

Primarily FUNdamental Games: Games and Activities that focus on Fundamental Movement Skills By Robert Matheson, CIRA Ontario

Background

The movement to make sure that teachers focus on Fundamental Movement Skills in primary physical education classes is a relatively new one. HPE Canada first developed a series of FMS resources in 2008 based on 12 core skills. Ophea recently created an online resource that focuses on 15 skills, eliminating the log roll and adding four others. The education systems in Australia and New Zealand have been asking their teachers to focus on Fundamental Movement Skills since the late-1990s. The movement is making its way through the United Kingdom and Ireland.

The basic premise is that children need to learn the fundamental locomotor, stability and manipulative skills before they can master more complex athletic skills. For example, a child who doesn't learn proper overhand throwing technique in the primary grades will obviously struggle with sports such as baseball and football. They will also struggle with sport-specific movements similar to the overhand throw, such as serving in volleyball or smashing a ball in tennis. While not all students will grow up to become high-calibre athletes, learning the fundamentals will give them the skills to pursue an active life that suits their interests.

Learning the FMS helps students become more comfortable and confident with movement. This will likely increase their chances of being physically active throughout their lives, improving their health. Using FUNdamental games to teach FMS will make the process more engaging and students will be more likely to develop positive attitudes towards physical activity. This is an important step towards leading a healthy, active life.

For the purposes of this presentation, I have chosen to focus on the following fundamental movement skills:

Stability

Static Balances

Dodging

Locomotor

Jumping

Hopping

Skiping

Running

Object Manipulation

Overhand Throwing

Underhand Rolling

Catching

Kicking

Dribbling (with hands)

Striking an object

Ontario Curriculum Links

“Research into motor development indicates that learners acquire new fundamental movement skills (motor skills) most successfully during the preschool and elementary years, when most children’s neurological pathways are developing rapidly and are receptive to the

development of fundamental movement patterns and basic skills. When young children enter school, their movements are often awkward and lacking in fluidity. In the early school years, they gain necessary coordination and control over their movements as they are presented with opportunities to learn and practise. They can then refine, extend, and apply these patterns to more complex skills during later childhood, adolescence, and adulthood. Movement competence requires the development of fundamental movement skills and the application of movement concepts and principles.”

The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2010
(Revised- Interim Edition) p. 25

Active Living

A1 – participate actively and regularly in a wide variety of physical activities

A2 – demonstrate an understanding of the importance of being physically active

A3 – demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Movement Competence

	Grade 1	Grade 2	Grade 3
B1.1	Static balances	Static balances with or without equipment	Perform controlled transitions between static positions
B1.2	Move and stop safely	Demonstrate the ability to jump, hop, and land safely	Jump for distance or height, using 2-foot and 1-foot takeoffs
B1.3	Perform a variety of locomotor movements, travelling in diff. directions	Perform a variety of locomotor movements with or without equipment	Perform a variety of locomotor movements with or without equipment, alone and with others
B1.4	Send objects of different shapes and sizes... using different body parts	Send objects of different shapes and sizes... using different body parts	Send and receive objects... using various types of equipment
B1.5	Receive objects of different shapes and sizes, using diff. body parts	Receive objects of different shapes and sizes, using diff. body parts	Retain objects of different shapes and sizes, using diff. body parts and equipment
B2.1	Demonstrate an understanding that diff. physical activities have different components	Demonstrate an understanding that diff. physical activities have different components	Demonstrate an understanding that diff. physical activities have different components
B2.2	Apply simple tactics to increase their chances of success	Apply simple tactics to increase their chances of success	Apply simple tactics to increase their chances of success

Skills and Games: Stability

Static Balances

Skills

Stork Stand – students balance on one foot with the other foot placed flat against the support foot

What to Look For

- Is the student looking forward?
- Is the weight on one leg?
- Is the sole of the non-support foot flat against the other leg?
- Are the arms straight out like wings?
- Is the back straight?
- Can the balance be sustained over a specified time?



Figure 1 - Stork Stand during Islands

One-Legged Balance – students maintain a stationary position while balancing on one leg with the non-support leg to the side and the arms straight out for balance

What to Look For

- Is the support leg still with the foot flat on the ground?
- Is the non-support leg bent and not touching the support leg?
- Is the head stable?
- Is the balance maintained without moving the arms excessively?
- Can the balance be sustained over a specified time?

