

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

**Observe the children** around us, those at our schools and in the neighbourhood. Many come home from school, switch on the television, have their lunch and do homework... soon it is dinner-time followed by more screen-time (either television or computer) or more homework, and then it is time for bed! Many are also often ferried around in private transport, strollers and prams when some walking would actually do them good.

The Health Promotion Board (HPB) in Singapore recommends that sports and physical activity should be an integral part of a child's daily routine. Children should strive to be active throughout the day, aiming for at least 60 minutes of moderate intensity physical activity, on five or more days a week ('moderate intensity physical activity' refers to an activity that slightly increases one's breathing and heart rate). It has been suggested that the 60 minutes of daily physical activity can be accumulated over short periods of 10-15 minutes each time throughout the day.

The Ministry of Education (MOE) in Singapore is also keenly aware of the importance of growing a nation of active, healthy children. In recognition of this, physical education (PE) has been an integral component of our school curriculum. In early 2010, MOE announced an increase in curriculum time for physical education in schools, ranging from half an hour every week for primary one and two levels, to an hour more for primary three level and up (Tan, 2010). This is to help develop children physically as well as to equip them with the knowledge, skills and attitudes to pursue an active and healthy lifestyle.

Likewise, there is an equal emphasis on motor skill development for preschool children to ensure they acquire fundamental movement skill competency, to be adequately equipped with the foundational base when transiting into primary schools.

### **Why Movement Skills are Important for Children**

Children are constantly on the move and some of us wonder why they are fidgety and cannot seem to sit still. The fact is the human body is designed for movement. Children are imbued with natural urges to move, explore, experiment, discover, play, and learn about their surroundings through their five senses. Movement is the language of the body and mind operating in the physical environment. For example, when a child stretches out his hands for his mother as she walks into the room, it is his way of expressing the desire to be picked up and cuddled.



Similarly, when Junior falls while attempting to climb out of his chair, he will remember and think twice the next time he is tempted to try that again. Movement is the means by which children navigate the physical environment – learning about themselves and their physical surroundings in the process.

Movement competence has multiple positive effects on children. Movement and play experiences contribute to the holistic development of the whole child, promoting mental alertness, creative thinking, physical fitness, self-esteem, self-confidence, learning and more (see Figure 1). Conversely, children with poor movement skills lack the confidence to explore new challenges in the playground, short-changing themselves of a full appreciation and enjoyment of a different play environment.

**Figure 1.** Developing the Whole Child through Movement



### Why Children Need Movement Skill Instruction

While it may seem like children naturally develop a competency in basic movement skills such as walking and running, the fact is they cannot acquire much of the mature pattern of many movement skills except through proper instruction and a lot of practice. At the same time, there are many movement skills (e.g., leaping, jumping, catching and kicking) that are rather complicated for children, especially younger ones, as they do not practise these on a daily basis. Only with proper instruction and appropriate practice opportunities

can these movements be ‘encoded’ in the brain for children to be able to fully perform them instinctively.

Many actions in our daily lives are automated. For example, when brushing teeth in the morning, we are unlikely to think about how we brush our teeth, focusing more, perhaps, on the day ahead. The act of brushing teeth is automated. That is, through daily practice where a step-by-step pathway is encoded in the brain, a movement pathway is eventually developed and activated the moment the first action of the code is performed.

It is our goal to help children develop and achieve competency to the point of automaticity in as many movement skills as possible, so that the brain is free from having to focus on the skill execution. This will allow the child to attend to other challenges, such as the changing environment and how to make appropriate decisions in response to it.

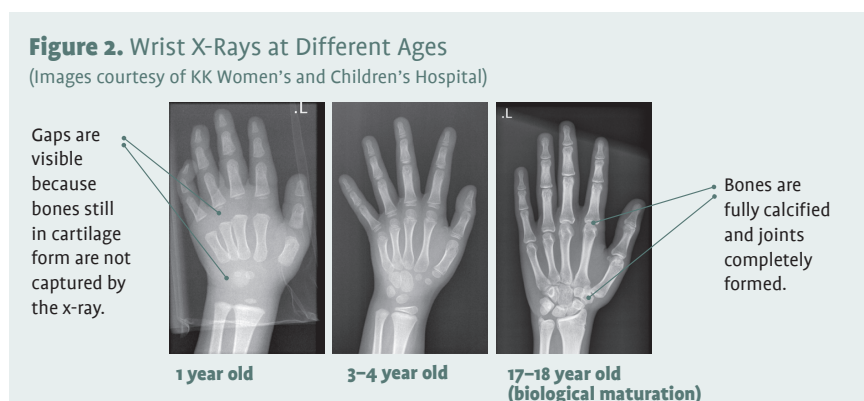
For example, while playing tag with a friend at a park, if a child is able to perform the leaping skill automatically, he would be able to clear any obstacles he comes across (e.g., a fallen branch, a drain) confidently while maintaining a comfortable distance from the friend who is chasing him. Contrast this to a child who has yet to master the leaping skill. More likely, he will need to focus on how to leap over the branch and so may not be able to adjust his running speed to avoid his friend.

## Understanding Children

Although children go through similar milestones of development and maturity, each child grows at his own rate. We should not expect all children, despite their age similarity, to be able to do the same movement skill at the same competency level at any given time.

And children do not share the same interest and motivation for physical movement and play. We need to identify the child’s level and through gentle encouragement, help him to progress towards competency and mastery of the skill. We need to keep him interested and self-motivated through activities that are appropriate, fun and interesting.

