



WINNIPEG SCHOOL DIVISION

Fundamental Movement Skills Assessment

(Kindergarten - Grade 5)



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| | | |
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Introduction

Fundamental movement skills are the basic building blocks of physical literacy. Individuals who develop their fundamental movement skills move with competence and confidence, and are able to enjoy a wide range of physical activities. Therefore, the development of fundamental movement skills can help to pave the way to an active healthy lifestyle.

The intent of the Fundamental Movement Skills Assessment is to determine the developmental level of each student's skills. Students who have not yet demonstrated mature movement patterns will be provided with strategic opportunities to move their learning forward.

Fundamental Movement Skills Assessments are conducted at the following grade levels:

- K – 3 Running, Jumping, Hopping, Galloping, Skipping, and Static Balance
- 2 – 5 Rolling, Ball Bouncing, Catching, Underhand Throwing, Overhand Throwing,
 Striking, and Kicking
- 4 & 5 Dynamic Balance

Gathering Assessment Data

Introduction

The purpose of the Fundamental Movement Skills Assessment is to help teachers gather data on the developmental level of a student's fundamental movement skills and use that information to plan for instruction. Through purposeful repetition and application students will develop competence and confidence in their movement. Students with mature movement skills are able to participate in a variety of physical activities in multiple environments and are empowered to lead an active healthy lifestyle.

Expectations & Process

- The teacher who teaches physical education to the class is responsible for the assessment of the students.
- The teacher completes the checklist provided for each skill, and retains a copy for their records.
- The evidence of learning gathered will be used when identifying students' movement strengths and challenges, and planning next steps.
- The teacher completes the data collection sheet summarizing the students' ratings.
- Once the data collection sheet has been completed the assessing teacher retains a copy and forwards the original to the school's assessment contact.
- The assessment data will be gathered and reported to the division twice per year (pre/post).
- **Research & Planning will send the data collection sheets to the school's assessment contact the last week in September (pre) and the last week in April (post).**
- The fall assessment data is gathered as soon as possible in the fall term. It is completed and forwarded to the school's assessment contact by October 31 (K-5).
- The spring assessment data is gathered and forwarded to the school's assessment contact by May 31 (K-5).
- The data collection sheets will be forwarded to Research and Planning by the assessment contact teacher.

Reporting

Throughout the year, teachers are expected to use the criteria on the checklists to gather data on fundamental movement skills and document evidence of learning as it occurs. The information gathered will be used for reporting and will be shared with the student and their parents/guardians. Teachers are expected to use this information to plan for instruction and develop programs that meet the needs of their students.

Rating of Student Performance

Each Fundamental Movement Skills section includes an assessment task for each grade, and skills checklist identifying performance criteria.

Step 1: Skills Checklist

- As the student performs the assessment task the teacher checks off the skill criteria observed.
- A student is assigned an M (Mature) if all performance criteria is observed.
- A student is assigned D (Developing) if any criteria is not yet observed.

For example, while running a student may demonstrate flight, with a high knee lift, and arms in opposition to legs. However, they may not yet demonstrate arms bent at 90 degrees. This student would receive a D (Developing) rating and would be provided with instruction strategies and opportunities for their next steps.

Step 2: Data Collection Sheet

- The assessing teacher transfers the ratings (M or D) from each skill checklist to the data collection sheet.
- To receive an M (Mature) in a skill category (transport, manipulative, balance) the student must demonstrate a Mature rating in all of the skills assessed.
- If the student does not demonstrate Mature in all skills the student receives a skill category rating of D (Developing).

Overall Rating:

- To receive an M (Mature) in the overall rating column the student must demonstrate a Mature rating in all of the skills assessed.
- If the student does not demonstrate Mature in all skills the student receives an overall rating of D (Developing).
- Please note - if a student receives an overall rating of Mature in the fall assessment, their name will not appear on the data collection sheet sent for the spring assessment.

The data collection sheet is forwarded to the school's assessment contact. A sample is provided for your reference in the appendix.

Organizational Suggestions

Depending on the task, venue, and number of students being assessed a variety of organizational strategies may be implemented to facilitate the collection of data about fundamental movement skills.

Whole Group Activity

- Some skills can be assessed while the whole class is participating in one large activity. For example, students can demonstrate running or skipping while performing laps or playing a game. Teachers should focus on only a few students at a time if using this method.

Partners

- Some skills can be assessed while the students perform the task in partners. For example, throwing and catching may be performed in partners. It is recommended to have the balls travel in the same direction if using this strategy.

Shuttle Formation

- Students are grouped in small numbers (four to six) with one half of the group on one side of the space standing one behind the other. The other one half of the group is on the other side of the space, one behind the other, and facing the rest of their group. Students individually move to the other side of the space while performing a task, and join the end of the line. Students may perform transport skills, such as galloping, and the teacher may focus on one group at a time.

Activity Stations

- The space is divided into areas or grids with a different activity station in each area. In small groups the students rotate through each station. The teacher remains at one station and assesses the students on the task. Teachers must position themselves to see the entire space. The selected activities, other than where the teacher is assessing, must be of a nature that students can safely participate with minimal supervision.



RUNNING

1. Indicators of Mature Running

Action

- Runs with flight, extending support leg
- Lead knee raised high
- Arms in opposition to legs in forward—backwards motion
- Arms bent at 90°






2. Assessment Tasks

K Run in a straight path (20 m with speed).

Grades

- 1** Run in a straight path (20 m with speed).
- 2** Run laps around pylons with speed.
- 3** Run laps around pylons with speed.