Games

Frozen Tag – *Tag, Tag & Even More Tag* (slightly modified)

The object of this game is for the Taggers to tag free players and freeze them

Equipment – pool noodles or gator balls; pinnies

- Appoint one Tagger for every five to eight players
- Instead of using their hands, Taggers can use pool noodles or gator balls to tag with
- To identify the Taggers, they can wear pinnies
- The Taggers begin chasing all the players around, trying to tag as many as possible
- Tagged players must freeze, using the static balance (stork stand or one-legged balance) that the teacher chooses



Figure 2 - A one-legged balance while playing Frozen Tag

- To be freed, another player must tap the raised knee of a frozen player
- Change Taggers often

Variation – instead of freezing in a static balance, players freeze in the more traditional arms out, legs out stance and are freed when someone crawls between their legs. However students cannot be tagged when they are holding a static balance

Islands Tag – Tag, Tag & Even More Tag (slightly modified)

The object of this game is for the Tagger to catch the Taggee

Equipment – pylons, hoops or foam squares

- Scatter several hoops or foam squares around the area (one for every 4 players)
- Split all of the players into pairs, one is the Tagger and the other is the Taggee
- When the game begins, the Tagger chases after the Taggee
- The “islands” are safe as long as the Taggee can maintain a static balance
- Taggers cannot enter the safe zone, where a group of islands are located until the player they are trying to catch loses balance
- When tagged, the players reverse roles
- Add or subtract islands to make the game more or less difficult
- Allow a maximum amount of time that players can stay on an island

The Dodge

Skill

Dodging – students make a quick, coordinated movement to change direction

What to Look For

- Are students looking where they are travelling?
- Is the student getting lower during the change in direction?
- Does the student bend and push off the outside foot?
- Is the change in direction completed in one step?
- Can the dodge be done successfully in either direction?

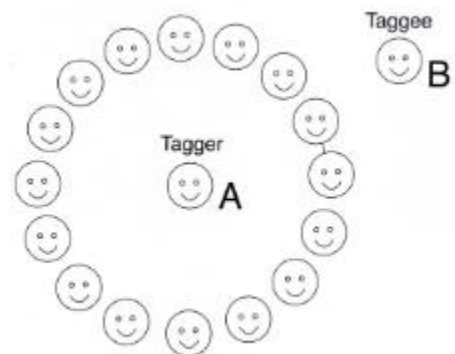
Games

“In and Out” Tag – *Great Games by Great Kids*

The object of this game is for the Tagger to catch the Taggee

Equipment – none

- Arrange the class in a tight circle with one person inside the circle and one outside
- The Tagger starts in the circle and tries to catch the Taggee, who starts outside
- Both players can weave in and out of the circle
- The players who form the circle need to leave enough space for the players to pass between them as they run



- The players in the circle can hold hands for three seconds, creating a brief obstacle to the other players
- Change players frequently

Triangle Tag – Oodles of Noodles

The object of this game is for the Tagger to tag the player on the opposite side of the triangle

Equipment – pool noodles

- Divide the players into groups of four
- Three players form a triangle by holding pool noodles between them
- The other player, the Tagger, has to stay outside the triangle
- The Tagger chooses one of the other three players to be the Taggee
- The Tagger tries to tag the Taggee by quickly moving around the triangle
- The other two players move the triangle to try to protect the Taggee
- Once the Taggee gets tagged or a specified time has passed, give other players a turn at being the Tagger or the Taggee

Suggestion – it might be good to have the students practice moving as triangles before trying to play Triangle Tag, because it can be difficult to move in unison

Skills and Games: Locomotor Movements

The Jump

Skills

Horizontal jump – students take off with two feet, pushing forward, jumping for distance and then landing with both feet

What to Look For

Preparation Stage

- Is the student bending at the knees and getting low?
- Is the body leaning forward?
- Are the arms swinging back?

Take-off Stage

- Are the arms swinging forward and upward to create momentum?
- Do the legs explode out of the crouch position?

Flight Stage

- Are the eyes focused ahead?
- Do the knees come up towards the chest?

Landing Stage

- Are the knees bent to absorb the landing impact?
- Does the student land on both feet at the same time?
- Is it a soft landing?
- Is the landing balanced by extending the arms forward and feet shoulder-width apart?

Vertical jump - students take off with both feet, trying to jump as high as possible

What to Look For

Preparation Stage

- Is the student bending at the knees and getting low?
- Is the body leaning forward?
- Are the arms swinging back?

Take-off Stage

- Are the arms swinging upward to create momentum?
- Do the legs explode upward out of the crouch position?

Flight Stage

- Are the eyes focused upward or ahead?
- Does the body extend and straighten in the air?

Landing Stage

- Are the knees bent to absorb the landing impact?
- Does the student land on both feet at the same time?
- Is it a soft landing?
- Is the landing balanced by extending the arms forward and feet shoulder-width apart?