One common misconception is that children are miniature adults with a similar skeletal structure, only smaller in size. The reality is children have a number of bones that are still in cartilage form (soft bones) and will only mature to hard calcified bones when the children are about 17 to 19 years of age (see Figure 2).



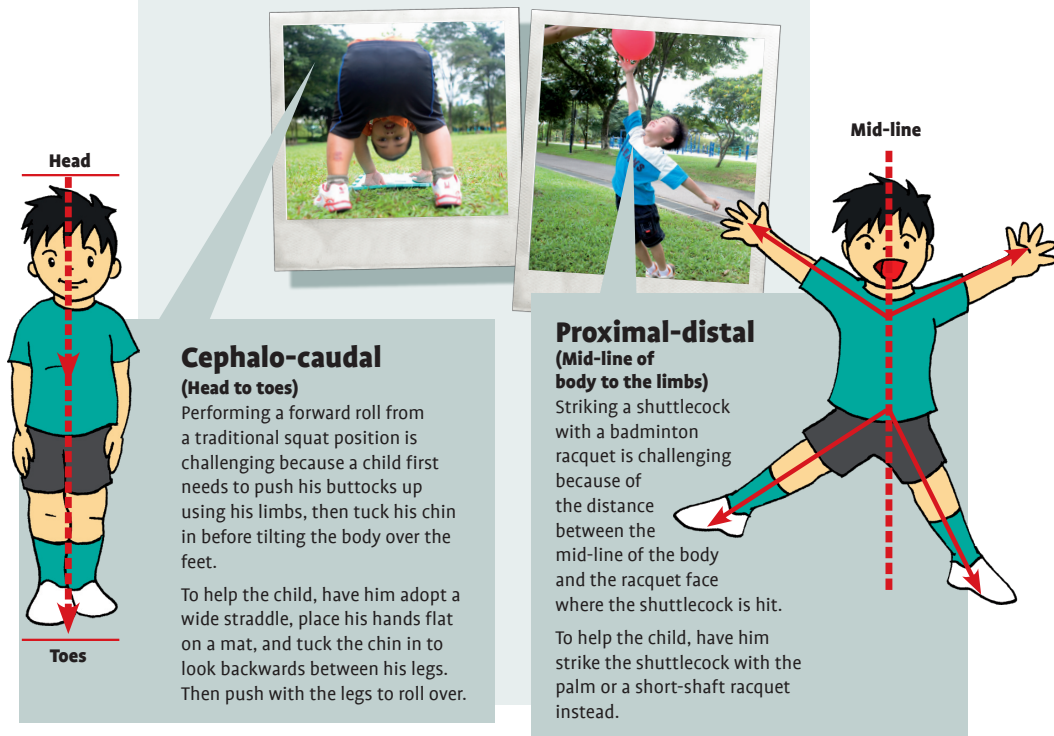
For this reason, children will not be able to throw or kick with the same force as an adult. It is therefore important to help children to develop good techniques during their growing years. Do not be unduly concerned about power and strength of movements, which will eventually develop when the child's organs and physiological systems (e.g., cardiovascular, respiratory, skeletal-muscular) mature.

### Directional Development

The human body develops in two main directions simultaneously, but at different rates. This directional development has significant implication on how a young child gains proficiency in movement skills (see Figure 3).

- **Cephalo-caudal direction (Head to toes):** During prenatal development, the head develops first, followed gradually by the trunk and then the legs. This head-first phenomenon continues right through after birth, resulting in babies being able to hold the head up first (development of neck muscles) before sitting up (trunk muscles) and finally standing (leg muscles). Consequently, children will find it easier to control movements nearer the head and trunk (gross motor movements), compared with movements that require fine control of the legs and feet.
- **Proximal-distal direction (Mid-line of body outwards to the limbs):** This is evident in babies whose first skills include rolling the trunk over from front to back, and vice-versa. Only later as they grow do they develop control over their upper limbs, followed by their hands and fingers, and feet and toes.

Figure 3. Directional Development Considerations



As a guide, to help young children develop movement proficiency, it is better to plan gross motor activities to build good trunk control and balance first, before introducing activities that require skilful manipulation of hands, legs and feet.

### What are Fundamental Movement Skills?

Fundamental movement skills form the building blocks that underpin daily living activities (e.g., running in the rain, leaping over a puddle of water, or stretching to stop a cup from tipping over).

In addition, movement skills, such as walking, running, jumping, catching and overhand throwing are the foundational base upon which all other sports and movement skills are built. For example, chasing the ball or running with it in basketball, soccer and hockey, are all different forms of the running skill, with variations in speed (fast or slow), and changes in direction.

The early years are critical for helping children build this foundation. Children who lack movement skill competency will be less likely to acquire sports-specific and complex movement skills in their growing years. Sadly, this inadequacy has often been cited (*Aussie Sport, 1994*) as a barrier to the pursuit and enjoyment of physical activities or sports among youth and adults (see Figure 4).