3. Challenges and Next Steps for Running

| Challenges | Next Steps |
|---|--|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> • drag their feet. |  exaggerate the knee lift. Teacher's cue: "high knees." |
| <ul style="list-style-type: none"> • land with heavy, flat footed steps. |  push-off from the balls of their feet and run lightly. |
| <ul style="list-style-type: none"> • lean too far forward. |  swing arms while walking on their toes and keep their body as tall as possible. |
| <ul style="list-style-type: none"> • not move arms in opposition. |  start walking, focusing on moving arms in opposition to legs. Progress to jogging and then running. |
| <ul style="list-style-type: none"> • swing arms from side to side. |  stand stationary, and move arms at 90 degrees without crossing centre line. Their hands should lightly touch their hips. Teacher's cue: "top of hands should move from eyes to hips." |

4. Instructional Strategies for Running

- **Partner Run**

Controlled drill emphasizing technique

- (a) run and switch spots
- (b) run and return to original position

- **Swedish Run**

Equipment: Four benches

Benches are placed in a square formation. Students sit beside a partner on the bench. Each partner runs around the perimeter of the square one time and then back to their partner who is tagged off to do his/her lap. Continue for a set period of time.

Variations: While students are waiting they can perform an exercise (e.g. jumping jacks, curl-ups, push-ups, etc.).

- **Running Card Game**

Equipment: Three to four decks of playing cards, cut down the middle (not lengthwise)
A running area marked with cones
Music to play during the game

A class may be split into teams of three or four students. Each team is assigned a bench (or wall space) along the periphery of the gym. Students may decide the order in which they will run. Only one student from each team runs at a time.

A bucket, box etc. with all the cards is placed in the middle of the gym. The teacher keeps one half card out of the bucket.

When the music begins or on your cue, the first runner from each team begins running (all in the same direction) and completes two laps . . . fast! Upon completion of their runs, students tag the next person in their group to run, and then go get one card from the box in the middle of the gym. The runner returns the card to their group. Once all the cards have been collected, stop the activity and see which group has the same half-card as the one you had removed earlier. The team with the matching card wins the game!

Variations: You could also see which team collected the most cards, most cards of the same suit, etc.

- **Bean Bag Run**

Equipment: Multiple beanbags

Separate your class into two teams. Each team stands at opposite end lines. Bean bags are scattered in the centre of the circle. On a signal, both teams run out and each member picks up only one beanbag and takes the beanbags behind the opponent's line and drops the beanbag. Once all of the beanbags that were in the centre of the gym have been picked up, the players continue to empty their own area and run with the bean bags to the opposite side. After a short time, a signal is given to stop and each team counts their number of beanbags. The team with the fewest bean bags wins the round.

- **Fruit Salad**

Equipment: Four hula hoops
Class set of four different coloured pinnies

Place one hula hoop in each corner of the gym. Divide the class into four groups with each group wearing a different coloured pinnie. Each team decides what fruit they will represent (could also do food groups). Each group starts in their hula hoop in the gym. Choose one group to be the taggers first. They will try to tag all the other fruits in a specific time period (e.g. one minute). Players who get tagged must sit down and call for a non-tagged member of their fruit group to come and tag them. This rescues them and they are now back playing the game. If all members of a group have been tagged, they are stuck until a new group is called. Continue with each group as taggers.



1. Indicators of Mature Jumping

Ready Position

- Legs bent, arms swing back, feet apart

Action

- Thrusts arms forward and upward
- Forceful extension of hips, knees, ankles

Landing

- Balanced landing with feet apart and legs bent








2. Assessment Tasks

K Jump in personal space three times on teacher's command.

Grades

- 1 Jump in forward direction three times on teacher's command.
- 2 Jump in forward direction five times on teacher's command.
- 3 Jump consecutively in forward direction three to five times, pausing between each jump.

3. Challenges and Next Steps for Jumping

| Challenges | Next Steps |
|--|--|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> • not bend their knees for each jump. | <p style="text-align: center;"></p> <p>pause... listen to teacher's cue: "ready... jump."</p> |
| <ul style="list-style-type: none"> • have limited or no use of their arms. | <p style="text-align: center;"></p> <p>rock forward in a heel-to-toe motion while coordinating their arm swing.</p> |
| <ul style="list-style-type: none"> • swing their arms in the wrong direction (backwards). | <p style="text-align: center;"></p> <p>begin jump with arms already back ... progress to a rhythmic swing and jump.</p> |
| <ul style="list-style-type: none"> • not demonstrate forceful extensions. | <p style="text-align: center;"></p> <p>jump over a line or rope to increase distance between take off and landing.</p> |
| <ul style="list-style-type: none"> • have difficulty landing with two feet. | <p style="text-align: center;"></p> <p>practice jumping and landing in place.</p> |
| | <p style="text-align: center;"></p> <p>practice a "jump stop," focus landing on both feet at the same time bending legs to absorb impact.</p> |
| | |
| <ul style="list-style-type: none"> • land with flat feet. | <p style="text-align: center;"></p> <p>land quietly, without making any noise.</p> |

4. Instructional Strategies for Jumping

- **Mirror Image**

Have students replicate the correct technique of a partner's jump.

- **Standing Long Jump**

Equipment: Multiple poly spots

Students practice jumping and landing on poly spots set at different distances from the starting point.

- **Jump From Height**

Students start on a raised platform, (e.g. mat, bench, bleacher, box), jump and land on two feet.

- **On Your Mark**

Equipment: Poly spots, pylons, hula hoops

Students jog randomly around the gym. When they reach a floor marker (e.g. poly spot) they perform a horizontal jump.

- **Climb the Mountain**

Equipment: Long jump rope for every three to four students

One student holds the rope at the floor and the other student holds the rope at their waist. The rope is taut between them. Each jumper, in turn, jumps the rope starting at the low end and continues to jump diagonally higher and higher up the rope. When the jumper touches the rope, he/she switches places with one of the holders.