Games

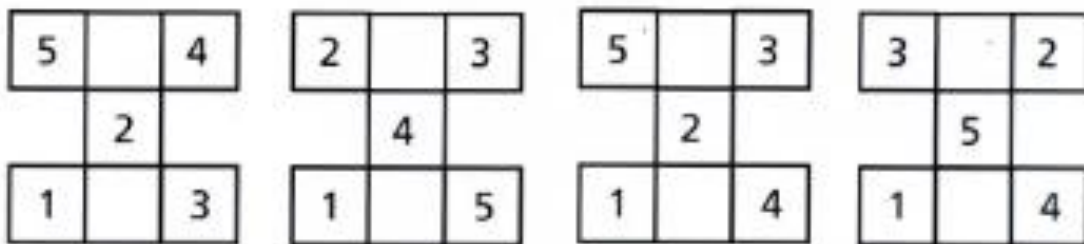
Hop Spot Scotch – *Bang for Your Buck*

The object of this game is to practice different horizontal jumping patterns

Equipment – foam squares numbered 1-5, 2 blank foam squares

- Divide the students into groups of 4-5
- Give each group 7 interlocking foam squares (2 blanked, the others numbered 1-5)
- The teacher tells the groups how to arrange the squares in a 3-1-3 pattern, giving clear directions on where to place each square
- Players start at square 1 and jump to square 2, continuing through to square 5 and then out, allowing the next person to start jumping through the pattern
- Players focus on jumping and landing safely and balanced
- After all players have jumped, the teacher will tell the groups how to rearrange the squares into a new pattern

Variation – allow the groups to create their own patterns with the squares and then to jump through the pattern for a few minutes, then the groups rotate to another pattern



Set up of squares and sample patterns

Bunny Hop – Scooters & Hoops

The object of this game is to simply practice the jumping skills

Equipment – hoops or foam squares

- Use hula hoops to create a course throughout the area
- Place the hoops side by side if the emphasis is on the vertical jump, putting them further apart if emphasizing horizontal jumps
- Students jump from hoop to hoop and then return to the beginning
- The teacher should look for a difference between the leg movement in Flight Stage depending on the jumps being used (extending the body on vertical jumps, knees toward chest on horizontal jumps)

The Hop

Skill

Hopping – students take off from one foot and land on the same foot

What to Look For

Preparation Stage

- Is the student balancing on one leg with the other leg bent at the knee?
- Is the student looking forward?
- Does the student prepare to hop by bringing the arms slightly back?

Take-off Stage

- Is thrust created by swinging non-support leg up and forward?
- Does the student push off the ball of the support foot?
- Are the arms used to create momentum at the same time as the leg is lifted?

Landing Stage

- Are the knees bent to absorb the landing impact?
- Does the student land softly on the ball of the foot?

Games

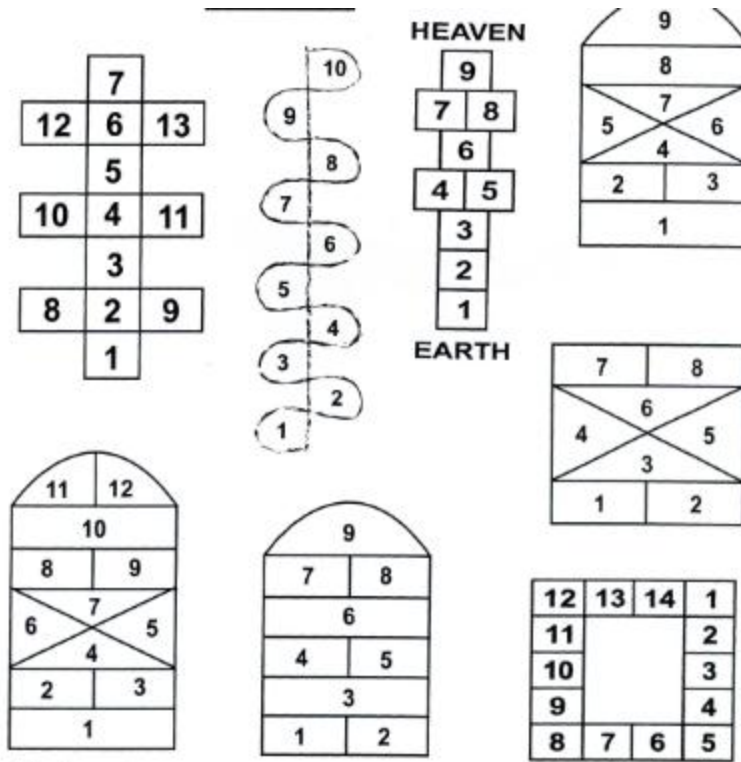
Hopscotch – Active Playgrounds

There might already be hopscotch designs on your playground, but don't assume that students know how to play