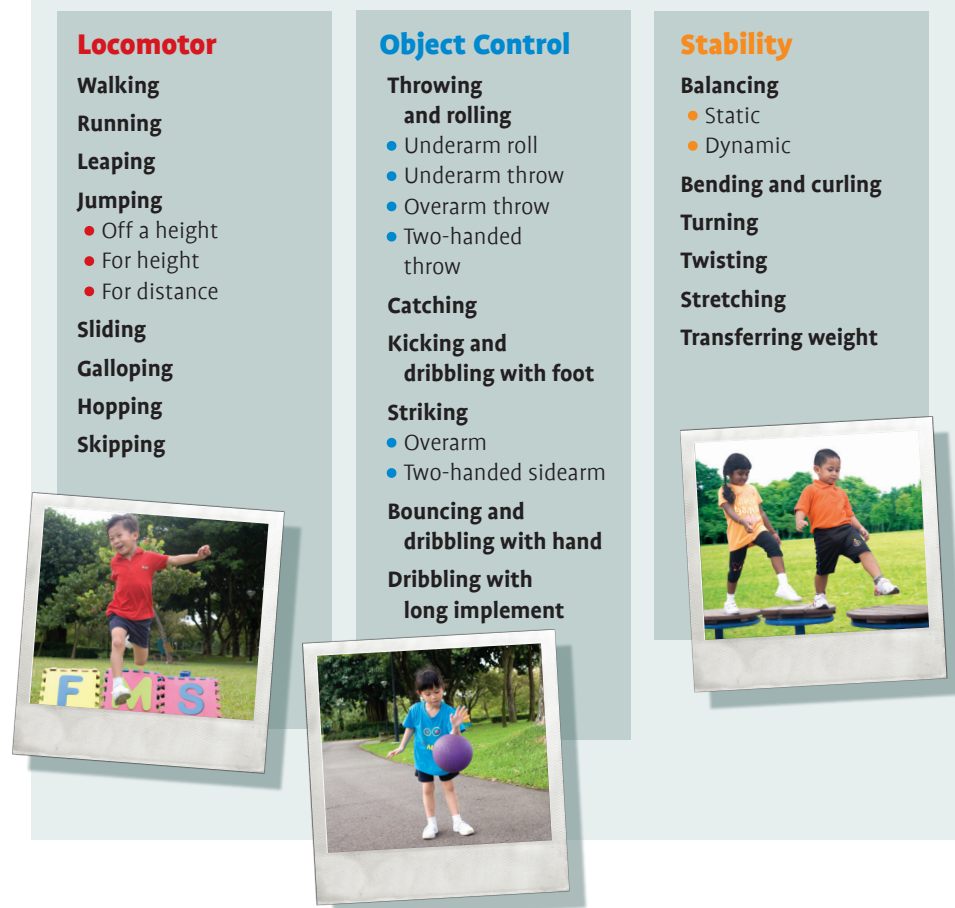


In the first two years of life, children seek to manage and control their bodies. Early rudimentary movements help the child experience control over different parts of his body before finally coordinating it as a whole to stand up and walk.

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

Fundamental movement skills are generally categorised into three main themes: Locomotor, Object Control and Stability. Within each theme are key movement skills, some of which are listed in the table above (see Figure 5). These skills have been selected on the basis that they are deemed appropriate for young children, but the list is by no means, exhaustive.

**Figure 5.** Fundamental Movement Themes and Skills



**Movement Concepts**

It is also important to understand that movement does not happen in isolation. There are important movement concepts that young children need to know and learn (see Figure 6). Other than knowing what the body can do (body awareness), the child also needs to develop an awareness of space, effort and relationship.

**Figure 6. Movement Concepts**

**Effort Awareness** How the body moves

**Force**

- Strong/Light

**Time**

- Fast/Slow

**Flow**

- **Bound**  
Movement limited by boundaries/space/constraints
- **Free**  
No boundaries or constraints



**Space Awareness** Where the body moves in space

**Locations**

- **Self-space**  
Space occupied by one's body and its parts
- **General space**  
Space that is shared with others

**Directions**

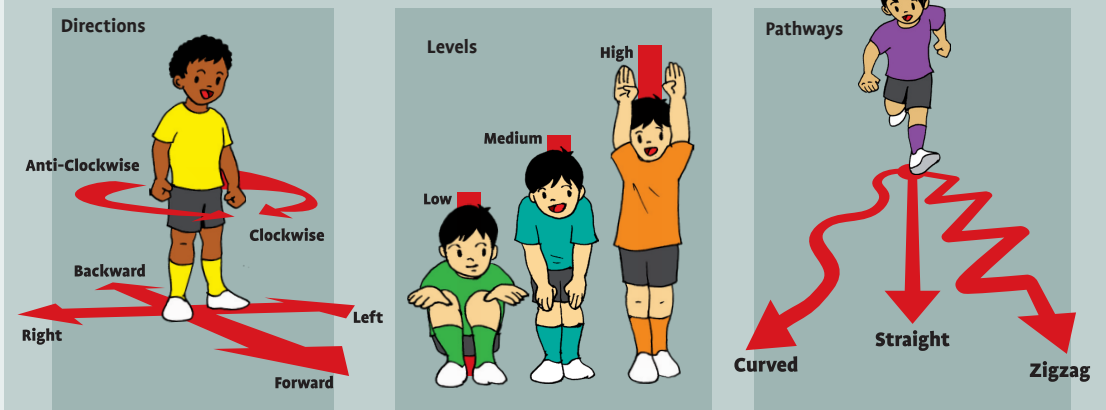
- Forward/Backward
- Right/Left
- Up/Down
- Clockwise/Anti-clockwise

**Levels**

- **Low**  
Below the knees
- **Medium**  
Between knees and shoulder
- **High**  
Above the shoulders

