

Chapter 3

Fundamental Movement Skills and Concepts

What are fundamental movement skills?
 What are the components of fundamental movement skills?
 How does developmental change take place?
 How do I structure the elementary program for fundamental movement skills?

Why Fundamentals?



Unlocking Potential and Life-long Participation

Fundamental Movement Skills

“Before anyone can successfully participate in physical activities that require body management and skillful movement, that person must first experience well-planned instructional and practice opportunities designed to help master the introductory, basic movements.” (p.55-56)

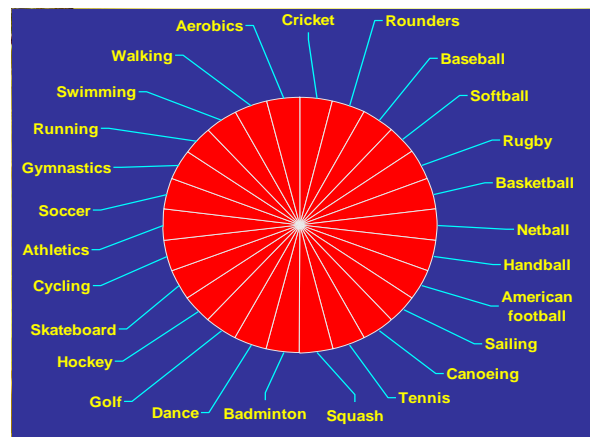


What are Fundamental Movement Skills?



- Picture in your mind a beautiful day.
- Several children are playing outdoors.
- Visualize some play tag, a few jumping rope, a group playing kickball and some not engaged in any activity.
- You hear laughter and cheers and a few disputes over rules.
- While you are watching you focus on the children who are not involved.
- Do the more skilled children seem to be having the most fun?

What are Fundamental Movement Skills?

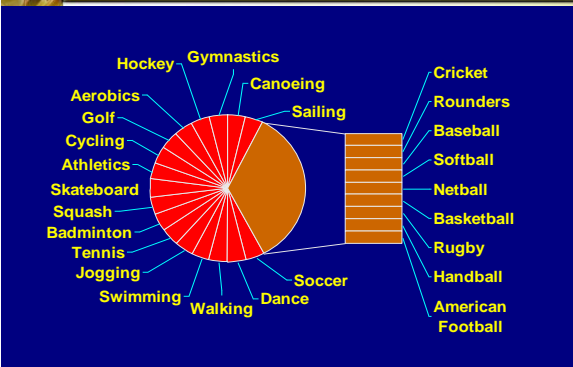
- For a variety of physical, social and emotion reasons teachers should embrace the following beliefs:
 - The development of movement skills during childhood should not be left to chance or self-selection.
 - All children should feel good about their physical competence.



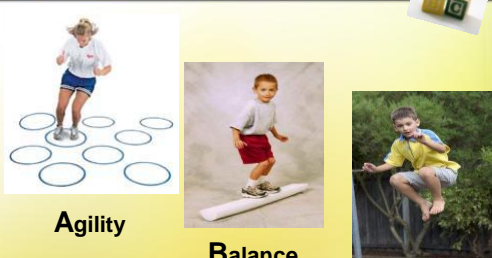
CAN'T CATCH?

Can't Catch? – Won't play!



What Fundamentals?



Agility **Balance** **Coordination**

Fundamentals of Movement

What are Fundamental Movement Skills?

- Fundamental movements are... however, they are not to be... with sport skills.
- Fundamental movement skills... foundation upon which game... skills are based.




Basic Movement Skills

- **“Basic movement skills are those foundational movements that must be mastered before learning more complex, specialized skills like those needed in games, sports and recreational activities.”** (p. 56)
- Categories of skills we can do with our bodies include:
 - **Traveling**
 - **Stabilizing**
 - **Object control**

Movement Skills and Concepts

- **Movement skills** are skills that we can do with bodies.
- **Movement concepts** are how we change or vary the skills.
- Movement concepts develop three categories of awareness:
 - **Effort awareness**
 - **Space awareness**
 - **Body awareness**



Movement Skills

Skills Awareness: *I am learning what my body can do.*

- **Traveling skills**
 - Used to project or move the body from one location to another.
 - Walking, galloping, sliding, skipping, and hopping.
- **Stabilizing skills**
 - Requires balance, maintaining equilibrium and gaining and maintaining postural control.
- **Object control skills**
 - The handling or manipulation skills
 - Throwing, kicking, batting, tossing, catching, trapping, bouncing,
 - Handling objects such as balls, ropes, bats, rackets.



What Fundamentals?




Fundamental Movement Skills



What Fundamentals?




Fundamental Movement Skills




Movement Concepts

- **Effort Awareness** – *I am learning how my body can move.* Table 3.3 page 59
- Muscular effort needed to produce, sustain, stop and regulate a movement,
- **Time component** refers to the speed and rhythm of the movement.
- **Force** refers to the amount of muscular effort required to perform a movement.
- **Control** refers to the coordination of the movement.



Movement Concepts

- **Space Awareness:** *I am learning where my body can move.* Table 3.4 page 60
- **Divisions**
 - **Self space** - the space immediately surrounding an individual as if encased inside a bubble.
 - **Shared space** – all of the designated play space that can be used by everyone
- **Dimensions**
 - **Direction** – the path of a movement
 - **Levels** – the height in relations to the floor of movements, body segments and equipment.
 - **Pathways** – the floor pattern or path that the movement requires.



Movement Concepts

- **Body Awareness:** *I am learning about the relationship my body creates.* Table 3.5 p. 61
- Deals with the relationship created between the mover and other movers, and between the mover and objects.
- **With Myself**
 - **Body-part identification**
 - **Body shapes**
- **With Other Movers and Objects**
 - **Roles** – refers to relational concepts
 - **Locations** – refers to objects or mover relationships based on positions



How Does Development Change Take Place?

- Developmental change is an interactive process that involves:
 - hereditary limitations and potentials
 - structured and unstructured learning experiences.
- Skills develop in a sequence.
- Children progress through the developmental sequences at their own rates.



Developmental Levels

- Throwing
- Catching
- Striking
- Kicking
- Jumping
- Stability
- p. 62-65



Opportunities

- *“The role of the teachers in the motor domain is equally as important as their role in the cognitive, psychological and affective domains.”* (p. 67)
- *“If children feel good about what their bodies can do, they become empowered to make health-enhancing decisions and choices in favor of physical activity instead of the sedentary, inactive options that are so popular today.”* (p. 67)
- **Sharing Physical Education Repertoire**
 - *Movement Activities*