- **Jump the Shot**

Equipment: Tie a beanbag or a deck ring/ringette ring to the end of a skipping rope

Students in small groups make a circle around the person holding the rope. The person with the rope swings the rope and the students have to jump over the beanbag. If a student misses the jump, he/she becomes the next turner.



HOPPING

1. Indicators of Mature Hopping

Ready Position

- Body upright, arms and free leg bent at 60° - 90°

Action

- Uses arms for lift in rhythmical motion
- Free leg swings forward and upward to produce thrust

Landing

- On ball of foot with leg flexion





















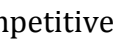
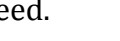


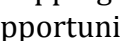


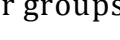
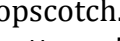
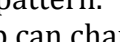




2. Assessment Tasks

K Hop in personal space using preferred foot.

Grades

- 1 Hop consecutively in forward direction using preferred foot (five metres).
- 2 Hop consecutively in forward direction using preferred foot (seven metres).
- 3 Hop consecutively in forward direction. Repeat with other foot (five to seven metres).

3. Challenges and Next Steps for Hopping

| Challenges | Next Steps |
|--|---|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> • demonstrate little or no arm action. |  |
| <ul style="list-style-type: none"> • not use their arms to generate force. |  |
| <ul style="list-style-type: none"> • take small strides with little leg thrust. |  |
| <ul style="list-style-type: none"> • attempt to hop too quickly. |  |
| <ul style="list-style-type: none"> • land flat-footed. |  |
| <ul style="list-style-type: none"> • lose balance. |  |
| <ul style="list-style-type: none"> • demonstrate little or no arm action. |  |
| <ul style="list-style-type: none"> • not use their arms to generate force. |  |
| <ul style="list-style-type: none"> • take small strides with little leg thrust. |  |
| <ul style="list-style-type: none"> • attempt to hop too quickly. |  |
| <ul style="list-style-type: none"> • land flat-footed. |  |
| <ul style="list-style-type: none"> • lose balance. |  |
| <ul style="list-style-type: none"> • demonstrate little or no arm action. |  |
| <ul style="list-style-type: none"> • not use their arms to generate force. |  |
| <ul style="list-style-type: none"> • take small strides with little leg thrust. |  |
| <ul style="list-style-type: none"> • attempt to hop too quickly. |  |
| <ul style="list-style-type: none"> • land flat-footed. |  |
| <ul style="list-style-type: none"> • lose balance. |  |
| <ul style="list-style-type: none"> • demonstrate little or no arm action. |  |
| <ul style="list-style-type: none"> • not use their arms to generate force. |  |
| <ul style="list-style-type: none"> • take small strides with little leg thrust. |  |
| <ul style="list-style-type: none"> • attempt to hop too quickly. |  |
| <ul style="list-style-type: none"> • land flat-footed. |  |
| <ul style="list-style-type: none"> • lose balance. |  |
| <ul style="list-style-type: none"> • demonstrate little or no arm action. |  |
| <ul style="list-style-type: none"> • not use their arms to generate force. |  |
| <ul style="list-style-type: none"> • take small strides with little leg thrust. |  |
| <ul style="list-style-type: none"> • attempt to hop too quickly. |  |
| <ul style="list-style-type: none"> • land flat-footed. |  |
| <ul style="list-style-type: none"> • lose balance. |  |
| <ul style="list-style-type: none"> • demonstrate little or no arm action. |  |
| <ul style="list-style-type: none"> • not use their arms to generate force. |  |
| <ul style="list-style-type: none"> • take small strides with little leg thrust. |  |
| <ul style="list-style-type: none"> • attempt to hop too quickly. |  |

4. Instructional Strategies for Hopping

** When developing hopping, avoid any competitive element (e.g. relays) as the technique may decline with increased speed.

- **Musical Hop**

Many early childhood songs incorporate hopping.

When hopping to music allow frequent opportunities to alternate hopping legs.

- **Hula Hoop Hopscotch**

Equipment: Eight to ten hula hoops for groups of four to five students

Students are introduced to the game of hopscotch. Only one foot is allowed per hoop. Each group creates their own hopscotch pattern. The teacher can move the groups to try other hopscotch patterns or the group can change their own once everyone has had a turn.



1. Indicators of Mature Galloping

Ready Position

- Hips and shoulders turned in the direction of movement

Action

- Uses arms for lift in rhythmical motion
- Achieves flight

Leg Position

- Trail leg directly behind lead leg






2. Assessment Tasks

K Gallop in a straight path using preferred leg (10 - 15 metres).

Grades

- 1 Gallop in a straight path using preferred leg (20 metres).
- 2 Gallop in a straight path. Repeat with the other leg leading (20 metres).
- 3 Gallop in a forward direction switching lead legs without stopping on teacher's command (20 metres).

3. Challenges and Next Steps for Galloping

| Challenges | Next Steps |
|---|---|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> demonstrate limited or no use of arms for lift.  | stand still, demonstrate rhythmical arm action... gradually start galloping demonstrating correct arm action. |
| <ul style="list-style-type: none"> face sideways with a slide step.  | face and hold teacher's hands while galloping. The student moves forward while the teacher moves backward. |
| <ul style="list-style-type: none"> demonstrate limited or no knee flexion.  | bend knees slightly and move on the balls of their feet. Lean upper body slightly forward. |
| <ul style="list-style-type: none"> not maintain a consistent trail leg.  | slow down to a walking motion with a consistent lead leg. |
| <ul style="list-style-type: none"> drag their trail leg.  | shorten their gallop and achieve "flight." |

4. Instructional Strategies for Galloping

- Pick a line**

Demonstrate correct technique with shoulders facing forward, not turned sideways. Students gallop on a floor line consistently keeping trail leg behind lead leg.