**Pathways**

- Straight
- Curved
- Zigzag



**Relationship Awareness** With whom/what/which body parts does the body move

**Of Body Parts**

- Round (curved)/Straight/Twisted
- Narrow/Wide
- Symmetrical/Asymmetrical

**With Objects and/or People**

- Over/Under
- On/Off
- Near/Far
- In front/Behind
- Along/Through
- Meeting/Parting
- Surrounding
- Alongside

**With People**

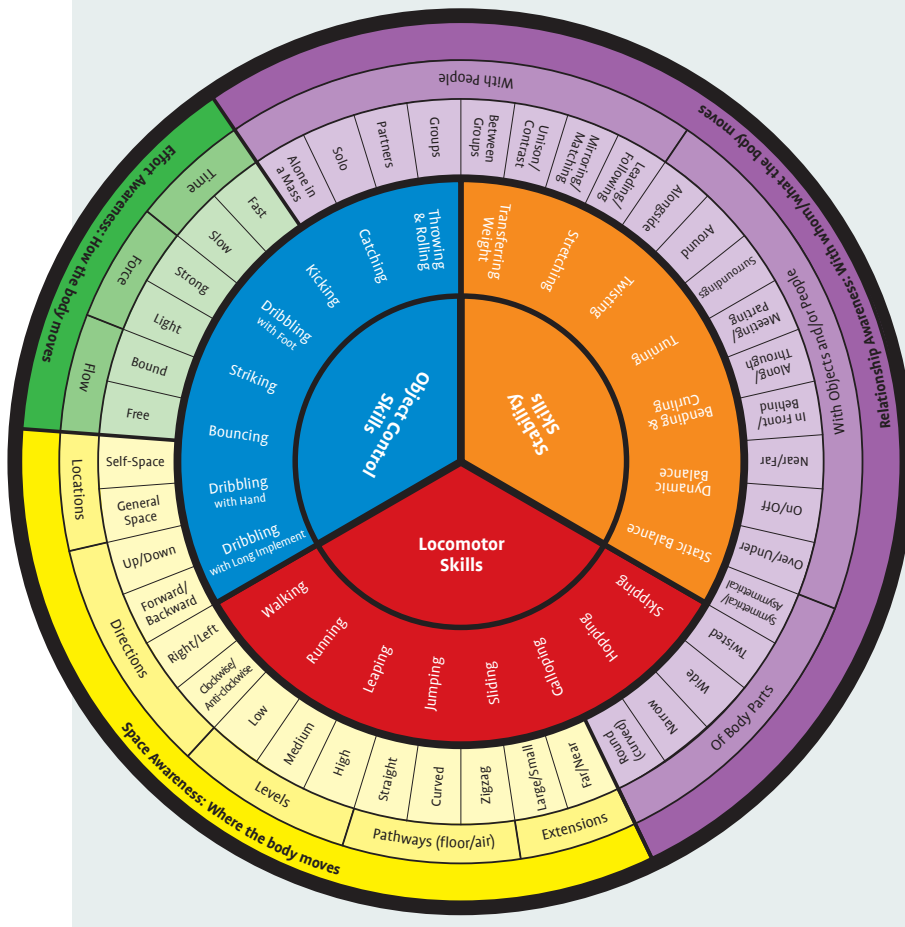
- Leading/Following
- Mirroring/Matching
- Unison/Contrast (moving together/moving differently)
- Between groups
- Solo/Partner/Groups/Alone in a mass



## Movement Analysis Framework

A fundamental movement programme for young children must therefore incorporate a curriculum framework that includes the interaction of fundamental movement skills and movement concepts. This framework is presented below in the form of a wheel (see Figure 7). This wheel serves as a development tool to help teachers plan and design fundamental movement skills activities around the different movement concepts, so that children can benefit from varied experiences that come with movement. An interactive wheel is included with this resource guide (refer to Teaching Resources at the back).

Figure 7. Movement Analysis Framework (Wheel)



Adapted with permission from Graham, G., Holt/Hale, S. and Parker, M. (2010). *Children moving: A reflective approach to teaching Physical Education (8<sup>th</sup> ed.)*, p. 32, New York, NY: McGraw-Hill Co.

## Teaching Fundamental Movement Skills

The importance of teaching young children fundamental movement skills cannot be over-emphasised. The consequence of not being proficient in fundamental movement skills should, likewise, not be understated. Ideally, fundamental movement skills should be taught during the preschool years because once acquired, the skills will help the child participate confidently in physical activities, and games and sports in the following years.



Here are some guiding principles to help teachers and parents plan, design, and teach child-centered fundamental movement skill lessons that are fun, appropriate and challenging for young children.