Equipment – foam squares numbered 1-9, beanbags

- Show students your hopscotch design and the pattern that is to be followed
- Begin by having each student hop on one foot through the pattern
- Repeat with the students hopping through on the other foot
- Introduce the stride jump for those hopscotch designs that have side-by-side numbers
- Now teach students how to play "Potsy" hopscotch
- Students stand outside the design and toss their "potsy" onto space 1. They must then hop over space 1 into space 2 and then continue through the pattern. On the way back, the students stop in space 2 and bend to pick up their potsy

- Every time a student successfully completes the pattern, he/she tosses the patsy into the next number in the pattern on his/her next turn
- If the patsy lands outside the appropriate space or on a line, the turn is over
- If a child hops on a line or loses his/her balance, the turn ends
- Players begin their next turn where they left off, either tossing the patsy to the next number in the pattern or starting over from the previous error
- The first player to complete all of the numbers in the pattern is the winner



Skunk Tag – Tag, Tag & Even More Tag

The object of this game is for the Taggers to turn free players into skunks

Equipment – pool noodles or gator balls; pinnies

- Appoint one Tagger for every five to eight players
- Instead of using their hands, Taggers can use pool noodles or gator balls to tag with
- To identify the Taggers, they can wear pinnies
- Tagged players are transformed into skunks and must hop up and down (on one foot) while holding their noses
- They must continue to hop until a free player sets them free by pretending to spray them with sweet smelling perfume – this must be done from close proximity
- Change the Taggers often

The Skip

Skill

Skipping – students move rhythmically using a step-hop pattern

What to Look For

- Is there a distinctive step-hop pattern with the alteration of feet?
- Does the student land on the toes and the ball of the landing foot?
- Do the arms move in opposition to the legs?
- Is the knee of the non-support leg used to prepare and execute in the hop phase?

Games

Musical Hoops – *Scooters & Hoops*

Equipment – hoops, CD player and up-tempo music

The object of this game is to be the last player in the game

- Have each player stand in a hula hoop to start
- When the music is played, students skip around the area
- When the music stops, students skip (can also be used for other fundamental locomotor skills) quickly to get into a hoop
- Continue playing this way, taking away hoops each time
- The last player to get into a hoop is eliminated
- You can allow more than one player in a hoop at a time, always eliminating the last player to get into a hoop before re-joining the game

Variations – rather than eliminate players, the last person to get to a hoop must do a fitness challenge (jumping jacks, wall push-ups, squats, etc.)

Mix it Up – *Ready Set Relay*

The object of this game is to be the first team to finish the relay

Equipment – pylons, relay batons or rubber animals

- Create even teams of at least 5 students
- Players will travel from the team's starting point to a designated turning point and then come back to the start
- That player should tag the next team member or hand off a baton, rubber animal, etc.
- Each player of the team should travel using a different locomotor skill – one runs, one jumps, one skips, one hops, and so on
- No two teammates can travel in the same way
- The first team to have all of its members complete the course and sit down wins, as long as all of the members travelled in different ways

Variations – to allow you to observe students perform a specific skill, you can assign the locomotor activity to specific students. You could run several different relays in succession, for example have all students skip in the first relay race and hop in the second. Again this allows you to observe specific fundamental locomotor skills in action

The Run

Skill

Running – students move quickly by transferring weight from one foot to the other, briefly having neither foot in contact with the ground

What to Look For

- Are the eyes looking forward and is the body leaning forward?
- Do the knees lift high as part of the motion?
- Is the main contact with the heel when running slowly and then the ball of the feet when running quickly?
- Do the arms swing back and forth from the shoulders with the hands passing the hips?
- Do the arms move in opposition to the legs?