- Fox and Rabbit**

Ask the students to place one foot in front of the other. The front foot will be the rabbit. The back foot will be the fox. The fox wants to eat the rabbit, but the rabbit always gets away. Students pretend that the back of their heel is the rabbit's tail and it always jumps away in time. Have the students switch feet and change their rabbit and fox.

- Parachute Gallop**

Equipment: Multi-coloured parachute

Students sit in front of a colour on the parachute. The teacher calls a colour, and those students gallop around the outside of the parachute to another spot of the same colour.



SKIPPING

1. Indicators of Mature Skipping

Action

- Displays a rhythmical step hop pattern
- Uses both sides of body alternately
- Swings arms in opposition to legs
- Achieves flight motion with high knee lift






2. Assessment Tasks

K Skip in a straight path (10 - 15 metres).

Grades

- 1** Skip in a straight path (20 metres).
- 2** Skip in a straight path to a pylon and back (15 metres times two).
- 3** Skip in a straight path to a pylon and back (20 metres times two).

3. Challenges and Next Steps for Skipping

| Challenges | Next Steps |
|---|---|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> not demonstrate step-hop pattern. |  demonstrate a step-hop pattern on poly spots placed on the floor. |
| <ul style="list-style-type: none"> be unable to travel in a straight path. |  follow a pattern or line on the floor. |
| <ul style="list-style-type: none"> not use both sides of their body. |  practice hopping on each foot. Progress to teacher's cue: "Step, Hop." |
| <ul style="list-style-type: none"> have difficulty coordinating arm movements in opposition to legs. |  on the spot practice high knees and opposition arms. |
| <ul style="list-style-type: none"> not achieve flight. |  on the spot practice high knee lift and jumping up. Progress to moving forward with high knee lift. |

4. Instructional Strategies for Skipping

** Skipping technique can be developed in warm-up activities or in many modified movement games (e.g. olly, olly, octopus, etc.).

- **5-4-3-2-1**

Start by calling out the number "5". The students hop five times on one foot and five times on the other foot and keep repeating. Then call out "4", "3", "2", and finally you get to "1". After they have worked on "1", you ask the class what skill did they just do, they realize that they were skipping.

- **Shoemaker's Dance**

Equipment: Shoemaker's dance music

Students stand in a circle facing inward. Students "wind the thread" by rolling their arms forward four times and then backwards four times. Students "pull the thread" by pulling their elbows back three times and then "hammer the nails" by hammering their fists three times. Repeat. Partners then turn counter clockwise and skip around the circle.



ROLLING

1. Indicators of Mature Rolling

Ready Position

- Eyes on target, standing square to target

Action

- Rolling arm extends straight back
- Opposite leg steps forward, legs bend as arm follows forward
- The ball is released along the floor in front of lead foot

Follow Through

- Arm extends toward target

2. Assessment Tasks

Grades

- 2 Roll a ball with preferred hand to a target/partner (hand sized ball, six metres).
- 3 Roll a ball with preferred hand to a target (three inch ball, to a large cone, six metres).
- 4 Roll a ball with preferred hand to a target (three inch ball, to a “pin”, six metres).
- 5 Demonstrate the above indicators in a game situation using a three step approach (e.g. bowling, soccer baseball, clean the yard).

3. Challenges and Next Steps for Rolling

| Challenges | | Next Steps |
|---|---|---|
| While developing this skill students may . . . | | Ask the students to . . . |
| • hold the ball with two hands. | ➔ | select a ball that they can easily hold in one hand. |
| • not extend rolling arm back. | ➔ | start with arm back, feet together. |
| • not step forward with the non-rolling leg. | ➔ | practice stepping forward with the non-rolling leg. |
| | ➔ | tap non-rolling leg prior to stepping. |
| • not bend their legs as they step forward. | ➔ | use a bean bag instead of a ball. Students will need to bend lower to release closer to the floor. |
| • release the ball too high causing it to bounce. | ➔ | start rolling the ball closer to a wall, then gradually increase the distance. Bend knee to get closer to ground level. |
| • release the ball too early. | ➔ | release the ball slightly in front of lead foot, and follow through. |

4. Instructional Strategies for Rolling

- **One Step Roll**

Demonstrate correct technique beginning with one step with the non-rolling leg. Progress to a two or three step roll.

- **Partner Activities**

1. Partners face each other and place a bowling pin between them. Each person tries to knock over the bowling pin.
2. One partner has the ball and the other partner stands in a stork stand position. The person rolling tries to hit the balancing partner's foot.
3. One partner has the ball and the other partner stands with his/her legs straddled. The person with the ball tries to roll the ball between their partner's legs.

- **Modified Bocce**

Each student has a bocce ball and rolls it toward one or several target balls. Students retrieve their ball on teacher's command after all students have rolled their ball.

- **Knock Down the Pins**

Equipment: 10 - 12 bowling pins for each team, 20 or more balls

Each team sets up their bowling pins on the end line of the gym. Students are not allowed to cross over the centre line. Each team tries to roll the balls across to the other side and knock over their pins. Once a pin has been knocked down, it can't be set back up. Continue playing until all the pins have been knocked down.

Variations: Play with certain players as guards.

- **Protect the Pin**

Equipment: Six inch foam balls, pin in the centre of circle

Students stand in a circle with one student in the centre guarding the pin. Students forming the circle take turns rolling the ball to knock down the pin.

Variations: Play with additional pins and/or additional balls.

- **Clean the Yard**

Equipment: 20 or more six inch foam balls

Students are divided into two teams. Each team is on half of the gym. While music is playing students must clean their "yard" of balls by rolling them into the other team's "yard". When the music stops the students stop rolling and sit. The team with the most balls in their "yard" loses a player to the opposing team and the game continues.