### Guiding Principles

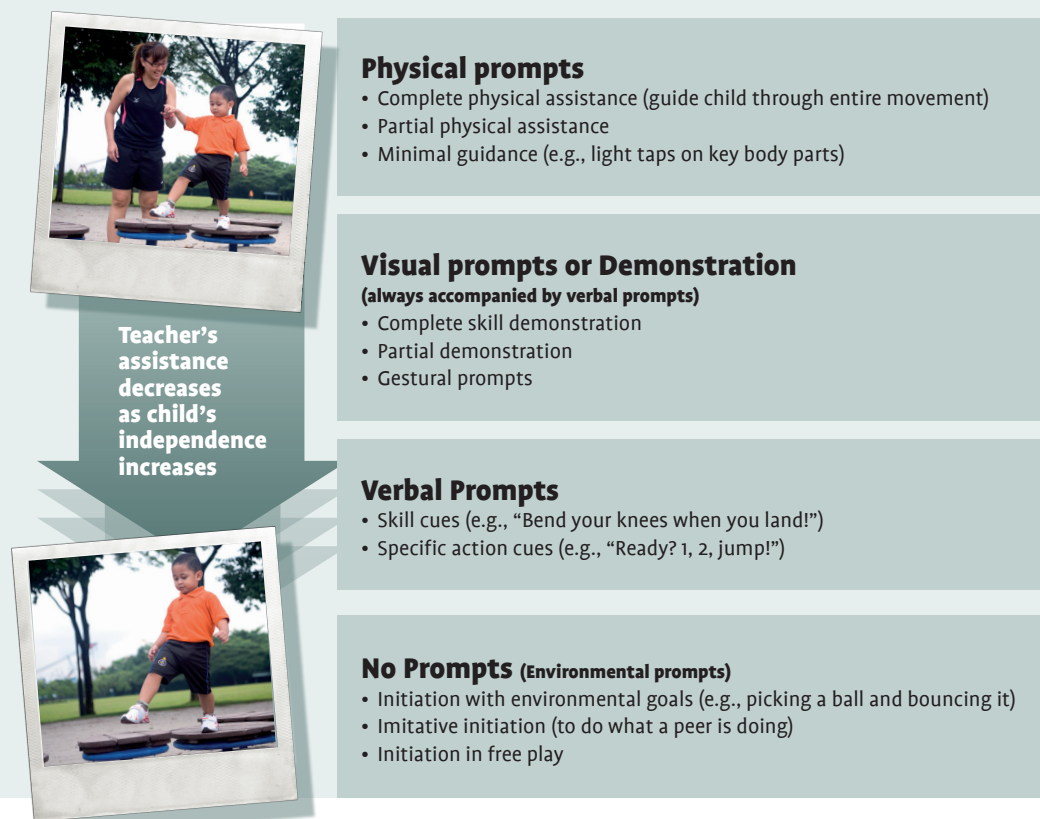
#### 1. Focus on teaching the child, not on teaching activities.

Understand the development and individual needs of the child. Plan and deliver developmentally-appropriate lessons by adapting style of instruction, equipment and activities to facilitate successful participation of all children. Introduce variations of activities to match the individual's ability, beginning with simple play and progressing to more challenging variations. For example, when the child is learning to catch, toss a light scarf before introducing medium or large soft toys, and finally, balls.

#### 2. Avoid over- or under-assistance.

Subscribe to a system providing the least amount of help that the child needs. This requires knowing each child and assessing his movements through close observation when he is at play. Learn to 'fade' your level of assistance as the child's level of mastery increases. This allows the child's independence to increase. Figure 8 below offers a prompting continuum (Wessel, 1976; and Watkinson and Wall, 1982) as a guide to gradually and systematically fade out (decrease) assistance when working with children.

**Figure 8.** The Prompting Continuum



### 3. Use short, simple and clear verbal and visual cues.

When communicating with young children, avoid abstract terms. Wherever possible, make instructions 'visual' as it is easier for children to associate body movements with mental images of objects with which they are familiar.

#### EXAMPLE 1 Instead of Saying...

"Do jumping jacks!" or "Watch me!"

#### Say...

"Imagine you are..."

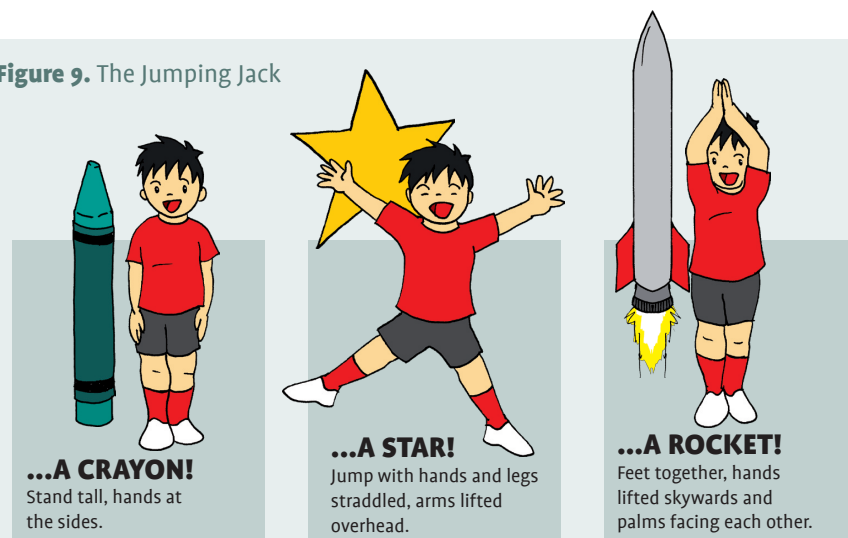
... a crayon

... a star

... a rocket

(see Figure 9)

Figure 9. The Jumping Jack



**Combine all three calls and they will be doing jumping jacks!**

#### EXAMPLE 2 Instead of Saying...

"Make your bodies small!"

#### Say...

"Imagine you are a fishball!" (watch children curl up tight!)

#### EXAMPLE 3 Instead of Saying...

"Throw as far as possible!"

#### Say...

"Throw to the line at the other end of room!" (give clear targets)

#### EXAMPLE 4 Instead of Saying...

"To throw overhand, step to the leg opposite your throwing hand and transfer body weight."

#### Say...

"To throw overhand, step on the marker and throw."

(Place a marker in front of the leg opposite to the throwing hand so that child knows which foot needs to step forward as he releases the ball.)

