





# Dynamic Balance

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Maintains balance while using alternate stepping action – “alternate”</li><li>Maintains and upright posture – “good posture”</li><li>Maintains balance by using arms as needed – “control”</li><li>Focuses eyes forward – “looking forward”</li></ul>		balance	beam	dynamic
		forward	control	eyes
		stability	focus	alternate

Stages of Motor Development <sup>3</sup>				
	Stage 1		Stage 2	
	Initial Stage		Elementary Stage	
<i>Support or Side step</i> Balances with support, Eyes on feet, Uses follow step with dominant foot lead		<i>Focused, Eyes on beam</i> Eyes focused on beam, Loses balance easily Uses alternate stepping action		<i>Relaxed, Eyes forward</i> Eyes focused beyond beam Movements are fluid Relaxed, and in control May lose balance rarely

Pre or Post Assessment																				
Directions <sup>2</sup> : Walk across a balance beam forward for 10 steps					Students (example n=20)															
Performance Indicators <sup>1</sup>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Maintains balance while using alternate stepping action																				
Maintains and upright posture																				
Maintains balance by using arms as needed																				
Focuses eyes forward																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Walk in a straight pathway</div> <div>2. Walk in a straight pathway on a line</div> <div>3. Walk in straight line heel to toe</div> <div>4. Walk in different pathways (straight, zigzag, curved)</div> <div>5. Walk at different levels (low, medium, high)</div> <div>6. Walk at different levels on lines (low, medium, high)</div> <div>7. Walk while changing directions (forward, backward, sideways)</div> <div>8. Walk while changing directions on lines (forward, backward, sideways)</div> <div>9. Walk while changing speed (slow, fast)</div> <div>10. Walk while changing speed on lines (slow, fast)</div> <div>11. Walk on numbers or abc poly spots that are somewhat far away so they have to stretch their bodies to get there. At times they may lose their balance – talk about what to do with your body when they become unstable (far, near)</div> <div>12. Walk across wide gymnastic equipment (wide beam, bench) and repeat tasks # 3-10</div> <div>13. Side step on wide beam (4”/ 10 cm) with and then without support</div> <div>14. Side step on narrow beam (2.5”/ 6 cm) with and then without support</div> <div>15. Alternate stepping on narrow beam while supported by teacher straddling the beam while walking backwards</div>	<div>16. Alternate stepping on narrow beam while slowly removing the level of support by teacher</div> <div>17. Walk across narrow beam with low level support using extended arms for support</div> <div>18. Walk across narrow beam with extended arms without support</div> <div>19. Walk across the narrow beam while balancing a bean bag on shoulders (posture)</div> <div>20. Walk across narrow beam at different levels (low, medium, high)</div> <div>21. Walk across the narrow beam stepping over beanbags (levels)</div> <div>22. Walk across the narrow beam and pick up an object without losing balance (levels)</div> <div>23. Looking at the narrow beam, walk across as smoothly as you can.</div> <div>24. Walk across wide balance beam with support (teach them how to scoop – looking forward, moving foot downwards next to beam when moving)</div> <div>25. Walk across wide balance beam while scooping without support</div>	<div>26. With eyes forward walking across narrow beam while scooping with support (eyes)</div> <div>27. With eyes forward walking across narrow beam while scooping without support (eyes)</div> <div>28. With eyes forward walking across wide beam while scooping and balancing a beanbag on their head (eyes, posture)</div> <div>29. With eyes forward walking across narrow beam while scooping and balancing a beanbag on their head (eyes, posture)</div> <div>30. With eyes forward walking across narrow beam at different levels (low, medium, high)</div> <div>31. With eyes forward walking across the narrow beam stepping over beanbags (levels)</div> <div>32. With eyes forward walking across the narrow beam and pick up an object without losing balance (levels)</div> <div>33. With eyes forward walking across the narrow beam while identifying numbers or letters held up by the teacher (eyes)</div> <div>34. Looking forward, walk across a narrow beam as smoothly/relaxed as you can. (control)</div> <div>35. Combine various movement concepts while walking on lines or across low beams.</div> <div>36. Combine various locomotor skills and movement concepts with on lines or across low beams.</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
They are not able to keep their balance using their arms	Allow them to perform the skill while balancing light objects on shoulders
They have difficulty alternating steps	Allow for external support (wall or bar)
Children are visually checking their feet or beam	Encourage children to keep their head up by looking at something on the wall
Children have difficulty maintaining balance	Start with short distance and gradually increase length

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

3. Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


References Continued:




4. Baumgarten, S. & Langton, T. (2006). *Elementary Physical Education: Building a Solid Movement Foundation*. Stipes Publishing L.L.C.: Champaign, IL.

5. Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016



# Static Balance

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Maintains a steady balance – “<b>control</b>”</li><li>Adjusts body to maintain balance – “<b>correct</b>”</li><li>Focuses eyes forward – “<b>looking forward</b>”</li></ul>		balance	static	on
		eyes	freeze	off
		stability	focus	stillness

Stages of Motor Development <sup>3</sup>								
	Stage 1			Stage 2			Stage 3	
	Initial Stage			Elementary Stage			Mature Stage	
<i>High Knee</i> Raises non supporting leg several inches so that thigh is nearly parallel with surface Very unstable Overcompensates balances with outside support			<i>Tied-in Leg</i> May lift non supporting leg to a tied-in position on support leg Performs better on dominant leg Uses arms for balance but may keep on at side Cannot balance with eyes closed			<i>Relaxed</i> Can balance with eyes closed Uses arms and trunk as needed Changes to non dominant leg		

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Stork stance on one leg and then on the opposite leg hold for 30 seconds				Students (example n=20)																
<b>Performance Indicators<sup>1</sup></b>				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Maintains balance and stays in control																				
Maintains and upright posture																				
Maintains balance by using arms as needed																				
Focuses eyes forward																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent <sup>4</sup>
1. Balance with two feet apart for 5 count (wide base) 2. Balance with two feet on a poly spot for 5 count (narrow base) – maintaining stillness 3. Same as #1 but with bean bags on different body parts 4. Same as #2 but with bean bags on different body parts 5. Balance with arms extended (extensions) symmetrically with wide base 6. Balance with arms extended (extensions) asymmetrically with wide base 7 7. Attempt #1 through #4 with eyes closed. 8. Balance on poly spot on dominant leg with support 9. Same as #8 but with bean bag on body part and holding for 5 counts 10. Balance on poly spot on other leg with support 11. Same as #10 but with bean bag of body parts and holding for 5 counts 12. Do different balance tricks on mats: Balance on 3 body parts for example 13. Create shapes with body holding the shape for 5 counts 14. Create letters with body holding the letter for 5 counts 15. Use the balance board with support	16. Balance on preferred leg without support 17. Same as #18 but focusing on tightening muscles and creating stillness 18. Same as #18 but balancing bean bags on different body parts. 19. Balance on bean bags with 2 legs with eyes open (uneven surface) 20. Same as #20 but with eyes closed 21. Balance on 2 by 4 on ground 22. Balance on 1 leg trying to pick up something of the floor 23. Balance on one leg trying to strike a balloon 24. Balance on one leg on a low beam 25. Balance on one leg on a higher beam 26. Balance on non-preferred leg without support 27. Repeat #19-26 using non-preferred leg 28. Counterbalances – 1 leg and opposite arm (extensions to side of body) 29. Symmetrical and asymmetrical shapes while balancing on 1 leg. 30. Combining dynamic and static balance 31. Play shadow balance, show what tricks you have up your sleeve 32. Play mirror balance, show what tricks you have up your sleeve 33. Play twister with a friend (different bases of support – great assessment tool)	34. Perform different balance tricks on mats such as: V-sit, knee scale, Stork stance, airplane scale, Y scale and other variety of static balances 35. Same as #31 but with bean bags on body parts and holding the poses for a longer count 36. Same as #31 but on sturdy surfaces off the ground (e.g. boxes, benches, beams) 37. Inverted balances 38. Transferring weight from feet to hands in preparation for handstand (kick-ups) 39. Doing different balances and exploring combing balance with different movement concepts (e.g. static balance using stork stance in unison with a partner) 40. Balance tricks with a partner 41. Combine static and dynamic balances in a sequence 42. Assessment – provide students with a balance task that combines movement concepts and skills and have them perform.

Difficulties to watch for <sup>1</sup>	
If...	Then...
They are not able to keep their balance by using their arms	Allow them to perform the skill while balancing light objects on shoulders
They have difficulty alternating steps	Allow for external support (wall or bar)
Children are visually checking their feet or beam	Encourage children to keep their head up by looking at something on the wall
Children have difficulty maintaining balance	Start with short distance and gradually increase length

**References:**


- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
- Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol
- Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.
- Malmberg E. (2003). *Kidnastics: A child centered approach for teaching gymnastics*. Human Kinetics: Champaign, IL.