BALL BOUNCING

1. Indicators of Mature Ball Bouncing

Ready Position

- Staggered stance, back straight, legs bent, eyes forward

Action

- Initiates ball contact with finger pads
- Bends and straightens wrist and elbow to push the ball
- Ball bounces in front and to the side of body at waist level
- Performs a rhythmical series of controlled bounces

2. Assessment Tasks

Grades

- 2 Bounce a ball with preferred hand in personal space (basketball size four to six ball, five times).
- 3 Bounce a ball with one hand while moving to and from a pylon (basketball size four to six ball, 20 metres).
- 4 Bounce a ball with one hand while weaving in and out of pylons (basketball size four to six ball, pylons three metres apart, e.g. dribble relays, obstacle course).
- 5 Demonstrate the above indicators with both hands in a game situation (e.g. basketball lead-up game, dribble tag, knock-out).

3. Challenges and Next Steps for Ball Bouncing

| Challenges | | Next Steps |
|---|---|--|
| While developing this skill students may ... | | Ask the students to ... |
| • bend too far forward over the ball. | ➔ | straighten back, and bend knees as if “sitting in a chair.” |
| • look down at the ball. | ➔ | focus on a visual target. Teacher’s cue: “count my fingers”, “eyes up.” |
| • not yet be contacting the ball with finger pads. | ➔ | place the ball on the floor and demonstrate proper hand position. |
| | ➔ | practice pushing the ball from hand to hand in front of their chest using finger pads. |
| • slap at the ball with a stiff hand. | ➔ | loosen their wrist by “waving good-bye to the ball.” |
| • gradually lose the “bounce” as the ball gets lower. | ➔ | use more wrist and elbow to push with more force on the ball. |
| • bounce the ball too high. | ➔ | limit dribble height to waist level. |
| • lose control while moving. | ➔ | move at a pace which allows for a controlled dribble. |

4. Instructional Strategies for Ball Bouncing

- **Dribble Progressions**

1. Bounce → catch; bounce → catch ...
2. Stationary dribble → move to music (shuffle, walk, jog)
3. Obstacle course
4. Relays

- **Dribble Tag**

Students dribble and maintain control of their ball while trying to tag other students.

- **Knockout**

Students dribble in a predetermined area trying to maintain control of their ball and knock other student’s ball out of the area. Students whose balls are knocked out become part of the boundary. The playing area can be made smaller as students are knocked out.



CATCHING

1. Indicators of Mature Catching

Ready Position

- Eyes on target, staggered stance, body aligned with incoming object, arms ready in front of body

Action





- Hands move to meet object
- Catches object with hands
- Relaxes arms and absorbs the force of the object

2. Assessment Tasks

Grades

- 2 Catch a ball (hand sized ball, five metres).
- 3 Catch a ball (hand sized ball, five metres).
- 4 Catch a ball tossed to the left, and right of the receiver (hand sized ball, eight metres).
- 5 Demonstrate the above indicators in a game situation (e.g. crystal ball, catching relays, ultimate, matball, handball).

3. Challenges and Next Steps for Catching

| Challenges | Next Steps |
|--|--|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> • close their eyes and turn their head as the ball approaches.  • not move their hands to meet the ball.  • trap the ball with their chest.  • not absorb the catch.  | <ul style="list-style-type: none"> use a larger and lighter ball. Catch a bounced or self tossed ball. prepare by using teacher's cue: "hands ready." use a larger/lighter ball, and reach for the ball with their hands. use a softer ball or allow a bounce. relax arms after contact with hands. |

4. Instructional Strategies for Catching

** Throwing must be accurate for developing students to practice catching.

** Provide a variety of ball choices (sizes, weight, colour, texture).

- **Individual Catch**

1. Toss the ball to the wall → bounce → catch
2. Toss the ball to the wall → catch

- **Partner Catch**

Students catch five or six consecutive throws from a partner. After each catch place the ball in a hoop/crate/bucket, and immediately get ready for the next throw.

- **Crystal Ball**

Equipment: Six inch foam ball per pair of students.

In pairs, students stand facing each other on floor lines not far apart. Using correct throwing mechanics, the partners each throw and catch the ball once, so that the ball ends up back with the partner who first had the ball. If both partners, successfully caught their partner's throws, then one partner moves back to the next line and the process is repeated. However, if the ball was dropped, then one partner moves one line closer to his/her partner. As students make successful throws and catches, they get farther from their partners.

- **Group Juggling**

Equipment: Two to four six inch foam balls per group

In a small circle, five or six players use an underhand throw to pass the ball within the circle. Each player passes the ball to a different person and must always pass the ball only to that person. Players are not allowed to pass the ball to the person immediately next to them. Once the players are familiar with the pattern and can comfortably move one ball through the sequence, a second ball can be introduced (as proficiency improves, add a third and fourth ball).

- **Benchball**

Dodgeball game. When students are hit they go stand on a mat or bench on the opposite team's side. In order to back into the game they must catch a ball thrown from a teammate.



UNDERHAND THROWING

1. Indicators of Mature Underhand Throwing

Ready Position

- Eyes on target, standing square to target

Action

- Throwing arm extends straight back
- Opposite leg steps forward, legs bend as arm follows forward
- The ball is released in front of body at waist height

Follow Through

- Arm extends toward target

2. Assessment Tasks

Grades

- 2 Throw a ball to a partner (hand sized ball, five metres).
- 3 Throw a ball to a target (hand sized ball, six metres).
- 4 Throw a ball to a target (three inch ball, at chest height or a line on a wall, six metres).
- 5 Demonstrate the above indicators in a game situation (e.g. benchball, clean the yard or target activities such as lawn darts or horse shoes).