**4. Children learn best doing, and through play and stories, not by listening and watching.**

Young children cannot replicate movements accurately just from observation. Create plenty of opportunities for children to have hands-on practice. Physically assist children to experience the correct movement if necessary. Involve them in purposeful and fun activities that develop specific skills. For example, an activity such as “Let’s Go On A Safari” will excite children more than saying “Come, let’s jump and leap!”. Many activities have been included in this resource guide but feel free to improvise and devise your own stories and challenges.

**5. Allow children to have choices in an activity.**

Children differ physically in terms of physique and in strength. It is important to give them the freedom to decide their own comfort level of participation. Plan activities with different levels of complexity and encourage children to choose the level they would attempt, to ensure positive experiences. Once confident, they can be encouraged to move to the next level. For example, when creating a ‘river’ for leaping over, taper it from narrow to wide so the child can leap across at the point which he is comfortable.

**6. Build up movement skills progressively.**

Simplify movement skills into simpler parts where possible and allow children to learn one part of a skill at a time. Avoid information overload or multiple levels of complexity.

**7. Plan for maximum participation with minimum waiting and watching.**

Children are naturally active and energetic. Plan for children to work individually or in small groups, wherever possible, to minimise waiting time.

**8. Provide genuine, appropriate, specific and positive feedback... and with a smile!**

Go beyond, “Well done!” Elaborate on your feedback with, say, “You bent your knees when you landed!” In an opposite scenario, avoid saying, “That was wrong, now try harder!” Instead, say, “Good effort, now let us try to remember to bend our knees when we land.”

**9. Help children develop the spirit to try without fear of failure.**

Instead of expecting children to perform perfect movements, help them to develop the can-do spirit and allow them to make mistakes. Encourage a child’s efforts, and avoid ridicule.

**10. Ensure that children play in a safe and conducive environment (see Figure 10).**

Children must be able to play safely to enjoy positive physical activity experiences. Consider and adopt the following safety rules (with contributions from Health Promotion Board):

- ▶ Make sure the play area is safe and free of hazards (e.g., broken glass bits, sharp protruding objects and potholes).
- ▶ Check and ensure that all equipment is in good working condition. Equipment with loose or damaged parts must be replaced immediately.
- ▶ Do not allow children to play near stairs, drains, uneven ground, car parks and by the roadside.



**Figure 10.** Safety at Play



**By providing** children with a safe area to play, not only are we protecting them, we are also ensuring that the play area (e.g., playground) is inviting and non-threatening! If brought to the child's awareness often enough, we are laying the foundations for risk-management behaviours later.



- ▶ Avoid using outdoor playgrounds during bad weather. Watch out for wet and slippery surfaces.
- ▶ Remind children to be patient and to wait for their turn on swings, slides and other playground equipment.
- ▶ Remind children to hold on firmly with both hands when swinging or climbing.
- ▶ Keep children away from a moving swing or seesaw.
- ▶ When playing on slides, remind children to sit up and slide down, feet first, and children must slide down one at a time.
- ▶ Get children to learn to share play equipment, and ensure no pushing and snatching.
- ▶ Children must always be supervised by parents or adults known to them. Remind them not to leave the playground with any strangers.

Above all, help children to enjoy and have fun in play and physical activities. Consider their holistic development when planning and delivering lessons. Offer varied opportunities for creativity, cognitive engagement and movement exploration in different environments, to ensure integrated learning experiences.

### Observing Children

To help children progress from an initial to a mature pattern of any movement skill, we need to observe them closely as they perform the skill. We should also be aware of the common developmental movement difficulties experienced by young children, and help them overcome these. The two-step approach described below is usually recommended when observing children's movements (see Figure 11).

**Figure 11.** Two-Step Approach in Movement Observation

#### Step 1 Full body movement analysis

Observe the entire movement to have a general sense of how well the child is moving. Is the child moving proficiently or is he doing so awkwardly? Is he confident or are there signs of anxiety? Are there key movement elements missing in the child's movement attempt?



#### Step 2 Narrow down to segmental analysis

Observe key body parts, one at a time, before, during, and after the movement (refer to developmental phases of each skill). Take note of both intra-skill and inter-skill differences.

**Intra-skill differences:** Different developmental levels for different parts of the body in the same skill (e.g., mature level for the hands but transition level for the legs).

**Inter-skill differences:** Different developmental levels for different skills (e.g., mature level for running but initial level for striking with a bat).

Besides observing and analysing a child's developmental level in each of the fundamental movement skills, it is also important to assess a child's overall progress in the utilisation of the different skills in relation to the movement concepts and different environments. To assist teachers in this process, the Observation Record and the Skill Proficiency Chart templates have been created (see section on *Using this resource guide* on pages 24-28).



# Using this Resource Guide



## Skill Descriptor

Introduces the skill, its execution, and application in daily living activities as well as in common sports.

## Teaching Strategies

Addresses the common developmental difficulties children face and suggests strategies to help them overcome these.

### Developmental Phases

#### Running

##### Initial

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

##### Transition

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

##### Mature

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

**Approximate Age of Development (in years)**

| Phase      | Approximate Age Range |
|------------|-----------------------|
| Initial    | 3-4                   |
| Transition | 4-6                   |
| Mature     | 6-8                   |

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### Teaching Strategies

for Skill Development - Running

**What to do if the child...**

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

- Child to sit on the floor, legs outstretched.
- Bend elbows at about 90°, close to body, swing backwards and forwards slowly, increasing speed of swing gradually.