**References Continued:**

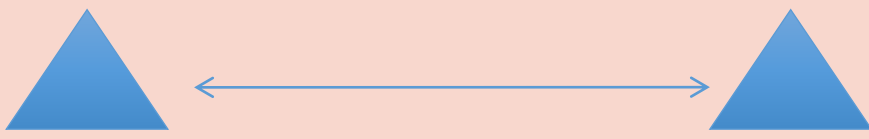
- Baumgarten, S. & Langton, T. (2006). *Elementary Physical Education: Building a Solid Movement Foundation*. Stipes Publishing L.L.C.: Champaign, IL.
- Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016



# Locomotor: Running

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Eyes focused forward throughout the run – “<b>look ahead</b>”</li><li>Knees bend at right angles during the recovery phase – “<b>high knees</b>”</li><li>Arms bend at elbows and move in opposition of legs – “<b>pump arms</b>”</li><li>Front part of foot contacts ground – “<b>light feet</b>”</li><li>Body leans slightly forward – “<b>lean forward</b>”</li></ul>		run	slow	fast
		straight	curved	zig zag
		forward	left	right

Stages of Motor Development <sup>3</sup>					
	Stage 1		Stage 2	Stage 3	
	Initial Stage		Elementary Stages		
<i>Run High Guard</i> Arms – high guard Flat Footed contact Short, wide stride Wide shoulder width Legs & arms swing out No flight		<i>Run Middle Guard</i> Arms- middle guard Vertical component still great Increase stride Increase arm swing		<i>Heel-Toe Arms Extended</i> Arms- low guard Arms opposition – elbows nearly extended Heel-toe contact	
				<i>Pumping Arms</i> Heel-toe contact (toe-heel when sprinting) Arm-leg opposition High heel recovery Elbow Flexion	

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Run as fast as possible between 2 cones set 60 feet apart							 Students (example n=20)													
Performance Indicators <sup>1</sup>							1	2	3	4	5	6	7	8	9	10	11	12	13	14
Eyes focused forward throughout the run																				
Knees bend at right ankles during recovery phase																				
Arms bend at elbows and move in opposition of legs																				
Front part of foot contacts the ground																				
Body leans slightly forward																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Walk in a straight line</div> <div>2. Exploring movement concepts: Walk in different pathways (straight, curved, zig zag), walk at different levels (high, medium, low), walk in different directions (forward, sideways, backwards), walk quietly and loudly (force), in self-space or between 2 cones.</div> <div>3. Walk in an open space around obstacles (station: around, over, through, across)</div> <div>4. Walk in an open space around obstacles changing speeds (station)</div> <div>5. Teach students how to freeze on command (e.g. Freeze! Hands on Knees)</div> <div>Practice freezing on command throughout all tasks.</div> <div>6. Walk in an open space around obstacles with a peer (station) staying in self-space (eyes up)</div> <div>7. Walk in an open space around obstacles changing speeds with a peer (station) staying in self-space (eyes up)</div> <div>8. Continue with #5 and 6 adding more peers and space (space, relationship with others, speed)</div> <div>9. Walk following the teacher in different pathways</div> <div>10. Walk with peers in different pathways (leading and following)</div> <div>11. Culminating event: bear hunt using walking</div>	<div>12. Run in a straight line (station – between 2 cones)</div> <div>13. Run as fast as you can between 2 cones, 20 feet apart</div> <div>14. Run as fast as you can between 2 cones, choose the distance</div> <div>15. Run while pumping your arms back and forth</div> <div>16. Repeat Tasks #2-5 with running (limit space to small group/space)</div> <div>17. Run between 2 cones and on a signal turn around and run back</div> <div>18. Travelling in open space to the music (slow and fast – walking vs running)</div> <div>19. Teacher designed obstacle course focusing on different speeds and pathways (e.g. walk zig zag, run straight)</div> <div>20. Students will create their own pathways with ropes/cones and explore the area using walking and running (teacher assist)</div> <div>21. On the signal students will run the pathway as directed by the teacher (station – open space)</div> <div>22. Repeat #6-10 with running (space, effort, and relationship)</div> <div>**Keep the number of students limited to 4 and space large ***</div>	<div>23. Red light, green light, walking/running/stopping from one side of gym to other with large group</div> <div>24. Run in open space dodging others and listening or watching for signals from teacher (stop, run, walk, “look up”).</div> <div>25. Run in general space with peers while following different instructions from teacher (example: 1 clap = run &amp; touch 4 walls, 2 claps = 5 jumping Jacks or Janes, 3 claps = walk and high 5 peers). Increase the number of instructions from 1 to 3 and change the tasks from simple to complex.</div> <div>26. Repeat #24 but add obstacles such as hula hoops, low apparatus, spots, ropes, cones (example: 1 clap= run &amp; touch 3 different obstacles, 2 claps= balance on low safe obstacles, 3 claps= 5 star jumps)</div> <div>27. Creating movement sentences with a partner incorporating running and movement concepts (MC) (e.g. I run fast with a partner in general space).</div> <div>28. Introduce the skill of dodging (changing direction quickly) and students will dodge stationary objects while running.</div> <div>29. Dodge other moving students while running in a large space (entire gym)</div> <div>30. Dodge other moving students while decreasing the size of the general space (1/2 gym, 1/4 gym)</div> <div>31. Run through a maze or obstacle course w/others</div> <div>32. Culminating event: Appropriate Tag Games</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
There are small steps and little flight	Show them how to exaggerate the length of the stride
Feet are spread too wide apart	Coach them to run along a line
Children have short strides	Place bean bags on a line so they can widen their stride
Arms swing from side to side	Stand still and only move arms, arms should not cross and hands can lightly brush hips
Children lean too far forward	Run on toes and stay as tall as possible

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

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From J. Barrett & C. Scaini, 2019, *Physical and health education in Canada* (Champaign, IL: Human Kinetics).


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# Locomotor: Leaping

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy	
<ul style="list-style-type: none"><li>Forward movement sustained throughout the leap – “<b>move forward</b>”</li><li>Eyes focused forward – “<b>looking ahead</b>”</li><li>Take off from one foot, land on opposite foot – “<b>opposite feet</b>”</li><li>Straighten legs in flight, arms in opposition – “<b>straight legs</b>”</li><li>Controlled landing without losing balance – “<b>control</b>”</li></ul>		run	leap
		air	extend
		forward	over

Stages of Motor Development <sup>3</sup>					
	Stage 1		Stage 2	Stage 3	
	Initial Stage		Elementary Stages		
<i>Inconsistent Run</i> Child appears confused in attempts Inability to push off and gain distance and elevation / Each attempt looks like another running step / Inconsistent use of take-off leg Arms ineffective		<i>Elongated Run</i> Appears to be thinking through the action / Attempt looks like elongated run / Little elevation above supporting surface / Little forward trunk lean		<i>Stiff</i> Stiff appearance in trunk Incomplete extension of legs during flight / Arms used for balance, not as aid in force production	
				<i>Controlled Extension</i> Relaxed rhythmical action Forceful extension of takeoff leg Good summation of horizontal and vertical forces / Definite forward trunk lean / Definite arm opposition Full extension of legs during flight	

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Run and then leap over beanbag starting from tape				Students (example n=20)																
																				
<b>Performance Indicators<sup>1</sup></b>				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
Forward movement throughout the leap																				
Takes off from one foot and lands on the other																				
Legs are straight in flight and arms are in opposition																				
Focuses eyes forward																				
Controlled landing without losing balance																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
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Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Check ability to run/jump</div> <div>2. Run as high as you can in the air</div> <div>3. Run quickly with short steps, then leap forward in a giant step through the air</div> <div>*** Encourage students to use a running approach, one leap and landing on two feet</div> <div>4. Leap forward with strong (loud, hard) landing</div> <div>5. Leap forward with light (quiet, soft) landing</div> <div>6. Leap forward on a line on the floor</div> <div>7. Leap forward over a line on the floor</div> <div>8. Leap into a hula hoop / large target</div> <div>9. Leap forward slowly</div> <div>10. Leap forward fast</div>	<div>***Encourage students to use a running approach, one leap and landing on opposite foot to slow the pace of the run</div> <div>11. Place one rope 5 feet away from the start of the approach, run fast over the rope</div> <div>12. Place two ropes parallel 5 feet away from the start of the approach and run as fast as possible over the ropes</div> <div>13. Slowly increase the distance between the ropes, telling the students it is a river and we can’t fall in so we must leap across. Encourage to run as fast as possible and leap high in the air to get across the river.</div> <div>14. Leap near and far (vary distances between the 2 parallel ropes “wide vs narrow river”)</div> <div>15. To encourage proper stride position during flight, in the gymnasium, use a flash light to help students see their shadow. If outside, check shadow produced by sun.</div> <div>16. Leap over a beanbag or small object</div> <div>17. Leap over a larger object (pool noodle)</div>	<div>18. Have students explore leaping on their non-dominant side (run-leap-run)</div> <div>19. Have students explore the following pattern: run, leap, leap, run.</div> <div>20. Leaping in a rhythmic pattern with music</div> <div>21. In general space, ask students to demonstrate a variety of locomotor movements including leaping</div> <div>22. Same as #19 but with music</div> <div>23. Move through an obstacle course set up to include leaping</div> <div>24. Leap over low hurdles continuously (run-run-run-leap, run-run-run-leap)</div> <div>25. Leaping and catching an object in flight</div> <div>26. Teacher designs a dance routine that includes leaping and other locomotor skills for students to attempt</div> <div>27. Teacher designs a gymnastics routine that includes leaping and other locomotor skills for students to attempt</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Child is showing insufficient extension of legs and body on takeoff	Ask the child to leap over horizontal target, gradually increasing the distance between takeoff and target
Child is using ineffective arm swing	Encourage the child to use arms to move through the air
Arms are behind or beside on landing	Encourage children to keep their head up by looking at something on the wall