Games

RPS Noodle Tag – *Why Paper and Scissors ROCK*

The object of this game is to beat your opponent at RPS and then tag them with a noodle

Equipment – pool noodles, pylons

- Players partner up and stand facing each other
- A pool noodle piece (about 1 m long) is placed between them
- Players play a game of RPS and the winner picks up the noodle and tries to tag the other player before she/he reaches the end line
- The loser of the RPS game tries to reach the end line before being tagged
- Points are scored each time a player successfully tags an opponent or escapes
- The game can be played to an agreed upon number of points

Odd and Even Tag – *Great Games by Great Kids*

The object of this game is to capture more opponents than the other team

Equipment – pylons, large number cubes

- Divide the students into two teams
- Teams line up facing each other, three to four metres apart
- One team is the “evens” and the other team is the “odds”
- Roll a giant number cube down the middle of the two teams
- If an odd number is rolled, the odds chase the evens
- If an even number is rolled, the evens chase the odds
- Players chase each other towards a designated safe area at either end
- If players get tagged before reaching safety, they join the other team

Variation – add more number cubes to increase the mathematical challenge, possibly subtracting the smaller number from the larger one

Skills and Games: Object Manipulation

The Underhand Roll

Skill

Rolling – students propel an object along the ground using an underhand motion

What to Look For

Preparation Stage

- Does the student start by facing the target and focusing on it?
- Does the object get cradled in the palm of the rolling hand at the beginning of the motion?

Rolling Stage

- Does the student remember to step forward with the opposite foot to the rolling hand?
- Is the rolling hand swung back at the same time as the step forward is taken?
- Does the student bend at the knees to get low to the ground?

Follow-Through Stage

- Is the object released low enough that it does not bounce?
- Does the arm follow through towards the target?

Games

Bombardment – *Replay*

Equipment – gator balls, utility balls, tennis balls and/or volleyballs; empty boxes of varying sizes, pylons

The object of this game is to hit empty boxes across the other team's goal line

- Divide the players into two teams
- Place empty boxes across the middle of the playing area
- Set up a line that each team is trying to knock the boxes past
- Create a zone at each end where players must roll from
- Players roll gator balls or utility balls at the boxes, trying to get them to slide towards the other team's goal line
- Players are not allowed to touch the boxes
- When boxes cross the goal line, they are taken out of play
- Allow students to retrieve balls in the neutral zone and then return to the rolling zone before rolling at a box again
- The team which gets the most boxes across the opponent's goal line wins after a certain time period
- You can discuss strategy after a game – which balls work better? What went well? What did not work? How can you improve your success?

Variation – do not take the boxes out even when they cross the goal line, players can still try to knock them back towards their opponent's goal line

Protect the Pin – 50 Games with 50 Tennis Balls and Replay

The object of this game is to knock down the other team's pins

Equipment – cones, bowling pins, or plastic bottles; gator balls, tennis balls, utility balls and/or volleyballs

- Divide the players into two teams
- All of the players gather in the middle of the gym, spread out, facing the opposing team's pins
- The pins (plastic bottles half-filled with water or cones or actual pins) are spread out at either end
- Players roll balls (tennis balls, gator balls, volleyballs and/or utility balls) at the other team's pins
- The first team to knock down all of its opponent's pins wins

The Overhand Throw

Skill

Throwing – students propel an object forward using an overhand motion

What to Look For

Preparation Stage

- Does the student start by standing side-on to the target?
- Are the eyes on the target before the motion starts?
- Does the motion start with the feet apart and the weight on the back foot?
- Does the windup begin with the downward movement of the throwing arm?

Throwing Stage

- Does the student clearly step towards the target with the foot that is opposite to the throwing hand?
- Do the hips and the upper body rotate towards the target?
- Is the weight transferred to the front foot?

Follow-through Stage

- Is the object released from ear level, just in front of the head?
- Does the arm follow through towards the target and then down to the opposite knee?

Games

Bench Targets – Great Gator Games

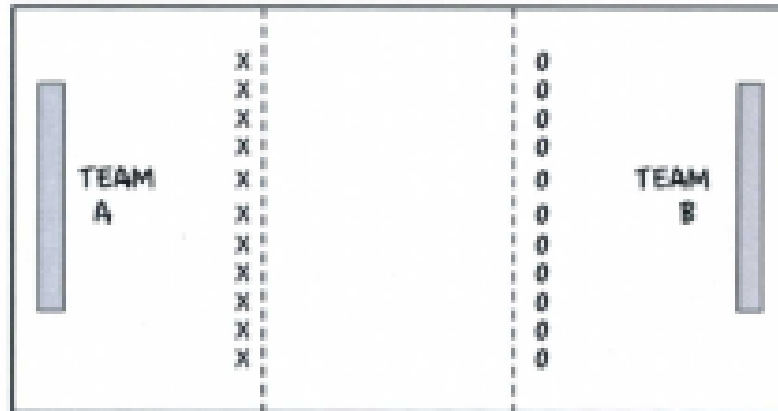
The object of this game is to knock over the opposing team's cones with balls

Equipment – 20 cones, bowling pins, or plastic bottles; benches or chairs; gator balls, tennis balls, utility balls and/or volleyballs

- Divide the gymnasium into two playing areas
- Place a bench at the back of each playing area
- Place 10 cones on each bench, spreading them out
- Alternate throws between the two teams
- Each team member needs a ball to throw at the targets

- While Team A is out of the way, all members of Team B throw a ball at their opponent's cones, trying to knock them down
- Team A now does the same thing
- The first team to knock all of its opponent's cones down wins, or the team to knock down the most cones following a certain number of throws is the winner

Variations – use two benches at each end, one closer than the other, giving more points for knocking down cones on the farther bench. Create targets in different areas (back, side, front, high, low, etc.)