**... is dragging feet and not lifting knees?**

- Child to run between two lines slowly at first, then increase speed gradually.
- During run, place hands at waist level and ensure knees lift to touch them.

**... is not able to run fast?**

- Children to race one another in an open space. Encourage ground to feel and safe.

**... is not able to change directions quickly?**

- Draw different pathways on the floor or use route lines if available.
- Child to run closely along the lines.

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## Developmental Phases

Provides a skill proficiency milestone chart that tracks the child's development of the skill in three phases: initial, transition and mature.

### Initial Phase

The child is at an exploratory phase of the movement. Many of the components of the refined pattern, such as preparatory and follow-through actions, are usually missing.

### Transition Phase

The child is at an elementary phase of the movement. He has better control and coordination. Although components of the mature pattern are emerging and integrated into the overall movement performance, they are not effectively executed.

### Mature Phase

The child is at a mastery phase of the movement. He is able to integrate components of the movement pattern into a well-coordinated, purposeful act. The movement resembles the motor pattern of a skilled performer, in terms of control and quality of movement.

## Skill Building Activities

List exploratory activities that help a child develop movement concept awareness in the specific movement skills. (The movement concepts are also provided in the Movement Analysis Framework [Interactive wheel] at the back of this guide.)

### Effort Awareness

How the body moves (force/effort, time, flow)

### Space Awareness

Where the body moves within a given space (location, directions, levels, pathways)

### Relationship Awareness

With whom or what the body moves (people, objects)

### Combination

A combination of all the movement concepts

### Skill Building Activities

#### "Can you run...?"

|                          |                               |                           |                            |
|--------------------------|-------------------------------|---------------------------|----------------------------|
| <b>MOVEMENT CONCEPTS</b> | <b>FORCE/EFFORT</b>           | <b>TIME</b>               | <b>FLOW</b>                |
|                          | <b>SPACE AWARENESS</b>        | <b>DIRECTION/PATHWAYS</b> | <b>LEVELS/ENVIRONMENTS</b> |
|                          | <b>RELATIONSHIP AWARENESS</b> | <b>OBJECTS</b>            |                            |

**COMBINATIONS** (combines two or more, since not all movement awareness)

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

#### LET'S PLAY "Gate Runners"

**Activity Objectives**

- To run in a circular pathway with changes in speed and body levels.
- To cooperate with teammates and take turns to perform a specific task.

**Before You Start**

- Open a gymnasium room with clear directional arrows on the floor.
- Use bean bags to be markers for Gates. Space them out well.

**Integrated Learning Opportunity** (see page 42)



**How to Play**

- Team children into threes (two Gatekeepers and one Runner).
- Each team finds its position near a Gate (bean bag).
- Gatekeepers form a gate arch by holding hands overhead.
- Runner starts under the arch between Gatekeepers.
- "Go" Runner to run through all the gates following direction of the arrows.
- When they arrive back at their own gate, they quickly swap positions (one of the Gatekeepers who still runs the course).
- Repeat until every teammate has completed the run.
- To end, the first teammate must reach the home gate, pick up the bean bag, and stand behind it of his Gatekeeper teammates.
- Gatekeepers jump high as they give word all Runners complete their run.

**Variations of Play**

**Younger children**

- Children to stand side-by-side with feet well spaced apart.
- Place two bean bags for each child at the end of room.
- Each child runs to first bean bag, jumps to reach home line.
- Repeats with the second bean bag.

**Teaching Moments**

**Encourage...**

- good opposite arm and leg swing
- swaying of body when running through Gate

**Reminders of children** (show their teachers or staff) "spot out"

## Let's Play

Offers a selection of activities that are easy to conduct and fun to play, to promote the learning and development of the skill.

## Integrated Learning

Integrates activities with other developmental learning domains such as aesthetics and creative expression, environmental awareness, language and literacy, numeracy, self and social awareness.

## Teaching Moments

Identifies cues to focus the child's attention to specific movements or movement concept variables, or develop movement exploration opportunities.

## Safety Tip

Outlines the safety considerations that one should look out for.

### Running Verbal Cues

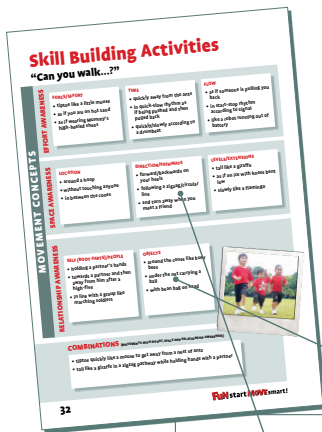


- "Lean Body Forward"**  
To gain forward momentum & speed
- "Swing Arms"**  
To push body forward & increase running speed
- "Lift Knees"**  
To encourage big strides or steps
- "Push Off with Ball (front) of Foot"**  
To encourage running with speed

## Verbal Cues

Provides useful simple cues to enhance learning by directing the child's attention, enhancing comprehension and retention.