**References:**

- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
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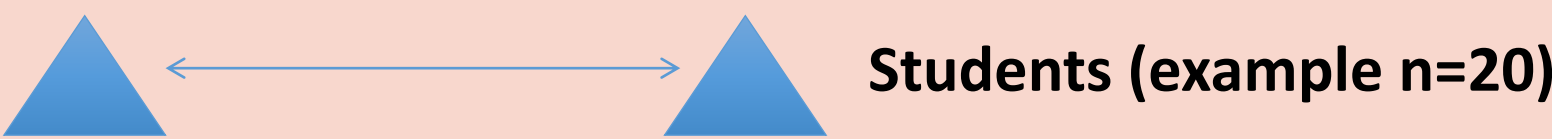
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# Locomotor: Galloping

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Keeps trail leg behind lead leg – “<b>trail leg</b>”</li><li>Gallops using either leg as lead – “<b>lead leg</b>”</li><li>Displays rhythmical arm movement – “<b>arms move with beat</b>”</li><li>Turns hips, shoulders, and eyes to direction of movement – “<b>twist to direction</b>”</li></ul>		gallop	horse	forward
		rhythm	open	close
		lead	follow	trail

Stages of Motor Development <sup>3</sup>								
	Stage 1			Stage 2			Stage 3	
	Initial Stage			Elementary Stage			Mature Stage	
<i>Choppy Run</i> Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact Arms of little use			<i>Stiff Back Leg</i> Slow-moderate tempo, choppy rhythm Trail leg stiff Hips often oriented sideways Vertical component exaggerated			<i>Smooth Rhythmical</i> Smooth, rhythmical pattern, moderate tempo Feet remain close to ground Hips oriented forward		

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Have the child gallop from one cone to the other for about 25 feet																				
<b>Performance Indicators<sup>1</sup></b>			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Keeps trail leg behind lead leg																				
Gallops using either leg as lead																				
Displays rhythmical arm movement																				
Turns hips, shoulders, and eyes to direction of the movement																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
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Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Moving body in different shapes, feet together (narrow) feet apart (wide) in straddle stance</div> <div>2. Explore bases of support using narrow and wide foot placement (front and back)</div> <div>3. Traveling in directions (right, left)</div> <div>4. Traveling forward, backwards, sideway</div> <div>5. Scissor jumps or forward shuffle</div> <div>6. Students travel slowly on a line with their preferred 1 leap foot and 1 trail foot (cue: step, together) – assess whether their trail leg crosses the lead leg</div> <div>7. Place stickers on dominant heel and non-dominant toe to encourage the trail leg to stay behind the lead leg (ask students to gallop by making the stickers touch)</div> <div>8. See 7 for task, switch stickers to non-dominant heel and dominant toe</div> <div>9. Increase speeds traveling on a line and include the cues: step, together.</div> <div>10. See 9 both switch lead leg</div>	<div><b>Progression occur in a closed environment</b></div> <div>11. Galloping on a line using different speeds</div> <div>12. Galloping in different pathway (zig-zag, straight, curved)</div> <div>13. Galloping in different directions (forward, right, left, diagonal)</div> <div>14. Galloping at different levels</div> <div>15. Galloping while changing speeds and directions</div> <div>16. Galloping while changing different speeds on different pathways</div> <div>17. Galloping at different levels while changing speeds</div> <div>18. Galloping in different pathways while changing levels</div> <div>19. Galloping through an obstacle course using over, through, around (varying apparatus)</div> <div><b>Progressions occur in an open environment</b></div> <div>20. Galloping in a large space (general space) with other students while paying attention to self-space (bubble) careful not to “pop” other students bubbles</div> <div>21. Galloping in different directions/or pathways while changing speeds</div>	<div>22. Student gallop while following the rhythm of the music</div> <div>23. Changing speeds to music</div> <div>24. Galloping to the music while changing directions, pathways, and levels</div> <div>25. Galloping while shadowing each others movement (one partner in front and other behind)</div> <div>26. Galloping while shadowing your partner and changing directions, pathways, levels, and speeds</div> <div>27. Galloping while matching a partner (student standing next to each other)</div> <div>28. Galloping while matching a partner: matching different pathways, speeds, and directions</div> <div>29. Galloping while chasing, fleeing, dodging with a partner</div> <div>30. Galloping with a partner to rhythm of the music</div> <div>31. The combination of multiple locomotor skills (including galloping) to create routines</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Trail leg crosses lead leg	Use colored tape / stickers to dominant heel and non-dominant toe to make tape touch
There is a lack of rhythm in the gallop	Use music where the sound of horses running dictate the rhythm
Movements are exaggerated	Encourage the children to lift their feet just off the ground
Slight loss of balance from time to time	Have the child slow the gallop down
Children are landing flat footed	Ask children to see if they can make their gallops as “quiet” as possible

**References:**


- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
- Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol
- Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.




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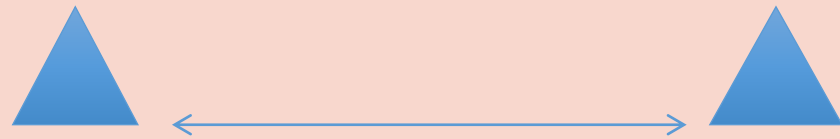
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- Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016



# Locomotor: Sliding

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Keeps trail leg behind lead leg – “<b>trail leg</b>”</li><li>Legs open and close in sliding – “<b>open and close</b>”</li><li>Displays rhythmical arm movement – “<b>arms move with beat</b>”</li><li>Sideways movement while facing in the direction you are going – “<b>sideways</b>”</li></ul>		slide	sticky	forward
		sideways	open	close
		lead	focus	follow

Stages of Motor Development <sup>3</sup>		
	<b>Stage 1</b> <b>Initial Stage</b>	
<i>Choppy Run</i> Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact Little arm action	<i>Stiff Back Leg</i> Slow-moderate tempo, choppy rhythm Trail leg stiff, Hips often oriented sideways Vertical component exaggerated	
		<b>Stage 3</b> <b>Mature Stage</b>
		<i>Smooth Rhythmical</i> Smooth, rhythmical pattern, moderate tempo Feet remain close to ground, hips oriented forward Moving sideways while facing in direction of movement

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Have the child slide from one cone to the other for about 25 feet			 <b>Students (example n=20)</b>																	
<b>Performance Indicators<sup>1</sup></b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
Keeps trail leg behind lead leg																				
Legs open and close in sliding																				
Displays rhythmical arm movement																				
Sideways movement while facing in the direction you are going																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Explore different body shapes where feet are narrow (together) or feet are wide (apart)</li><li>Explore bases of support using narrow and wide foot placement</li><li>Traveling in directions</li><li>Traveling forward, backwards, sideway</li><li>Side to side shuffle in general space</li><li>Students lineup on a circle (center court-three point line) and practice moving side to side with toes pointed to the center</li><li>Students travel slowly on a line with a side shuffle step or slide step (cue: open closed)</li><li>Repeat #7 and increase speed of steps</li><li>On a scooter, students work on moving feet side to side while moving he scooter sideway (the focus if for student to “not” cross their feet)</li><li>While sitting on a scooter, students move sideways with the focus of not crossing their feet while on a line (combine progressions 6 &amp; 9).</li></ol>	<p><b><i>Progression occur in a closed environment</i></b></p> <ol style="list-style-type: none"><li>Sliding on a line using different speeds</li><li>Sliding in different pathway (zig-zag, straight, curved)</li><li>Sliding in different directions (right, left, diagonal)</li><li>Sliding at different levels</li><li>Sliding while changing speeds and directions</li><li>Sliding while changing different speeds on different pathways</li><li>Sliding at different levels while changing speeds</li><li>Sliding in different pathways while changing levels</li><li>Sliding through an obstacle course using over, under, around (varying apparatus)</li></ol> <p><b><i>Progressions occur in an open environment</i></b></p> <ol style="list-style-type: none"><li>Sliding in a large space (general space) with other students while paying attention to self space and not “pop” other students bubbles.</li><li>Sliding in different directions/or pathways while changing speeds</li></ol>	<ol style="list-style-type: none"><li>Student slide while following the rhythm of the music</li><li>Changing speeds to music</li><li>Sliding to the music while changing directions, pathways, and levels</li><li>Sliding while shadowing each others movement (one partner in front and other behind)</li><li>Sliding while mirroring your partner (student face each other)</li><li>Sliding while mirroring your partner and changing directions, pathways, levels, and speeds</li><li>Sliding while matching a partner (student standing next to each other)</li><li>Sliding while matching a partner: matching different pathways, speeds, and directions</li><li>Sliding with a partner to rhythm of the music</li><li>Sliding while mirroring a partner, tossing a soft ball to each other</li><li>Sliding with a partner mirroring, tossing a soft ball to each other with a bounce</li><li>Sliding with a partner mirroring, tossing a soft ball to each other while increasing the distance apart</li><li>The combination of multiple locomotor skills (including sliding) to create routines</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Students cross legs	Practice the open/close slowly and increase speed gradually
There is a lack of rhythm in the slide	Clap the rhythm for children
Movements are exaggerated	Encourage the children to lift their feet just off the ground
Slight loss of balance from time to time	Have the child slow the slide down slide on a line
Children are landing flat footed	Ask children to see if they can make their slides as “quiet” as possible