OK Corral - The World's Greatest Dodgeball Games

The object of this game is to out-duel your opponents

Equipment – small gator balls or balled up paper

- Divide the group into two equal teams with the players lining up facing each other about 10-20 metres apart
- Provide each player with a gator ball, small is better, but they all work
- The groups start by giving each other the “stare down” and then start slowly walking towards each other like in the “Showdown at the OK Corral”
- On a signal (you can say “draw”), all the players throw their balls at the same time
- If a player is hit, he/she can die a dramatic and noisy death
- After the round is over, all players that were hit join the other team

The Catch

Skill

Catching – students use their hands to receive an object

What to Look For

Preparation Stage

- Does the student prepare by moving into a position to catch the object?
- Does the student prepare by getting the hands ready in front of the body?

- Are the eyes focused on the object?

Catching Stage

- Are the hands moved to meet the object?
- Are the hands adjusted depending on the flight of the object (pinkies together when below the waist and thumbs together when object is above the waist)?
- Then are the arms used to help absorb the object and bring it towards the body?

Games

Animal Keeper – *Bang for Your Buck*

The object of this game is to pass a stuffed animal around as a team for 15 consecutive passes

Equipment – small stuffed animals or rubber animals; pinnies; pylons

- Divide the players into two teams of four
- Create two adjacent squares (“pastures”) for each team
- One team starts with the stuffed animal (or rubber animal) and tries to make 15 passes to each other within their pasture
- The other team sends two hunters into the passing team’s pasture to try to intercept the animal
- The player holding the animal cannot move, but can pivot
- All the other players can move within the pasture
- If the animal is intercepted, dropped, or the thrower moves illegally then that team’s turn is over
- The animal is then brought to the other pasture, so that the other team can attempt to make 15 passes
- Two hunters will come over from the first team to try to intercept the animal
- Make sure the same students are not always the hunters

Drop It–Catch It – *A Round of Circle Games*

The object of this game is do the opposite of what you are told

Equipment – small stuffed animals or rubber animals, beanbags, or balls

- Have a group of 6-10 students create a circle with each person about an arms-length apart from the other
- One person is in the middle with a ball (gator skin, tennis ball, beanbag, etc.)
- The person in the middle must say “drop it” or “catch it” before tossing the ball towards someone in the circle
- The receiver must do the opposite of what he/she is told to do
- If you were told to “drop it” then you are supposed to catch the object
- If the receiver does the wrong action or is unsuccessful, he/she switches with the student in the middle

Variation – as a warm-up to this activity, the student in the middle can throw the ball to each person on the circle and they would each practice catching it and tossing it back

The Kick

Skill

Kicking – students propel an object by striking it with a foot

What to Look For

Preparation Stage

- Does the student start by standing behind the ball?
- Is there a quick movement towards the ball that includes planting the non-kicking foot beside the ball?
- Are the eyes on the object to be kicked?
- Is there a step towards the object with the kicking foot?

Kicking Stage

- Does the kicking leg swing freely from the hip?
- Is the whole movement balanced?
- Does the student lean into the kick?
- Is contact made with the instep or shoelaces?
- Is contact made just below the centre of the object being kicked?

Follow-Through Stage

- Does the kicking leg continue towards the target and across the body?
- Are the arms used to maintain balance?