3. Challenges and Next Steps for Underhand Throw

| Challenges | | Next Steps |
|--|---|--|
| While developing this skill students may . . . | | Ask the students to . . . |
| • only use their wrist to throw the ball. | ➔ | make a full arm swing with a complete follow through. |
| • not extend throwing arm back. | ➔ | start with arm back feet together. Practice without releasing, then releasing. |
| • not step forward. | ➔ | teacher's cue: "step and throw". |
| • step with the same leg. | ➔ | tap opposite leg prior to throw. Practice technique without a ball. |
| • release the ball too early or too late. | ➔ | throw for distance to develop mature movement, gradually working toward accuracy. |
| • not follow through. | ➔ | hold the ball while extending their arm forward so that they know their arm must continue after release. |

4. Instructional Strategies for Underhand Throwing

- **Bean Bag Curling**

Equipment: One to two bags per student

Marked circles on the gym floor (circles within circles, like a curling house)

The class is divided into two teams with each team having a different coloured bean bag. Each student should have one or two bean bags.

Students, in turn or as a group, underhand throw their bean bags towards the inner most circle. Assign point values for each circle, with the inner-most circle counting for the most points. After everyone has had a turn, tally up the points for each team.

Variation: To challenge students for accuracy, incorporate a rule which states that if your bean bag touches an opposing player's bean bag, your bean bag is taken out of play!

- **Crystal Ball**

Equipment: Six inch foam ball per pair of students

In pairs, students stand facing each other on floor lines not far apart. Using correct throwing mechanics, the partners each throw and catch the ball once, so that the ball ends up back with the partner who first had the ball. If both partners successfully caught their partner's throws, then one partner moves back to the next line and the process is repeated. However, if the ball was dropped, then one partner moves one line closer to his/her partner. As students make successful throws and catches, they get farther from their partners.

- **Group Juggling**

Equipment: Two to four six inch foam balls per group

In a small circle, five or six players use an underhand throw to pass the ball within the circle. Each player passes the ball to a different person and must always pass the ball only to that person. Players are not allowed to pass the ball to the person immediately next to them. Once the players are familiar with the pattern and can comfortably move one ball through the sequence, a second ball can be introduced (as proficiency improves, add a third and fourth ball).

- **Clean the Yard**

Equipment: 20 or more six inch foam balls

Students are divided into two teams. Each team is on half of the gym. While music is playing students must clean their "yard" of balls using an underhand throw to send balls into the other team's "yard". When the music stops the students stop throwing and sit. The team with the most balls in their "yard" loses a player to the opposing team and the game continues.



OVERHAND THROWING

1. Indicators of Mature Overhand Throwing

Ready Position

- Eyes focused on target, non-throwing shoulder facing target, weight on back leg, hold bent elbow back at shoulder height

Action

- Steps forward with leg opposite to throwing arm
- Rotates hips and shift weight from back to front leg
- Elbow leads throw as shoulder rotates

Follow Through








- Arm follows through down and across body

2. Assessment Tasks

Grades

- 2 Throw a ball to a partner or target (hand sized ball, five metres).
- 3 Throw a ball to a partner or a target on a wall (hand sized ball, five metres).
- 4 Throw a ball to a partner (hand sized ball, five metres).
- 5 Demonstrate the above indicators in a game situation (e.g. benchball, pin guard, dodgeball, handball, tchoukball).

3. Challenges and Next Steps for Overhand Throwing

| Challenges | Next Steps |
|---|--|
| While developing this skill students may ... | Ask the students to ... |
| <ul style="list-style-type: none"> not start sideways to the target. |  straddle a line so the shoulder opposite to the throwing arm faces the target. |
| <ul style="list-style-type: none"> step forward with same leg as the throwing arm. |  place a sticker on the leg that needs to step forward. |
| |  tap non-throwing leg prior to throw. |
| |  practice correct technique without a ball and progress. |
| <ul style="list-style-type: none"> not rotate hips and shift weight. |  point at the target with the non-throwing hand. Teacher's cue: "turn and throw." |
| <ul style="list-style-type: none"> not lead with elbow. |  make a "W" shape with arms and body. Rotate and release ball in front of body. |
| <ul style="list-style-type: none"> finish with little follow through. |  finish in the "scratch the knee." |

4. Instructional Strategies for Overhand Throwing

- Individual Throwing**

- Throw a ball at a target several metres away (wall, pylon, mat).
- Throw several consecutive balls, then retrieve them.

- Ducks in a Row**

Equipment: Multiple balls, and six to nine pins per team

Students are divided into two or three teams. Each team faces a bench with six to nine targets on it (e.g. bowling pins).

Using an overhand throw students try to be the first team to knock down all of their targets.

- Asteroids**

Equipment: Four gym mats, 15-20 foam balls

Students either start in the centre circle with a ball or behind one of the four mats. On the signal, the students behind the mats run in the same direction and attempt to make it safely to the next mat. Upon reaching the mat, they may pause for only three seconds before going to the next mat. The students in the centre circle must stay in the circle and attempt to hit the outside running players with the ball. The player throwing the ball may leave the area to retrieve a ball, but must return to the centre circle before throwing the ball again. When the running players are hit, they will switch places with the person that just hit them (i.e. the runner becomes the thrower and the thrower now runs).

- **Super Dodgeball**

Equipment: 10 - 15 foam balls

Students are divided into two teams, one team on each side of the gym. If a non-bounced throw hits a student below the shoulders they must sit down. The student can get back into the game when the player that hit them gets hit.



STRIKING

1. Indicators of Mature Striking

Ready Position

- Standing facing object, eyes focused on object being struck

Action

- Displays preparatory backswing
- Rotates hips and trunk
- Transfers weight from back to front foot

Follow Through









- Follows through along swinging path

2. Assessment Tasks

Grades

- 2 Strike a ball off a tee/pylon using preferred hand (eight inch ball).
- 3 Strike a ball off a tee/pylon using a short handled implement (six inch ball).
- 4 Strike a ball off a tee/pylon using a short handled implement (five inch ball).
- 5 Demonstrate the above indicators in a game situation (e.g. badminton, paddleball).

