity 7

Transferring Weight

STABILITY SKILLS



HOW TO PLAY

- Have your child role play as different animals.

Pussycat walk

- Go down on all fours, and crawl softly and smoothly like a cat
- Imitate cat behaviours by meowing, stretching and fur-licking
- Here comes a mouse! Your child must then try to catch an imaginary mouse

Puppy run

- Go down on all fours, with arms and legs slightly bent like a puppy
- Keep his head up and crawl quickly forward, backward and sideways to chase after other puppies
- Imitate puppy behaviours by rolling over, then flipping back onto all fours
- Imagine being an injured puppy. Your child must then limp like a lame puppy, crawling with one leg off the floor. Start slow, then pick up pace

Bear walk

- Go down on all fours, and walk around like a bear. Since bears are huge, your child must make exaggerated movements. Guide him to swing his hips, and move his arms and legs alternately but on the same sides
- Imitate bear behaviours by moving around, sniffing out honey to eat

References

Abels, K.W., & Bridges, J.M. (2010). *Teaching Movement Education: Foundations for active lifestyles.* Champaign, IL: Human Kinetics

Aussie Sport. (1994). *Sport It!* Australian Sports Commission

Clements, R.L., & Schneider, S.L. (2006). *Movement-based learning: Academic concepts and physical activity for ages three through eight.* Reston, VA: National Association for Sport and Physical Education

Department of Education. (1996). *Fundamental Motor Skills.* Melbourne, Victoria: Department of Education

Foster, D.R., Overholt, J.L.(1989). *Indoor Action Games for Elementary Children: Active games and academic activities for fun and fitness.* West Nyack, NY:Parker Publishing Company

Gallahue, D.L., & Ozum, J.C. (2002). *Understanding Motor Development: Infants, Children, Adolescents, Adults. (5th ed).* New York, NY: McGraw-Hill

Gallahue, D.L., & Donnelly, F.C. (2003). *Developmental Physical Education for All Children (4th ed.).* Champaign, IL: Human Kinetics

Graham, G., Holt/Hale, S., & Parker, M. (2004). *On the Move: Lesson plans to accompany children moving. (6th ed).* New York, NY: McGraw-Hill

Graham, G., Holt/Hale, S., & Parker, M. (2010). *Children Moving: A Reflective Approach to Teaching Physical Education (8th ed).* New York, NY: McGraw-Hill

Guthold, R., Cowan, M. J., Autenrieth, C.S., Kann, L., Riley, L.M. (2010). Physical Activity and Sedentary Behavior Among Schoolchildren: A34-Country Comparison. *The Journal of Pediatrics*, 157, (1), 43-49.

Haywood, K.M. & Getchell, N. (2009). *Life Span Motor Development (5th ed).* Champaign, IL: Human Kinetics

Jefferson-Buchanan, R. (2009). *Fundamental Fun: 132 activities to develop fundamental movement skills.* National Library of Australia

Joanne, M.L., & Maxwell, J.L. (1992). *Ready-to-use P.E. Activities: For grades K-2.* West Nyack, NY: Parker Publishing Company

Joanne, M.L., & Maxwell, J.L. (1992). *Ready-to-use P.E. Activities: For grades 3-4.* West Nyack, NY: Parker Publishing Company

Kotnour, M. (1990). *Physical Fitness Games & Activities Kit.* West Nyack, NY: Parker Publishing Company

McClenaghan, B.A. & Gallahue, D,L. (1978). *Fundamental Movement: A developmental and remedial approach.* Philadelphia: Saunders

Ministry of Education. (2008). *Kindergarten Curriculum Guide*. Singapore: Ministry of Education

Neil, E. (1964). *Games, Stunts, and Exercises: A physical education handbook for elementary school teachers.* Belmont, CA: Fearon Pitman Publishers

Pangrazi, R.P. (1998). *Dynamic Physical Educatio for Elementary School Children*. USA: Allyn and Bacon

Payne, V.G. & Isaacs, L.D. (2002). *Human Motor Development: A Lifespan Approach (5th ed)*. New York, NY: McGraw-Hill

Reilly, J.J., Jackson, D.M., Montgomery, C., Kelly, L.A., Slater C., Grant, S., Paton, J.Y. (2004). Total energy expenditure and physical activity in young Scottish children: mixed longitudinal study. *The Lancet*, 363, (9404), 211-212

Sanders, W.W. (1992). *Designing Preschool Movement Programs*. Champaign, IL: Human Kinetics

SPARC. (2007). *Developing Fundamental Movement Skills Manual*. Sport & Recreation New Zealand. Wellington: New Zealand

Tan, Amelia. (2010, March 10). School to develop 'soft skills'. *The Straits Times,* pp. A1

Watkinson, E.J. & Wall, A.E. (1982). The PREP Play Program. Canada: CAHPER.

Wessel, J.A. (1976). *I Can Training Manual*. ubbard: Chicago

Western Australian Minister for Education. (2004). *Fundamental Movement Skills Teacher Resource (Kit)*. Perth, Australia: STEPS Professional Development, Edith Cowan University

Notes