Games

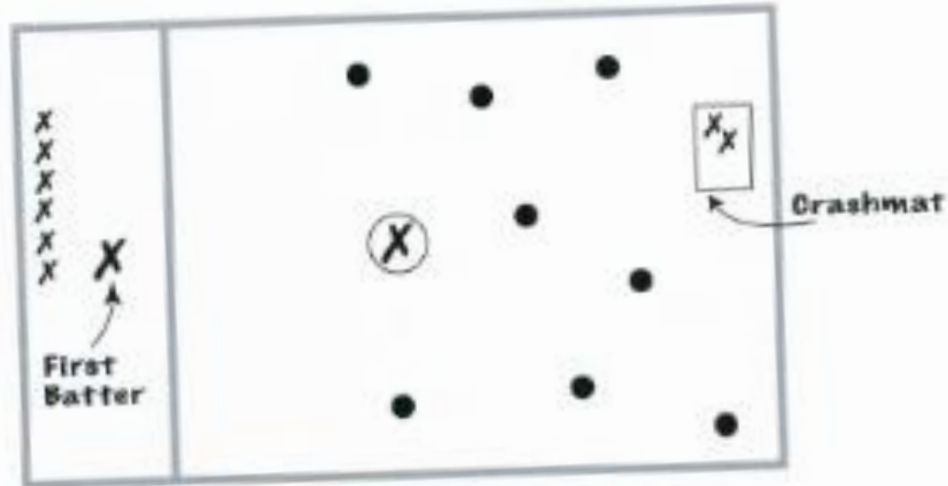
Crashmat Baseball – *The World's Greatest Dodgeball Games*

The object of this really fun game is to score more runs than the other team

Equipment – gator ball or foam soccer ball; pylons; hoop; a high jump crash mat

- Divide the group into two teams, one starts at bat and the other in the field
- At the far end of the field, place a high jump crash mat to serve as a base
- The pitcher (usually the teacher) stands 7-8 metres from the kicking line
- All fielders must be behind the pitcher
- The pitcher rolls the ball to the batter, who kicks the ball into play
- The batter tries to avoid getting out while running and jumping onto the crash mat
- The batter is out if the ball is caught before it hits the floor, meaning it can be caught off the wall or off the roof or off another player
- The batter is also out if the ball is returned to the pitcher or the pitcher's hoop before the batter gets to the mat
- The fielders can also get the batter out by hitting him/her with the ball
- Once a fielder has the ball, he/she cannot move, but can pass the ball to get it closer to the pitcher or to try to hit the batter
- The half inning ends when all players have had a turn to bat

Variation – instead of rolling the ball, have the batter kick a stationary ball when the teacher blows a whistle, but ensure that fielders stay 7-8 metres away from the kicking line



Four-Corner Soccer – Great Gator Games

The object of this game is to score as many goals as you can into any of the other three goals

Equipment – small gator balls or foam soccer balls; pylons, nets or benches; four sets of pinnies

- Divide the players into four equal teams, using pinnies to distinguish them
- Assign each team to a different corner and have them choose a goalkeeper
- Each corner needs to have a goal of some kind (actual goals, pylons or benches work)
- Teams can score into any of the other three goals
- The game is played with traditional soccer rules, no hands, except the goalkeeper
- There are no boundaries and the game is continuous
- Use several gator balls at the same time
- Switch goalkeepers every three to four minutes

Variations – on the whistle, teams rotate one goal to the left while play continues. Two whistles means rotate to the right. Three is for a diagonal switch. Another change would be to allow teams to have more goalkeepers

The Dribble

Skill

Dribbling – students maintain possession of a ball while bouncing it up and down

What to Look For

- Are the eyes looking ahead instead of at the ball?
- Is the student leaning slightly forward, flexed at the knees and waist?
- Are the fingers relaxed and spread out, allowing contact with the fingertips?

- Does contact occur at waist level?
- Does the student push the ball towards the floor or slap it?

Games

Knock Down – Hoops & Hoopla

The object of this game is for one team to knock down pylons faster than the other team can stand them back up again

Equipment – pylons; basketballs, utility balls or volleyballs

- Scatter pylons or cones around the gym
- Divide the group into two teams
- On the signal, players on team A dribble around and knock down the pylons
- Players on Team B, dribble around and try to stand the pylons in the upright position
- Players must be in control of their dribble to knock down a pylon or stand one up
- After a time period (about 1 minute) stop the game and count how many pylons are upright to see which team won
- Have the teams change roles and play again

Variations – the same game can be played with players needing to use their non-dominant hand or using cross-over dribbles

That's My Ball – Hoops & Hoopla

The object of this game is to get a loose ball and stay in the game

Equipment – basketballs, utility balls or volleyballs

- Players form a large circle, each with a basketball or other kind of ball
- One player is at the centre of the circle without a ball
- When the teacher blows a whistle, all of the players will dribble in the same direction, trying to maintain control of their dribble
- The next time the teacher blows the whistle, all players grab their ball and “jump stop”
- Players then place their ball on the ground, turn 180-degrees and try to grab a new ball
- The player in the middle tries to get one of the loose balls and join the circle
- On the next whistle, players will dribble in the opposite direction
- The student without a ball comes to the middle of the circle and completes a fit challenge (such as push-ups, stride jumps, etc.)

