

Learn to Move: Fundamental Movement Skills and Strategies

ACKNOWLEDGMENTS

Ophea is a not-for-profit organization dedicated to supporting school communities through advocacy, quality programs and services, and partnership building. Ophea is led by the vision that all children will value, participate in, and make a lifelong commitment to active, healthy living.

Learn to Move: Fundamental Movement Skills and Strategies is managed by the Ophea Curriculum and School-Based Health Resource Centre and is funded by the Ministry of Children and Youth Services.

Ophea wishes to acknowledge the contributions of the following committees and individuals that participated in the development of *Learn to Move: Fundamental Movement Skills and Strategies* for their contributions:

The Ophea Curriculum Advisory Council
The Ontario Association for the Supervision of Physical and Health Education

Development Team

Stephanie Cook, Projects Coordinator
Heather Gardner, Curriculum Consultant
Stéphane Giroux, Bilingual Projects Coordinator
Ruth Kates, Communications Leader
Sylvie Prévost, Projects Leader
Aleeya Raza, Projects Leader
Tammy Shubat, Curriculum Division Manager

Pilot Test

Ophea wishes to acknowledge the participants from schools across Ontario that were involved in the development, expert review and testing of the resource.

Copyright 2012 Ophea. All rights reserved. Limited duplication for classroom use of *Learn to Move: Fundamental Movement Skills and Strategies* is acceptable, without permission, provided suitable credit is given.

ISBN: 978-1-926555-87-4

Ophea

1 Concorde Gate, Suite 608
Toronto, Ontario M3C 3N6
Phone: 416-426-7120
Toll Free: 1-888-446-7432
Fax: 416-426-7373
Email: info@ophea.org
Web: www.ophea.net

ABOUT THE RESOURCE

The development of fundamental movement skills in association with the application of movement concepts and principles provides the basic foundation for physical literacy. *Learn to Move: Fundamental Movement Skills and Strategies* consists of 19 cards divided into two series; a unique teaching tool designed to assist in teaching movement skills and strategies. The cards provide students with a description of a mature movement pattern for the fundamental movement skill or a mature understanding of a movement strategy. Movement skills must be explicitly taught; they are not acquired simply through activities and through the content displayed in *Learn to Move: Fundamental Movement Skills and Strategies*. Teachers can support fundamental movement skill and strategy development by supplementing the resource with quality learning experiences (see How to Use).

Because the development of movement skills is age-related but not age-dependent and because students' skill levels depend on a variety of factors, including their experiences outside of school, the opportunities they have for practice, their rate of growth and maturation, and their abilities and interests, *Learn to Move: Fundamental Movement Skills and Strategies* is not age or grade specific. Teachers should provide students with choice and flexibility within activities and ensure that learning experiences are designed to reflect individual students' developmental levels and adapted to suit learners of all abilities.

Learning fundamental movement skills and game strategies and tactics helps students increase their comfort, confidence, competence, and proficiency with movement, thereby increasing their rates of overall physical activity and improving their health. Students will be learning to apply movement concepts – body awareness, spatial awareness, effort awareness and relationship – as they are developing movement skills. The self-check questions can help students explore the movement concepts and the different ways the body can move with each of the movement skills. When fun and enjoyment are part of skill development and physical activity, students are more likely to develop positive attitudes towards lifelong healthy, active living.

CARD COMPONENTS

Series – Learn to Move: Fundamental Movement Skills and Strategies consists of two series of cards. The first series is skill-based, while the second series contains game tactics. The two series follow a progression of skills and game strategies and tactics from basic to intermediate and finally to advanced levels of movement competence, active living and tactical awareness. To clarify which card component is assigned to which card series, the symbol (sk) has been used for Movement Skills and (st) has been used to represent the Movement Strategies series.

Definition – A definition of the skill or game tactic (sk + st)

Description of Illustration – A description of the skill's phases of movement, which corresponds to the accompanying illustration (sk)

3 Levels of Strategies – Sample strategies and tactics at three progressively challenging levels – simple, moderately complex, complex (st)

Living Skills Connections – Prompts to encourage reflection about tactics and support the development of living skills (personal and interpersonal skills, critical and creative thinking) (st)

I can also... – Activities to which the skill is transferable (sk)

These strategies transfer to... – Activities to which the game tactic is transferable (st)

Self-check questions – Reflective questions for students to use to build self-awareness and self-assess their skill execution (sk)

Tactical Awareness – Reflective questions for students to use to build personal skills as they self-assess their game-based tactical awareness (st)

HOW TO USE

When students are learning or developing a skill, they need opportunities for practice and feedback. Students learn most effectively when they have opportunities to problem solve, think critically and play an active role in their learning. It is important that teachers facilitate the learning of movement skills and tactics through a progression of age-appropriate skills-based activities. The *Learn to Move: Fundamental Movement Skills and Strategies* cards are ideal in supporting students in understanding the movement skill and tactic as well as providing them with opportunities for reference for peer feedback and self-assessments.

Learn to Move: Fundamental Movement Skills and Strategies is an excellent tool for helping students develop living skills. The self check questions provide a vehicle for helping students develop personal skills through questions that build their self-awareness and self-monitoring skills. Through explicit reflection, students learn to adapt and manage challenges and change. By working with peers to share feedback on skill and strategy development, students will have opportunities to build interpersonal skills – communication and relationship skills. Students can develop their critical and creative thinking skills through critical reflection and goal-setting to improve their skills and their application in game and physical activity situations.

Learn to Move: Fundamental Movement Skills and Strategies should be referenced in a way that shows how the movement skills and tactics will be used within and across a variety of physical activities, so that students can apply and transfer their skills to a range of activities. Consider using the cards in some of the following ways:

- Display on the wall for student reference
- Use with peers as a reference for peer feedback and assessment
- Have students self-assess using criteria from the cards
- Have students create their own versions of the cards for other fundamental movement skills. Consider having students use cameras or video to record the phases of movement.
- Upload them to an interactive whiteboard and co-construct success criteria
- Have students respond to the Self-Check Questions and Living Skill Connections in an Exit Card.

How else can you use them? Consider sharing your ideas on our Facebook page!

TEACHING CONSIDERATION

When integrating the *Learn to Move: Fundamental Movement Skills and Strategies* cards into your class, keep the following considerations in mind:

- Prior to the activity, inspect the area for safe traction and potential hazards
- Students should participate in an appropriate warm-up and cool-down
- Remind students to be cautious of others when moving
- Ensure students are performing movements in a safe manner
- Check equipment to ensure it is in safe working order
- Refer to the Ontario Physical Education Safety Guidelines for additional safety requirements