3. Challenges and Next Steps for Striking

| Challenges | Next Steps |
|---|--|
| While developing this skill students may ... | Ask the students to ... |
| <ul style="list-style-type: none"> • not focus on object being struck. |  first practice with a stationary object. |
| |  choose an object that is bright and easy to see. |
| |  choose a large ball and then progressively select smaller balls. |
| |  look at the object rather than where they want to hit it. Teacher's cue: "eyes on the ball." |
| <ul style="list-style-type: none"> • not demonstrate a backswing. |  start from the backswing. |
| <ul style="list-style-type: none"> • not transfer their weight. |  start with their weight on their back leg. Rotate hips as weight transfers to the front leg. |
| <ul style="list-style-type: none"> • use a chopping motion. |  start the striking motion with arms in a lower position. |
| <ul style="list-style-type: none"> • strike the object with force. |  use a full backswing and follow through. Contact the object with arm fully extended. |

4. Instructional Strategies for Striking

- **Individual Striking**

Students practice striking off a batting tee before progressing to a moving ball.

An oversized implement allows students to make more frequent successful contacts. Gradually progress to smaller implements as students gain confidence and competence.

- **Jackpot**

One student is designated as the caller. This student stands in front of a group that is in a scattered formation throughout the space.

The caller calls out a point value e.g. 100, then strikes a ball in the air toward the scattered students. If the ball is caught, that student gets that point value. The goal is to accumulate enough points to become the caller, typically 500. The caller can also call out "jackpot" and if the ball is caught on that strike, then that student immediately becomes the caller.

- **Five Ball Baseball**

Equipment: Five foam balls (four of the same colour) batting tee, bat
Four bases (hoops, poly spots)
One container (equipment cart, box, etc.)

There is a batting team and a fielding team. The fielding team is spread out in the gym, and must stand a safe distance away from the batter.

Each student on the batting team must have a turn to bat before switching to become the fielding team. Students on the fielding team are not allowed to move while the first four similarly coloured balls are struck. When the batter hits the fifth ball, the batter runs all the bases while the fielding team collects all the balls, and places them into the yard cart near the batting tee. If the batter makes it home before all the balls are collected, then the batter scores a run. The batter is out however, if all the balls are collected before the batter arrives at home base.

Variation: Count as additional home runs any balls that hit the far gym wall through the air!



KICKING

1. Indicators of Mature Kicking

Ready Position

- Eyes forward on target, step beside ball with non-kicking foot

Action

- Bends body at waist, initiating kick from hip
- Knee over ball to make contact with the shoelaces
- Swings arm in opposition to kicking leg

Follow Through






- Kicking leg continues through pointing to the target

2. Assessment Tasks

Grades

- 2 Kick a stationary ball towards a wall (eight inch ball, five metres).
- 3 Kick a stationary ball towards a wall (soccer ball, six metres).
- 4 Kick an approaching rolling ball towards a wall (soccer ball, six metres).
- 5 Demonstrate the above indicators in a game situation (e.g. soccer lead-up game, soccer baseball, soccer).

3. Challenges and Next Steps for Kicking

| Challenges | Next Steps |
|---|---|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> • plant support leg too far in front of or behind the ball. |  step and kick at a stationary ball, focussing on correct placement of the plant leg. |
| <ul style="list-style-type: none"> • contact the ball too high. |  kick the tape. Teacher places a piece of tape below the center line of the ball. |
| <ul style="list-style-type: none"> • not contact the ball with instep (shoelaces). |  make contact with “shoelaces”, toes pointing down. |
| <ul style="list-style-type: none"> • not demonstrate arms and legs in opposition. |  stand behind and slightly to the side of the ball, step forward with the non-kicking foot, while moving the opposite arm forward. |
| <ul style="list-style-type: none"> • kick the ball with little distance. |  swing the kicking leg back and then fully forward from the hip, and end with a follow through. |

4. Instructional Strategies for Kicking

- **Kicking Stations**

1. Students kick a ball to a wall from various distances.
2. Students kick a ball at a target from various distances.
3. Students kick a ball to a partner from various distances.

- **Soccer Baseball**

Students play baseball rules, but instead of striking a ball with an implement they kick a stationary ball or a rolled ball from a pitcher.

- **Clean the Yard**

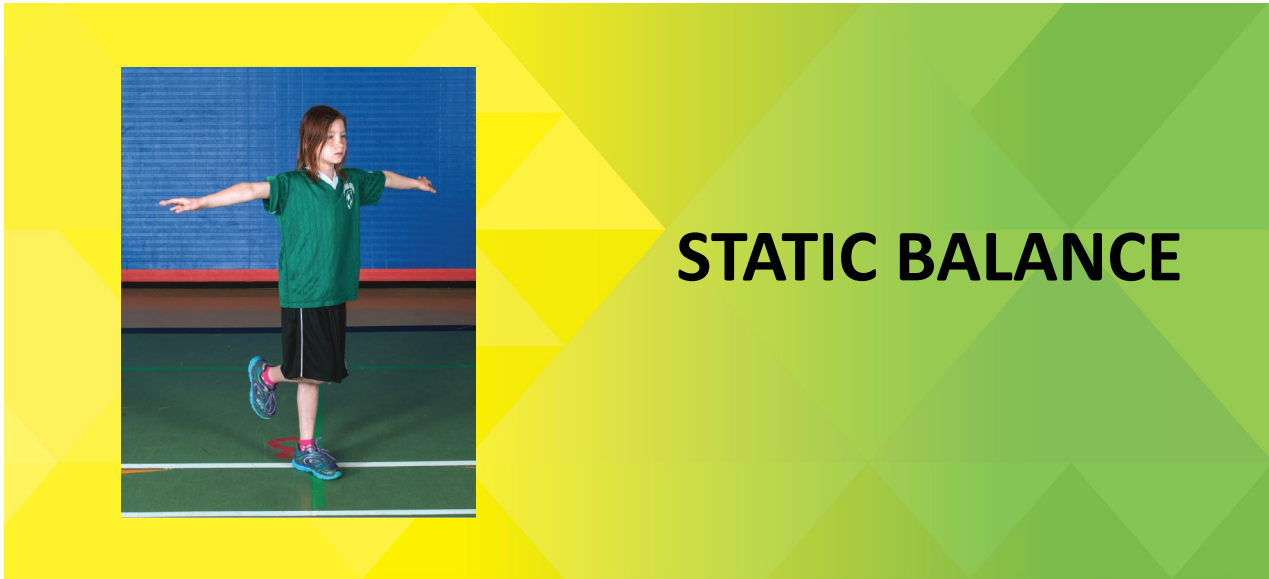
Equipment: 20 or more six inch foam balls