Variations – increase the number of players in the middle without a ball, creating more scrambling for loose balls

The Strike

Skills

Sidearm Strike – propelling an object with an implement or the hand using a side-arm swing

What to Look For

Preparation Stage

- Are the eyes focused on the object?

- Does the student start in a “ready position” with the knees slightly bent?

Striking Stage

- As the student prepares to strike the object, do they turn the body sideways?
- Do they swing the striking hand backwards?
- Is the weight on the back leg?
- Do they swing the arm forward to strike the object at full arm extension?
- Is contact made slightly in front of the plant foot?
- Does weight transfer to the front as contact occurs?

Follow-Through Stage

- Does the striking hand follow through towards the target and then continue upward to the opposite shoulder?
- Does the student return to a “ready position”?

Two-hand Strike – students use an implement to strike an object while holding that implement with two hands

What to Look For

Preparation Stage

- Is the student standing sideways to the object that is to be hit?
- Are the hands together on the implement or apart depending on the implement?
- Does the bottom hand correspond to the front foot (i.e. left hand and left foot)?
- Are the eyes focused on the object to be hit?

Striking Stage

- Does the student step towards the object with the front foot?
- Do the hips and shoulders rotate with the swing?
- Does the body weight transfer to the front foot?
- Is contact made with the arms extended?

Follow-Through Stage

- Is there solid contact with the object?
- Does the student follow through with the implement around the body?
- Does the student maintain balance through the follow through?

Games

Spaghetti and Meatballs – *Oodles of Noodles*

The object of this game is to score as many goals as possible

Equipment – small gator balls, pool noodles, pinnies, and pylons or nets

- Divide the group into two teams, use pinnies to differentiate players
- Give each player a medium-sized pool noodle
- Set up goals or nets at opposite ends of the playing area
- Players must use the noodles to pass the balls (use 2-3 gator balls) to teammates or shoot them at the opposing team’s net
- Players may only touch the balls with the noodles, no kicking

- You could have each team designate a goalkeeper, who can use any part of their body to keep balls out of their goal
- This game can be used with a sidearm strike or a two-hand strike depending on what the teacher is trying to assess

Stick Ball – Extra-Ordinary Games

The object of this game is to hit the ball into the field of play and run to a base and back before the defending team gets the batter out

Equipment – pylons, batting tee, striking implement (foam bat, racquet, or stick)

- Divide all of the players into two teams
- The defensive players take a fielding position, spreading out in the field (or gym)
- The offensive players come to bat one at a time
- Each batter takes a turn striking the ball into play with an implement (tennis racquet using a sidearm strike, a stick, foam bat or hockey stick with a two-handed strike)
- There are no foul balls, so any hit counts
- The batter tries to run out to a pylon and return home before the ball is returned to the tee (a pylon can be used instead of an actual batting tee)
- There are four pylons in a straight line out in the field, each one farther away and worth more runs. The batter has to decide how far to try to run
- Outs can be recorded by catching the ball in the air or putting it back on the tee before the batter gets home
- A team ends the half inning by batting once around or making three outs
- There may be lots of runs scored, so make sure to keep track

Variation – do not allow defensive fielders to run with the ball, so they must pass it around to get it back to the tee



Resources

Websites

Active For Life website: <http://activeforlife.ca/>

Canadian Sport For Life: <http://canadiansportforlife.ca/>

Good for Kids: <http://www.goodforkids.nsw.gov.au/Parents>

New South Wales site: <http://www.curriculumsupport.education.nsw.gov.au/index.htm>

PHE Canada: <http://www.phecanada.ca/home>

Sport New Zealand: <http://www.sportnz.org.nz/>

Print Resources

Coaching Association of Canada: *NCCP Fundamental Movement Skills: Improving Children's Lives Through Physical Literacy* (2009)

Ontario, Ministry of Education, *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Revised - Interim Edition* (2010)

Ophea: *Learn to Move: Fundamental Movement Skills and Strategies* (2012) Available to download here: <http://www.ophea.net/product/learn-move-fundamental-movement-skills>

PHE Canada: *Fundamental Movement Skills: Active Start and FUNdamentals Stage* (2008)

New South Wales Government: *I Move, We Move: Fundamental Movement Skills Game Cards* (2009)

NSW Department of Education and Training: *Get Skilled, Get Active* (2000)

Sport New Zealand: *Developing Fundamental Movement Skills*

State of New South Wales, Department of Education and Communities: *Live Life Well @ School: Fundamental Movement Skills in Action* (2012)

State of Victoria, Department of Education: *Fundamental Motor Skills: A Manual for Classroom Teachers* (1996)