## Skill Proficiency Chart

Use the Skill Proficiency Chart to determine the ability and independence of the class at performing specific movement skills. This is a useful tool with which to line up a series of activities aimed at skill building and to create varied practice opportunities for children. A sample has been done for you using 'Walking' found on page 32.

| Skill Proficiency Chart   |   | Name of Observer             |   |
|---|---|------------------------------|---|
|   |   | Miss Rainbow                 |   |
| Skill Description   |   | Class                        |   |
|   |   | Kindergarten 1 (6 years old) |   |
| Skill Focus   |   | Skill Focus                  |   |
|   |   | Walking                      |   |
| Skill Description   |   | Able to Walk...              |   |
| 1. ...along a straight line slowly  | < | Andy                         | < |
| 2. ...along a straight or curved line quickly   | < | Anthony                      | < |
| 3. ...around and in and out of a hoop   | < | Devi                         | < |
| 4. ...on top-tops along straight/ curved/zig-zag pathways   | < | Eddy                         | < |
| 5. ...freely without colliding into others in general space   | < | Hadi                         | < |
| 6. ...and step over low obstacles on the ground   | < | Hanis                        | < |
| 7. ...and change directions quickly with good body control  | < | Jolyn                        | < |
| 8. ...following behind a partner  | < | Khairulnizah                 | < |
| 9. ...holding hands with a partner  | < | Krishna                      | < |
| 10. ...up a low grass slope   | < | Lucy                         | < |
| 11. ...on a raised pathway e.g. a balance beam, a raised kerb or a long bench                                   | < | Margareth                    | < |
| 12. ...on the heels along different pathways  | < | Mark                         | < |
| 13. ...backwards without colliding into others or things in general space                                       | < | Omar                         | < |
| 14. ...different pathways quickly and slowly at different body levels according to the beat of a drum or signal | < | Rose                         | < |
| 15. ...balancing an object on different body parts (e.g. bean bag or folded towel on head, shoulder, palm)      | < | Robin                        | < |
|   | < | Sew Lee                      | < |
|   | < | Shinta                       | < |
|   | < | Vikram                       | < |
|   | < | Vincent                      | < |
|   | < | Wendy                        | < |
|   | < | Yakub                        | < |



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### **Skill Proficiency Chart**

| Name of Observer | Class | Skill Focus | Skill Description |
|------------------|-------|-------------|-------------------|
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*Make as many copies of this template as required.*

## Observation Record

Use the Observation Record to take note of the level of assistance required by individuals. This will facilitate planning of appropriate assistance at follow-up lessons, and to help the class achieve independence and proficiency in any particular movement skill. A sample has been done for you using the 'Bubbles!' game found on page 34.

**Front of Card**

**Name of Activity** BUBBLES!

**Objectives**

1. Walk freely with light effort: using diff pathways & body levels
2. Move with awareness of self and others

**Space**

Multi-purpose hall

**Equipment**

Hoops for each child, cones

**Set-up**

Draw/tape boundaries around the room

**Safety Considerations**

- \* Beware of Collisions
- Start game with slow walking

**How to Play (Rules)**

1. Each child to have a hoop
2. Pretend to be soap bubbles
3. Walk without colliding into anyone
4. If collide, freeze for three counts
5. Stay within the boundaries

**Variations of Play**

- \* Appoint a child to be Needle - to burst bubbles

Back of Card

## Observation Record

FUNstart MOVEsmart!

Name of Observer Miss Rainbow Date 2-1-2011

| Skill Focus  | Physical Prompts  | Visual Prompts/<br>Demonstration  | Verbal Prompts  |
|--|---|---|---|
|  | Child's Name and Level of Assistance Needed                               |   |   |
| Walking  |   |   |   |
| <b>Movement Skills + Concept Building Activities</b> |   |   |   |
| With a hoop around the waist                         |   | * Zaid - Keeps dropping the hoop.   |   |
| Along the curved lines drawn on the ground           | * Eisie - Unable to keep on track. Keeps walking out of line.<br>* Trixie |   |   |
| Quickly/slowly according to the drumbeat             |   | * Farhana - Unable to walk according to drumbeat. Needs demo.                               | * Simon - Gets excited easily. Needs reminders<br>* Trinity |
| Change direction to avoid collision                  |   | * Jasyln - Tends to collide. To demonstrate need to look up & side step to avoid collision. | * Shuling   |
| Around the cones without colliding                   | * Yi Qian - Keeps bumping into friends. Not looking up when walking.      |   |   |

# Observation Record

**FuN start MOVEsmart!**

Name of Activity \_\_\_\_\_

|  |   |
|--|---|
| <p><b>Objectives</b></p> <p>1. _____</p> <p>2. _____</p> | <p><b>How to Play (Rules)</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> |
| <p><b>Space</b></p> <p>_____</p>                         |   |
| <p><b>Equipment</b></p> <p>_____</p>                     |   |
| <p><b>Set-up</b></p> <p>_____</p>                        |   |
| <p><b>Safety Considerations</b></p> <p>_____</p>         | <p><b>Variations of Play</b></p> <p>_____</p>   |

Make as many copies of this template as required. They will serve as handy reminders on set-up and play format as well as facilitate note-taking as you observe children at play.

Fold Here

Fold Here

|  |  |                         |  |  |
|--|--|-------------------------|--|--|
|  |  |                         |  | <b>Movement Skills + Concept Building Activities</b> |
|  |  |                         |  |  |
|  |  |                         |  |  |
|  |  |                         |  |  |
|  |  |                         |  |  |
| <b>Child's Name &amp; Level of Assistance Needed</b> |  |                         |  | <b>Skill Focus</b>                                   |
| <b>Verbal Prompts</b>                                | <b>Visual Prompts/<br/>Demonstration</b> | <b>Physical Prompts</b> |  |  |
| <b>Date</b>  |  |                         |  | <b>Name of Observer</b>                              |

**FuN start MOVEsmart!**

**Observation Record**

# Pictorial Glossary