Students are divided into two teams. Each team is on half of the gym. While music is playing students must clean their “yard” of balls by kicking them into the other team’s “yard”. When the music stops the students stop kicking and sit. The team with the most balls in their “yard” loses a player to the opposing team and the game continues.

- **Four Corner Soccer**

Equipment: Four benches or mats lying on their sides, four to eight soccer balls

Divide the class into four teams. Each team will select a goalie to stand in front of their bench/mat. On the signal, roll the balls into the playing area. The teams try to score on any of the other teams. To score, the ball must hit the flat part of the bench/mat. Once a person scores, he/she must try to score on a different team. Switch goalies every two to three minutes.



1. Indicators of Mature Static Balance

Action

- Focuses eyes forward
- Back straight, arms straight and parallel to ground
- Adjusts body to maintain steady balance






2. Assessment Tasks

K Balance on preferred foot (without support, three to five seconds).

Grades

- 1** Balance on preferred foot (without support, three to five seconds).
- 2** Balance one foot, and repeat with other foot (without support, five seconds).
- 3** Balance one foot, and repeat with other foot (without support, five seconds).

3. Challenges and Next Steps for Static Balance

| Challenges | Next Steps |
|--|---|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> look down at their foot. |  focus on an object or spot on the wall. |
| |  count the number of fingers held up by a partner/teacher. |
| <ul style="list-style-type: none"> have difficulty maintaining balance. |  use arms to check and maintain. |
| |  lightly touch a wall or partner with an outstretched hand. Lessen the support as balance is gained. |
| |  lean slightly away from lifted leg. |

4. Instructional Strategies for Static Balance

- Simon Says**

Add static balance skills.

- Mirror Tag**

Four taggers, the rest of the students stagger. When tagged the students must freeze in a balance position until they are mirrored by another student for a count of five. The balancing student can then rejoin the game.

- Statue Tag**

When a student is tagged they must freeze in any balanced position making a statue. They are rescued and may return to the game when another student copies their statue and holds for a three second count.

- High Five Tag**

Equipment: Four to five pinnies

Students who are “it” wear a pinnie and try to tag the other students. If tagged, the student must balance on one foot and put one hand in the air to be ready for a high-five. A student who is free, can unfreeze someone by giving them a high-five. They both are free to play the game.



DYNAMIC BALANCE

1. Indicators of Mature Dynamic Balance

Ready Position

- Balance on preferred leg, knee bent, back straight, head is upright

Action

- Landing leg flexion at ankle, knee, and hip

Landing

- Limited or no upper body adjustment to stabilize
- Limited or no ankle wobble, foot swivel, or foot shuffle to stabilize
- Soft, balanced landing

2. Assessment Tasks

- ** Students are not permitted to perform a straddle motion of the two lines. Students must bound.





Grades

4 - 5 From the ready position bound sideways to a 75 cm line.

Land on opposite leg and, without pausing, bound back to original leg.

Hold the landing (five seconds).

3. Challenges and Next Steps for Dynamic Balance

| Challenges | Next Steps |
|--|--|
| While developing this skill students may . . . | Ask the students to . . . |
| <ul style="list-style-type: none"> • lower head, or look at ground. |  focus on an object or spot on the wall. |
| <ul style="list-style-type: none"> • demonstrate landing foot swivel/hop. |  land toe, then heel, and flex ankle. |
| <ul style="list-style-type: none"> • demonstrate continuous upper or lower body adjustments to stabilize. |  flex landing leg, position arms wider for stability. |
| |  shorten distance of bound. |

4. Instructional Strategies for Dynamic Balance

- **Dynamic Warm-ups**

Examples: High knee walk, high knee skip, high knee run, straight-leg walk, straight-leg skip, straight-leg deadlift walk, backward and forward lunge walks, lunge with twists, lateral lunges, lateral squats.

- **Station Activities**

Agility cones: Running, shuffling, jumping, hopping movements.

Line or balance beam walks: Forward, backward, shuffling.

Bosu ball: Lunge progressions, jump on/off, hop on/off.

- **River Bound**

Stretch two ropes on the ground in a form of a “V”.

The space between the ropes is the river. Starting at a narrow point, students take turns bounding over the river and land on one leg (hold the landing). Students challenge themselves by progressively bounding over wider parts of the river.

Appendices

Glossary

Terms:

Bound - To leap upward.

Dribble - Maneuvering a ball under control with a series of short pushes.

Flexion - The act of bending a limb.

Physical Literacy - Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Staggered Stance - A stance where the feet are spread to the width of the hips and one foot is ahead of the other.

Short Handled Implement - Examples include: Racquetball racquet, paddleball racquet, paddle tennis bat, pickle-ball bat.

Equipment:

Batting tee



Bocce ball



Bosu ball



Poly spots



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