References:


- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
- Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol
- Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.







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# Locomotor: Horizontal Jumping

Performance Indicators - Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy	
<ul style="list-style-type: none"><li>Eyes focused forward – “look ahead”</li><li>Bends knees and body at waist in preparation for jump - “bend then explode”</li><li>Swings arms fully in a backward-forward direction – “swing”</li><li>Extends body in flight and lands with bent knees – “expand”</li><li>Takes off and lands on two feet – “soft feet”</li></ul>		jump	over
		near	far
		light	bend
		on	off

Stages of Motor Development <sup>3</sup>				
	Stage 1		Stage 2	Stage 3
	Initial Stage		Elementary Stages	
	<i>Braking arms</i> Arms act as “brakes” Large vertical component Legs not extended		<i>Winging Arms</i> Arms act as “wings” Vertical component still great Legs near full extension	<i>Arms swing to head</i> Arms move forward, elbows in front of trunk at takeoff Hands to head height Take-off angle still above 45% Legs often fully extended
				Stage 4
				Mature Stage
				<i>Full Body Extension</i> Complete arm and leg extension at takeoff, takeoff near 45 degree angle Thighs parallel to surface when feet contact for landing

Pre or Post Assessment																				
Directions <sup>2</sup> : Have a starting line on the floor tell the child to jump as far as they can				Students (example n=20)																
Performance Indicators <sup>1</sup>				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Eyes focused forward																				
Bends knees and body at waist in preparation for jump																				
Swings arms fully in a backward-forward direction																				
Extends body in flight and lands with bent knees																				
Takes off and lands on two feet																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stages / Able	Mature Stage / Competent
<div>1. Bend your knees and crouch low, come back up and reach high, stretch high, push feet against floor</div> <div>2. Have student jump to hit target that is above their head and land lightly (SPRING)</div> <div>3. Jump and light showing an S with your body in balance (SSSSS)</div> <div>4. Jump forward with hard (loud, strong) landing</div> <div>5. Jump forward with soft (quiet, light) landing</div> <div>6. Jump forward on a line on the floor</div> <div>7. Jump forward over a line on the floor</div> <div>8. Jump forwards and backwards</div> <div>9. Jump sideways</div> <div>10. Jump over a rope on the floor</div> <div>11. Jump in and out of a hoop that is on the floor</div> <div>12. Jump in front, behind, and along side a hoop</div> <div>13. Jump forward slowly</div> <div>14. Jump forward quickly</div> <div>15. Jump with your feet straddled then together, slowly then increase speed (open, closed)</div> <div>16. Play music and have students jump to the beat (slow, medium, fast)</div>	<div>17. Jump forward and strike a ball down to encourage arms moving forward from winged arms</div> <div>18. Jump off a heightened box (start small)</div> <div>19. Jump off a box but into a hula hoop with controlled landing</div> <div>20. Jump off a box with extension in flight and controlled landing</div> <div>21. Place three small hula hoops in front of hoop, choose a hoop to jump (extensions, far &amp; near)</div> <div>22. Place two cones with a noodle across in front of hoop, jump from box over the noodle (extension, far &amp; near)</div> <div>23. Jump off a box and land sideways in balance (90- both sides)</div> <div>24. Jump off, turn and land backwards (180)</div> <div>25. Jump off, turn and land forwards (360)</div> <div>26. Jump on a heightened box</div> <div>27. Jump over a slow moving rope, a fast moving rope</div> <div>28. Jump and mark your landing with a beanbag. Try to jump farther next time (near and far).</div> <div>29. Jump over a heightened box</div> <div>30. Jump across the general space using different pathways (straight, zigzag, curved)</div>	<div>*** all performance indicators should be met prior to combining skills***</div> <div>31. Jump off a box and make different shapes (straight, wide, round, narrow, twisted, star, symmetrical, asymmetric) while landing softly and safely.</div> <div>32. Jump over separated ropes (river) on the floor, move ropes farther away to jump for distance (maximum length would be child’s own length)</div> <div>33. Jump through an obstacle course which includes using a variety of movement concepts in combination</div> <div>34. Create a routine with different jumps, shapes, and turns (off a box or on the floor)</div> <div>35. Create a routine with a variety of locomotor skills and movement concepts</div> <div>36. Combine jumping and catching a ball in a controlled environment</div> <div>37. Combine running, jumping and catching in a controlled environment</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Child is showing insufficient extension of legs and body at takeoff	Ask the child to jump over a horizontal target, gradually increasing the distance between take off and object.
Child is using ineffective arm swing in the jump	Encourage the child to rock forward in a heel-to-toe motion while coordinating arm swing
Child is falling backward on landing	Encourage the child to reach forward on landing
Arms are beside or behind on landing	Use cue words as a reminder (reach forward)

**References:**

- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
- Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol
- Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


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From J. Barrett & C. Scaini, 2019, *Physical and health education in Canada* (Champaign, IL: Human Kinetics).



# Locomotor: Hopping

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Takes off on one foot and lands on the same foot - “<b>one foot</b>”</li><li>Holds knee behind body at 90 degree angle – “<b>make an L shape</b>”</li><li>Uses arms for lift – “<b>arms</b>”</li><li>Displays rhythmical hopping – “<b>hop to a beat</b>”</li><li>Maintains balance – “<b>controlled</b>”</li></ul>		hop	control	swing
		L shape	1 foot	up
		balance	rhythm	down

Stages of Motor Development <sup>3</sup>					
	Stage 1		Stage 2	Stage 3	
	Initial Stage		Elementary Stages		
<i>Foot in Front</i> Nonsupport foot in front with thigh parallel to floor Body erect Hands shoulder height		<i>Foot Behind Support Leg</i> Nonsupport thigh vertical with foot behind support leg, knee flexed More body lean forward Bilateral arm action		<i>Foot Behind Support Leg</i> Nonsupport thigh vertical with foot behind support leg, knee flexed More body lean forward Bilateral arm action	
				<i>Perpendicular Free Leg</i> Nonsupport leg is bent, knee pumps forward and back in perpendicular action, forward body lean Arm opposition with swing leg	

Pre or Post Assessment																				
Directions <sup>2</sup> : Have the child hop three times on one foot and then the other foot				Students (example n=20)																
Performance Indicators <sup>1</sup>				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Takes off on one foot and lands on the same foot																				
Holds knee behind body at 90 degree angle																				
Uses arms for lift																				
Displays rhythmical hopping while maintaining balance																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
*** use hopping in combination with other locomotor skills to prevent fatigue***		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<b>**Hopping in self-space</b> 1. Balance on preferred leg without support 2. Balance on preferred leg focusing on tightening muscles and creating stillness 3. Balance on preferred leg while placing bean bags on different body parts 4. Same as #1 but with eyes closed 5. Balance on 1 leg trying to pick up something of the floor 6. Counterbalances – 1 leg and opposite arm (extensions to side of body) 7. Symmetrical and asymmetrical shapes while balancing on 1 leg 8. Hop off one foot and land on two feet inside a hula-hoop 9. Hop off non-dominate leg and land on two feet inside of a hula-hoop 10. Hop off one foot and land on one foot 11. Same as #10 on non-dominate foot 12. Hop continuously 3-5 times in self-space on dominant leg 13. Hop continuously 3-5 times in self-space on non-dominant leg **Encourage keeping non-hopping leg close to the ground, avoid high knee	<b>** Travelling while hopping in closed environment</b> 14. Hop in a straight line between 2 cones 15. Hop in different pathways (straight, curved, zig zag) in self-space or between 2 cones 16. Hop as fast as you can between 2 cones, 20 feet apart 17. Hop as fast as you can between 2 cones, choose the distance 18. Hop while pumping your arms back and forth (alternating arms) 19. Hop between 2 cones and on a signal turn around and hop back 20. Hop between 2 cones and on signal hold a static balance pose on 2 feet 21. Hop between 2 cones and on signal hold a static balance pose on 1 foot for 3 seconds 22. Hop to the left and to the right in open space (station work) 23. Hop quietly and loudly (force) in open space (station work) 24. Hop in an open space around obstacles (station: around cones, over lines, between cones, across lines) 25. Hop in an open space around obstacles changing speeds (station)	<b>**Travelling while hopping in open environment</b> 26. Hop with partner in different pathways (leading and following) 27. Hop in an open space around obstacles with a partner (station) staying in self-space (eyes up) 28. Hop in an open space around obstacles changing speeds with a partner (station) staying in self-space (eyes up) 29. Continue with #27 and 28 adding more people and space (space, relationship with others, speed) 30. Travelling in open space to the music (slow and fast – walking vs running and hopping vs. jumping) 31. Teacher designed obstacle course focusing on different locomotor skills (including hopping), speeds and pathways (e.g. walk zig zag, hop straight) 32. Students will create their own pathways with ropes/cones and explore the area using hop and jumping (teacher assist) 33. On the signal students will run the pathway as directed by the teacher (station – open space) 34. Repeat #32-33 with hopping (space, effort, and relationship)

Difficulties to watch for <sup>1</sup>	
If...	Then...
Child is not actually getting off the ground	Provide flat obstacles for the child to try to hop over (rope or line)
Hopping appears very uncoordinated and awkward	Have the child verbalize the parts of the hop out loud (bent knees, push-off, arm swing, landing)
Child is unable to alternate hopping foot	Encourage the child to practice hopping on each foot separately
Child is using insufficient arm swing	Encourage the child to stand in a stationary position and swing arms to imitate a hopping motion

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

3. Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


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5. Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016



# Locomotor: Skipping

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Displays a step-hop pattern – “<b>step-hop</b>”</li><li>Uses both sides of body alternately – “<b>left then right</b>”</li><li>Swings arms in opposition to feet – “<b>arm swing</b>”</li><li>Displays a rhythmical pattern - “<b>keep a beat</b>”</li><li>Focuses eye forward - “<b>look ahead</b>”</li></ul>		skip	balance	rhythm
		step	hop	forward
		slow	medium	fast

Stages of Motor Development <sup>3</sup>								
	Stage 1			Stage 2			Stage 3	
	Initial Stage			Elementary Stage			Mature Stage	
<i>Broken Skip</i> Broken skip pattern or irregular rhythm Slow, deliberate movement Ineffective arm action			<i>High Arms &amp; Legs</i> Rhythmical skip pattern Arms provide body lift Excessive vertical component			<i>Rhythmical Skip</i> Arm action reduced/hands below shoulders Easy, rhythmical movement Support foot near surface on hop		

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Have the child skip from one cone to another for about 25 feet					Students (example n=20)															
<b>Performance Indicators<sup>1</sup></b>					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Displays a step-hop pattern																				
Uses both sides of body alternately																				
Swings arms in opposition to feet with rhythm																				
Focuses eyes forward																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<p><b>Note: Make sure students are able to balance and hop continuously prior to teaching step-hop</b></p> <ol style="list-style-type: none"><li>Practice step-hop in self space “step forward and hop on the same foot”</li><li>Step and lift the knee sharply (fast, strong) upward working on creating a rhythm</li><li>March with high knees in self space</li><li>Practice lifting your leg and arm then walking and repeating this pattern</li><li>Swing your arm and leg upward on the same side, and then swing your arm and leg upward on the other side</li><li>Step-hop pattern slowly with preferred side</li><li>Step-hop pattern with non-preferred side</li><li>Step-hop pattern slowly alternating</li><li>Step-hop pattern on a mat indicating feet position throughout the process</li><li>Skip in self-space</li></ol>	<ol style="list-style-type: none"><li>Skip in different pathways and directions – straight, zigzag, or curved</li><li>Skipping while changing directions, pathways, and levels</li><li>Skip while changing speeds (slow, medium, fast)</li><li>Skip while the teacher claps / drums to a rhythm</li><li>Skip while changing speeds to music</li><li>Skipping to the music while changing directions, pathways, and levels</li><li>Skip landing strong or light</li><li>Skip at different levels – low, middle, or high</li><li>Skip for distance (force)</li><li>Skip swinging arms at low, middle and high levels</li><li>Skip while alternating strong and light landing</li></ol>	<p><b>Space consideration: Students must practice being aware of their environment by keeping eyes up for safety</b></p> <ol style="list-style-type: none"><li>Practice self-space while skipping in open space with multiple students</li><li>Skip following a partner</li><li>Skip along side of a partner</li><li>Skip mirroring a partner in place</li><li>Skip while shadowing each others movement (one partner in front and other behind)</li><li>Skip while shadowing your partner and changing directions, pathways, levels, and speeds</li><li>Skip while matching a partner (student standing next to each other)</li><li>Skip while chasing, fleeing, dodging with a partner</li><li>Skip while playing “tag games” (chasing, fleeing, dodging)</li><li>The combination of multiple locomotor skills (including skipping) to create routines</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
There is an inconsistent step-hop pattern	Use colored tape to mark footsteps on the floor and help establish pattern
There is a lack of rhythm in the skip	Clap the rhythm for children
Movements are exaggerated	Encourage the children to life their feet just off the ground
Slight loss of balance from time to time	Have the child slow the skip down and exaggerate the hop portion of the skip
Children are landing flat footed	Ask children to see if they can make their skip as “quiet” as possible

References:

- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
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# Manipulative: Underhand Rolling

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Focus eyes on target- “eyes on target”</li><li>Roll ball with backward and forward arm swing – “swing”</li><li>Step forward with leg opposite to the hand holding the ball – “opposite”</li><li>Bends knees and releases the ball along floor – “bend &amp; release low”</li><li>Follows through with hand pointing at target – “follow through”</li></ul>		roll	low	bend
		swing	between	under
		opposite	aim	target

Stages of Motor Development <sup>3</sup>		
		
Stage 1	Stage 2	Stage 3
Initial Stage	Elementary Stage	Mature Stage
<i>Straddle Stance</i> Ball is held with hands on side, palms facing each other, acute bend at sides, backwards pendulum motion, eyes monitor the ball, forward swing and trunk lift to release ball	<i>Stride stance</i> Ball held with one hand on bottom and the other on top, backward arm swing without weight transfer, limited knee bend, forward swing with limited follow-through, ball released between knee and waist level, eyes alternate monitoring target and ball	<i>Contralateral Step</i> Ball held in hand corresponding to trailing leg Slight hip rotation and trunk lean forward Pronounced knee bend, forward swing with weight transfer from back to front foot, release at knee level or below, eyes on target throughout

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Tennis ball: age 3-6, softball: age 7-10. Roll from 20 ft away between 2 cones 4 ft apart				<b>Students (example n=20)</b>																
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>Performance Indicators<sup>1</sup></b>				18	19	20														
Focus eyes on target																				
Roll ball with backward and forward arm swing																				
Step forward with leg opposite to the hand holding the ball																				
Bends knees and releases the ball along floor																				
Follows through with hand pointing at target																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed and closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Sitting roll with two hands to teacher/target (low, near)</li><li>Sitting roll with two hands at a greater distance to teacher/target (low, far)</li><li>Sitting roll using two hands with a partner (low, straight, relationship)</li><li>Sitting roll using two hands with a small group (low, directions, relationship)</li><li>Kneeling roll without ball to teacher/target (opposition, medium level, swing)</li><li>Kneeling roll to teacher/target with 1 hand (opposition, medium level, swing)</li><li>Kneeling roll to target with 1 hand using strong force</li><li>Kneeling roll to target with 1 hand using light force</li><li>Kneeling roll to target with 1 hand at different distances (far, near) varying force</li><li>Kneeling roll with 1 hand between two cones varying the width of the cones</li><li>Kneeling roll with 1 hand under a rope suspended by two cones (vary heights: high, medium, low)</li><li>Kneeling roll with 1 hand under a rope suspended by two cones (vary heights: high, medium, low and force: light, strong)</li></ol>	<ol style="list-style-type: none"><li>Standing roll with 1 hand under a rope suspended by two cones at a low level</li><li>Put student in stride stance (Busy hand, busy foot: busy hand holds the ball, busy foot is opposite to busy hand) (opposition)</li><li>Have students demonstrate busy hand, busy foot from different positions (in front, behind, on line) (opposition)</li><li>Stride stance without ball, bend knees (lunge) to create different levels (low, medium, high)</li><li>Stride stance without ball, bend knees (lunge) to create a low level and swing arm back and forth (transfer weight)</li><li>Stride stance with ball, bend knees (lunge) to create a low level and swing arm back and forth (transfer weight)</li><li>Stride stance roll with 1 hand under a rope suspended by two cones at a low level (transfer weight, low, swing)</li><li>***Use a rope suspended by two cones as needed to reinforce getting low***</li><li>Stride stance roll with 1 hand using different forces (light, strong, swing)</li><li>Stride stance roll with 1 hand at a target varying the width of the target (large, medium, small, follow through)</li></ol>	<ol style="list-style-type: none"><li>Introduce the contralateral step: stand behind the line, step over the line with busy foot while holding ball in busy hand</li><li>Have students demonstrate stepping with busy hand, busy foot from different positions (in front, behind, on line) (opposition)</li><li>Step in opposition with ball, bend knees (lunge) to create a low level and swing arm back and forth (transfer weight)</li><li>Step in opposition and roll with 1 hand at a low level (transfer weight, low, swing)</li><li>Step in opposition and roll with 1 hand using different forces (light, strong, swing)</li><li>Step in opposition and roll with 1 hand at a target varying the width of the target (large, medium, small, follow through)</li><li>Repeat tasks 24-27 and increase size of ball</li><li>Repeat tasks 24-27 and increase size and weight of ball</li><li>** at this time, students would roll with the appropriate size/weight ball for their level **</li><li>Have student roll with 1 hand at multiple targets (cones, bowling pins), varying distances (near, far), and varying force (light, strong)</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
They fail to control the ball in the hand	Use smaller balls
They fail to look at the target	Put a marker down for students to aim at. Go through swinging motion without a ball while partner shows number cards.
They release the ball and it always veers to one side	Mark down a line for students to aim at and follow as they are following through. Have students point at the target and pause there
They do not step in opposition	Put feet markers down and draw a line for students to step over.

References:

- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
- Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol
- Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


References Continued:

- Baumgarten, S. & Langton, T. (2006). *Elementary Physical Education: Building a Solid Movement Foundation*. Stipes Publishing L.L.C.: Champaign, IL.
- Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016




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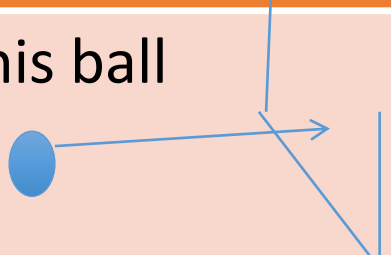
# Manipulative: Underhand Throw

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Focuses eyes on target – “<b>eyes on target</b>”</li><li>Steps forward with foot opposite to throwing arm – “<b>step forward</b>”</li><li>Throwing arm swing down and and then forward – “<b>swing – tick/tock</b>”</li><li>Shifts weight from back to front foot – “<b>back to front</b>”</li><li>Hand follows through after ball release at waist level – “<b>point at target</b>”</li><li>Open hand to release ball at waist – “<b>Open up</b>”</li></ul>		throw	far	target
		toss	over	point
		near	under	in
		out	tick	tock

## Stages of Motor Development<sup>3</sup>

 Stage 1	 Stage 2	 Stage 3
Initial Stage	Elementary Stage	Mature Stage
<i>Stationary</i> Ball is held with hands on side, palms facing each other, limited swing backward, eyes monitor the ball, forward swing and trunk lift to release ball	<i>Ipsilateral Step or Stride stance</i> Ball held with one hand, backward arm swing without weight transfer to the rear, forward swing with limited follow-through, ball released between knee and waist level or above chest level, eyes alternate monitoring target and ball	<i>Contralateral Step</i> Ball held in hand corresponding to trailing leg, step forward with opposite foot, forward swing with weight transfer fro back to front foot, release at waist level, follow through, eyes on target

## Pre or Post Assessment

Directions <sup>2</sup> : 15 feet from wall, child throws tennis ball underhand at the wall 	Students (example n=20)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Performance Indicators <sup>1</sup>																				
Focuses eyes on target																				
Steps forward with foot opposite to throwing arm																				
Throwing arm swing down and and then forward																				
Shifts weight from back to front foot																				
Hand follows through after ball release at waist level																				
Open hand to release ball at waist																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

## Developmentally Appropriate Progressions

Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Practice rolling to a partner or target</div> <div>2. Practice sliding a bean bag on the ground with one hand – play tag game</div> <div>3. Kneeling and underhand throw without a ball to teacher/target (opposition, medium level, swing)</div> <div>4. Kneeling and underhand throw with small or light weight ball to a teacher/target (opposition, medium level, swing)</div> <div>5. Kneeling, underhand throw to target with 1 hand using strong force</div> <div>6. Same as #5 using light force</div> <div>7. Kneeling, underhand throw to target with 1 hand at different distances (far, near) varying force</div> <div>8. Kneeling, underhand throw, using bean bags of small balls to throw in large boxes drawn on ground/hula hoops on ground</div> <div>9. Same as #8 but varying distances</div> <div>10. Kneeling, underhand throw, using bean bags or small balls to throw in small boxes/hula hoops</div> <div>11. Same as #10 but varying distances</div>	<div>12. Put student in stride stance (Busy hand, busy foot: busy hand holds the ball, busy foot is opposite to busy hand) (opposition)</div> <div>13. Have students demonstrate busy hand, busy foot from different positions (in front, behind, on line) (opposition)</div> <div>14. Stride stance without ball, bend knees slightly and swing arm back and forth (transfer weight)</div> <div>15. Stride stance with ball, bend knees slightly and swing arm back and forth (transfer weight)</div> <div>16. Stride stance underhand throw over a rope suspended by two cones at a low level (transfer weight, low, swing)</div> <div>17. Stride stance, underhand throw to target with 1 hand at different distances (far, near) varying force</div> <div>18. Stride stance, underhand throw, using bean bags of small balls to throw in large boxes drawn on ground/hula hoops on ground</div> <div>19. Same as #8 but varying distances</div> <div>20. Stride stance, underhand throw, using bean bags or small balls to throw in small boxes/hula hoops</div> <div>21. Same as #10 but varying distances</div>	<div>22. Introduce the contralateral step: stand behind the line, step over the line with busy foot while holding ball in busy hand</div> <div>23. Have students demonstrate stepping with busy hand, busy foot from different positions (in front, behind, on line) (opposition)</div> <div>24. Step in opposition with ball and swing arm back and forth (transfer weight, tick/tock)</div> <div>25. Step in opposition and underhand throw to large targets on ground (transfer weight, low, swing)</div> <div>26. Step in opposition and underhand throw to large targets at different distances (far, near) varying forces</div> <div>27. Step in opposition and underhand throw to different sized targets on ground (transfer weight, low, swing)</div> <div>28. Step in opposition and underhand throw to small targets</div> <div>29. Step in opposition and underhand throw to different sized targets from different distances (far, near) varying forces</div> <div>*** Tossing &amp; catching with partner would occur only when students are comfortable with catching the ball (see catching poster) ***</div>

## Difficulties to watch for<sup>1</sup>

If...	Then...
They fail to control the ball in the hand	Use smaller balls
They take object upwards in preparation to throw	They should make a downward circle and take object behind the trunk
Children are not keeping eyes on target	Partner hold flashcards with numbers or letters as thrower goes through action without throwing
Small step in opposition	Place skipping rope a bit further and coach them to step bigger
They release the ball and it always veers to one side	Mark down a target for students to aim at and have students point at the target and pause there

**References:**

- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
- Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol
- Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


**References Continued:**






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# Manipulative: Catching

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Focus eyes on object throughout catch – “<b>Look</b>”</li><li>Positions body in the path of the object (midline catch) – “<b>get behind</b>”</li><li>Positions one foot slightly ahead of the other in balanced position – “<b>ready</b>”</li><li>Catching object with hands – “<b>pinkies together – thumbs together</b>”</li><li>Relaxes and absorbs the force of the object – “<b>soft hands</b>”</li></ul>		catch	soft	midline
		low	medium	high
		pinkies	thumbs	look

Stages of Motor Development <sup>3</sup>				
 Stage 1	 Stage 2	 Stage 3	 Stage 4	 Stage 5
Initial Stage	Elementary Stages			Mature Stage
<i>Delayed Reaction</i> Delayed arm action Arms straight in front until ball contact, then scooping action to chest Feet stationary	<i>Hugging</i> Arms encircle ball as it approaches Ball is “hugged” to chest Feet are stationary or may take one step	<i>Scooping</i> “to chest” catch Arms “scoop” under ball to trap it to chest. Single step may be used to approach the ball	<i>Hand catch</i> Catch with hands only Feet stationary or limited to one step	<i>Move to ball</i> Catch with hands only Whole body moves through the space

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> 4’ ball, 2 lines 15ft apart. Toss ball lightly/ underhand to child aiming at chest.					Students (example n=20)															
<div><div>X</div><div></div><div>X</div></div>					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Performance Indicators <sup>1</sup>																				
Focus eyes on object throughout catch																				
Positions body in the path of the object (midline catch)																				
Positions one foot slightly ahead of the other in balanced position																				
Catches object with hands																				
Relaxes and absorbs the force of the object																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage
<div><div>1. Catch a rolled ball with the body (trapping)</div><div>2. Catch a rolled ball with their hands</div><div>3. Seated roll with a partner 4 feet away</div><div>4. Seated roll with a partner 8 feet away</div><div>5. Catch a two-handed light bounce from a teacher (or partner when ready) seated 4 feet away (encourage scooping)</div><div>6. Pushing and catching a tethered ball (body)</div><div>7. Pushing and catching a tethered ball (hands)</div><div>8. Toss, track and catch a balloon with body</div><div>9. Toss &amp; catch balloon at a medium level with body</div><div>10. Toss &amp; catch balloon at a high level with body</div><div>11. Toss &amp; catch balloon at a low level with body</div><div>12. Catch a large lightweight ball (beach ball) with body</div><div>13. Toss &amp; catch a large lightweight ball at the different levels (medium, high, low) body</div></div>	<div><div>14. Toss, track and catch a balloon (with hands only)</div><div>15. Toss &amp; catch balloon at different levels (medium, high, low) hands</div><div>16. Toss &amp; catch a large lightweight ball at the different levels (hands)</div><div>17. Toss &amp; catch a lightweight ball (balloon, beach ball) using turning and twisting, stationary feet</div><div>18. Use a medium size ball and toss it to self at different levels (seated, medium, standing)</div><div>19. Use bean bags and toss it to self at different levels (seated, medium, standing)</div><div>20. Use small ball and toss it to self at different levels (seated, medium, standing)</div><div>21. Toss &amp; catch a small ball while crossing the midline (twisting)</div><div>22. Catch a ball after a bounce</div><div>23. Throw &amp; catch with a partner close by</div><div>24. Underhand toss with a partner from 2 feet away, choice in ball (larger/lighter ball is easier)</div><div>25. Underhand toss with a partner, student receiving ball takes 1 step towards ball to catch</div><div>26. Underhand toss with a partner (increase distance)</div><div>27. Underhand toss with partner, changing distance, levels, directions (stationary)</div></div>	<div><div>28. With partner, moving to a large ball and catching it.</div><div>29. With partner, move &amp; catch a tennis size ball.</div><div>30. With partner, move &amp; catch a tennis size ball at different levels</div><div>31. With partner, move &amp; catch a tennis size ball off a bounce</div><div>32. With partner, move &amp; catch a tennis size ball from different distances</div><div>33. Catching a rebounded ball off the ball</div><div>34. With partner, move &amp; catch a ball from different speeds</div><div>35. With a partner, toss &amp; catch while changing levels, distances, speeds, objects</div><div>36. With a partner, catch with different objects (e.g. scoops, gloves, nets, buckets)</div></div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Eyes not on object	Mark the ball with an X and ask to look at X. Use two colored balls catch the correct color
Can’t catch ball thrown by partner	Catch ball that is rolled first. Have child drop ball and catch it
Trouble catching ball thrown by partner	Let the ball bounce before catching it
Cradling ball against chest	Select larger, lighter balls. Have child reach for ball to catch it without touching his/her chest
Catcher must move to catch and is unsuccessful	Thrower should toss underhand in catcher’s zone so that partner doesn’t need to move. Encourage midline catching
Trouble catching small objects	Increase size of object – difficult to throw but easier to catch

**References:**

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

3. Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.

**References Continued:**

4. Baumgarten, S. & Langton, T. (2006). *Elementary Physical Education: Building a Solid Movement Foundation*. Stipes Publishing L.L.C.: Champaign, IL.

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# Manipulative: Overhand Throw

Performance Indicators/Teaching cues<sup>1</sup>





- Focuses eyes on target – “**eyes on target**”
- Bends and hold elbow back at shoulder height behind ear – “**T**”
- Rotates hips so that opposite shoulder is in line with the target – “**side to target**”
- Steps forward with foot opposite to throwing arm – “**step forward**”
- Shifts weight from back to front foot – “**back to front**”
- Leads throw with elbow, follows through down and across - “**follow through**”

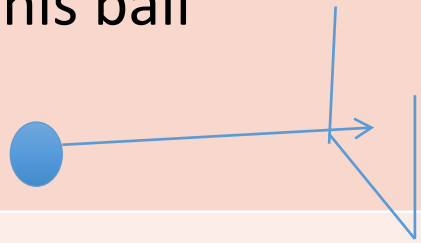
Instructional Video QR<sup>5</sup>



Literacy

eyes	T	opposite
side	target	step
front	back	point

Stages of Motor Development <sup>3</sup>				
 Stage 1	 Stage 2	 Stage 3	Stage 4	Stage 5 
Initial Stage		Elementary Stages		Mature Stage
<i>Chop</i> Vertical windup “Chop” throw Feet stationary No spinal rotation	<i>Sling shot</i> Horizontal wind-up “sling shot throw” Block rotation Follow-through across body	<i>Ipsilateral step</i> High windup Feet cross over Little spinal rotation Follow-through across body	<i>Contralateral step</i> High windup Contralateral step Little spinal rotation Follow-through across body	<i>Windup</i> Downward arc windup Contralateral step Segmented body rotation Arm-leg follow-through

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> 20 feet from wall, child throws tennis ball hard at the wall					Students (example n=20)															
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Performance Indicators <sup>1</sup>					17	18	19	20												
Focuses eyes on target																				
Bends and holds elbow back at shoulder height behind ear																				
Rotates hips so that opposite shoulder is in line with the target																				
Steps forward with foot opposite to throwing arm																				
Shifts weight from back to front foot																				
Leads throw with elbow, follows through down and across																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Kneeling and overhand throw without a ball to teacher/target (opposition, medium level, swing)</div> <div>2. Kneeling and overhand throw with small or light weight ball to a teacher/target (opposition, medium level, swing)</div> <div>3. Kneeling, overhand throw to target with 1 hand using strong force</div> <div>4. Kneeling, overhand throw to target with 1 hand using light force</div> <div>5. Kneeling, overhand throw to target with 1 hand at different distances (far, near) varying force</div> <div>6. Kneeling, overhand throw, using light objects to throw to large targets on wall or suspended</div> <div>7. Same as #6 but varying distances</div> <div>8. Kneeling, overhand throw, using light objects objects to throw to small targets on wall or suspended</div> <div>9. Same as #8 but varying distances</div>	<div><b>*Place foot markers on floor to indicate opposition, the following progressions are all from a standing position</b></div> <div>10. Overhand throw without a ball to teacher/target (opposition, medium level, swing)</div> <div>11. Overhand throw with small ball to a teacher/target (opposition, medium level, swing)</div> <div>12. Overhand throw to target with 1 hand using strong force</div> <div>13. Overhand throw to target with 1 hand using light force</div> <div>14. Overhand throw to target with 1 hand at different distances (far, near) varying force</div> <div>15. Overhand throw, using light objects to throw to large targets on wall or suspended</div> <div>16. Same as #15 but varying distances</div> <div>17. Overhand throw, using light objects objects to throw to small targets on wall or suspended</div> <div>18. Same as #17 but varying distances</div> <div><b>** Remove foot markers and introduce step in opposition and rotate torso</b></div> <div>19. Overhand throw with step in opposition to targets varying distance to the target and size of target</div>	<div><b>**When throwing to partners, mature catching patterns are pre-requisite skills</b></div> <div>20. Throw to a stationary partner varying distances</div> <div>21. Throw to a stationary partner for accuracy (limit steps taken by catcher)</div> <div>22. Throw to a partner who is moving laterally</div> <div>23. Throw to a partner who is moving towards you</div> <div>24. Throw to a partner who is moving away from you</div> <div>25. Throw to a partner standing stationary while you (person throwing) moves laterally</div> <div>26. Throw to a partner standing stationary while you (person throwing) move towards target</div> <div>27. Throw to a partner standing stationary while you (person throwing) move away from target (throw while walking backward)</div> <div>28. Throw while you and a partner are moving the same way (laterally, towards and away from each other)</div> <div>29. Throw while moving in opposite directions</div> <div>30. Combine different manipulative skills (throwing &amp; catching) in small sided games</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Children are not standing sideways to target	They should straddle a line so that the shoulder opposite the throwing hand faces the target
They take object upwards in preparation to throw	They should make a downward circle and take object behind the head
Children are not keeping eyes on target	Partner hold flashcards with numbers or letters as thrower goes through action without throwing
There is no opposition	Partner can hold the object to be thrown behind the thrower so that the thrower has to reach behind
Small step in opposition	Place skipping rope a bit further and coach them to step bigger
Rotate trunk and hips in block formation	Lead them into how to isolate the hip first, next rotate shoulders
Ending throw with throwing hand pointing	Throw the object and touch outside of knee opposite the throwing arm

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

3. Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


References Continued:





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5. Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016



# Manipulative: Kicking

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>• Focuses eyes on target – “<b>Eyes on target</b>”</li><li>• Steps beside the ball with non-kicking foot – “<b>Plant foot</b>”</li><li>• Bends body at waist, initiates kick from hip – “<b>Lean in</b>”</li><li>• Bends kicking leg (knee over ball) to contact with shoelaces – “<b>shoelaces</b>”</li><li>• Swings arms in opposition to kicking foot – “<b>swing</b>”</li><li>• Follows through with kicking leg pointing to target – “<b>swing through</b>”</li></ul>		kick	inside	tap
		soft	low	foot
		soccer	hard	high
		swing	plant	target

Stages of Motor Development <sup>3</sup>							
	Stage 1		Stage 2	Stage 3		Stage 4	
	Initial Stage		Elementary Stages			Mature Stage	
	<i>Stationary Push</i> Little/no leg windup / Stationary position / Foot “pushes” ball / Step backward after kick		<i>Stationary Leg swing</i> Leg windup to the rear Stationary position Opposition of arms and legs	<i>Moving approach</i> Foot travels in a low arc Arm/leg opposition Forward or sideward step on follow-through		<i>Leap-kick-hop</i> Rapid approach Backward trunk lean during windup Leap before kick / Hop after kick	

Pre or Post Assessment																							
Directions <sup>2</sup> : Run and kick a stationary ball for 20 feet to a wall				Students (example n=20)																			
Performance Indicators <sup>1</sup>				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Focuses eyes on target																							
Steps beside the ball with non-kicking foot																							
Bends body at waist, initiates kick from hip																							
Bends kicking leg (knee over ball) to contact with shoelaces																							
Swings arms in opposition to kicking foot																							
Follows through with kicking leg pointing to target																							
Total # of Performance indicators met																							
Developmentally Appropriate Progressions <sup>3,4</sup>																							
I: Initial / Emerging: Limited indicators visible in any context																							
E: Elementary / Able: Some indicators in closed contexts																							
M: Mature / Competent: All indicators in closed contexts																							

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Check ability to balance and walk-complete those progressions if needed</div> <div>2. Hold onto wall and do a continuous kicking motion</div> <div>3. Hold onto wall and do a big leg swing with no knee bend</div> <div>Note : An “Easy ball” is a tethered ball suspended at different heights</div> <div>4. Hold onto wall/chair and kick an “easy ball” or stationary ball</div> <div>5. Stand and kick an “easy ball” or stationary ball</div> <div>6. Stand and kick an “easy ball” or stationary ball softly</div> <div>7. Stand and kick an “easy ball” or stationary ball as hard as you can</div> <div>8. Use a sticker to mark where the non-kicking foot should go and have them kick the stationary ball with their other foot</div> <div>9. Have student lean slightly forward while kicking a stationary ball</div> <div>10. Have student step forward after they kick with their kicking foot.</div>	<div>Introduce stepping to the side of the ball with the non-kicking foot “plant foot”</div> <div>11. Kick stationary ball to the wall (hint: to prevent ball rolling, place ball on bean bag)</div> <div>12. Kick stationary ball at wall as hard as you can (force)</div> <div>13. Kick a stationary ball lightly (force) to a partner</div> <div>14. Kick a stationary ball to a target varying distance from target</div> <div>15. Kick a stationary ball to a target varying angles to target</div> <div>16. Kick a stationary ball to a target varying parts of the foot</div> <div>17. Kick a stationary ball to a target varying directions to the target</div> <div>18. Kick a stationary ball with different levels (low, medium, high)</div> <div>19. Kick a stationary ball, using a backswing and follow through to partner who will trap the ball</div> <div>20. Run and kick a stationary ball at the wall</div> <div>21. Repeat #12-18 with a running approach</div> <div>22. In the approach, encourage an extended step (leap) before planting foot and then kick (with no ball) to increase force</div> <div>23. Have student approach with leap and then kick with a stationary ball</div>	<div>24. Run and kick a slow moving ball</div> <div>25. Run and kick a slow moving ball as far as you can</div> <div>26. Run and kick a slow moving ball at a large target and then a small target</div> <div>27. Run and kick a slow moving ball to a partner while walking (passing)</div> <div>28. Run and kick the ball so it stays on the ground</div> <div>29. Run and kick the ball high to a partner</div> <div>30. Kick while you and a partner are moving the same way (laterally, towards and away from each other)</div> <div>31. Kick while moving in opposite directions</div> <div>32. Dribble (light taps) slowly and then kick the ball at a large target and then a small one</div> <div>33. Dribble quickly and then kick the ball at target (vary size of target)</div> <div>34. Play a small sided game that includes running, kicking and dribbling.</div> <div>35. When ready, complete #24-33 using non-preferred foot</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
There is limited back swing	Without using ball, practice full-range leg swing with kicking leg
Non-kicking foot is not planted next to ball	Place a mark where child should place their foot
Instep of foot does not contact ball below center	Make a mark on the ball to show the point of contact
Kicking foot does not follow through	Without ball, coach the child to swing through with kicking leg to touch fingers of outstretch opposite arm

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

3. Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


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5. Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016



# Manipulative: 2-Handed Striking

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Eyes focused on object being struck – “<b>Watch ball</b>”</li><li>Stands side on to target– “<b>Stand Sideways</b>”</li><li>Displays preparatory backswing– “<b>Swing back</b>”</li><li>Hip and shoulder rotation during swing – “<b>Rotate</b>”</li><li>Transfers weight from back to front foot – “<b>Back to Front</b>”</li><li>Follows through along swinging path – “<b>Follow Through</b>”</li></ul>		strike	light	hard
		hit	turn	rotate
		swing	front	back

Stages of Motor Development <sup>3</sup>					
	Stage 1		Stage 2	Stage 3	
	Initial Stage		Elementary Stages		
<i>Chop Strike</i> “Chop” Strike-bat / Feet Stationary Trunk faces tossed ball / No trunk rotation / Elbows fully flexed Force comes from extension of flexed joints in a downward plane		<i>Pushing</i> Horizontal push/swing Feet stationary/stepping Weight shift to front foot before striking / Combined trunk and hip rotation (block rotation)		<i>Ipsilateral Step</i> Back foot steps across Diagonal downward swing Strike in oblique plane	
				<i>Contralateral Step</i> Contralateral step / Segmented body rotation / Wrist rollover on follow-through / Weight shifts to back foot / Weight shift occurs while object is still moving backwards / Striking in a long, full arc in horizontal plane / Weight shifts to front foot on contact	

Pre or Post Assessment																				
Directions <sup>2</sup> : Hit 4’ ball off batting tee. Tell child to hit hard			 Students (example n=20)																	
Performance Indicators <sup>1</sup>			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Eyes focused on object being struck																				
Stands side on to target																				
Displays preparatory backswing																				
Hip and shoulder rotation during swing																				
Transfers weight from back to front foot																				
Follows through along swinging path																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<div>1. Strike light object upward with different body parts</div> <div>2. Strike light object forward with different body parts</div> <div>3. Strike balloon up in the air with hand</div> <div>4. Strike “easy ball” (tethered ball) with hand forward</div> <div>5. Strike easy ball with a light paddle</div> <div>6. Strike balloon with a light paddle varying force, levels, and directions</div> <div>7. Strike balloon forward towards a wall with hand (teacher assisted)</div> <div>8. Show students how to hold balloon and stand to the side to strike to the wall</div> <div>***use stickers for foot placement to show perpendicular stance “sideways”</div> <div>9. Hit “easy ball” coming toward you with hand</div> <div>10. With a pool noodle, strike the easy ball</div>	<div>Reminder: use markers to indicate sideways foot placement to the tee</div> <div>11. Strike stationary easy ball with large foam bat</div> <div>12. Strike ball off tee as hard as possible</div> <div>13. Stickers on the floor for body position</div> <div>14. Strike ball off tee as hard as possible</div> <div>15. Add additional sticker for front foot step</div> <div>16. Add noodles to the tee for level swing path</div> <div>17. Strike off tee to different size targets</div> <div>18. Strike off tee to different targets placed side to side so students must change their body position</div> <div>19. Strike softly tossed large ball from a mature thrower about swinging at a horizontal plane</div> <div>20. Same as #19 but decrease the size of the ball</div>	<div>21. Strike tossed ball from mature thrower varying the speed of the ball</div> <div>22. Strike tossed ball as hard as possible for distance</div> <div>23. Strike tossed ball under more control to different locations</div> <div>24. Strike tossed ball and run to a cone</div> <div>25. Redo #22 and 23 using varying the speed of the throw</div> <div>26. Combine striking, fielding, running, throwing and catching in small sided games</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
They do not watch the incoming object	Ask them to watch an X marked on ball, use bright colored ball
They are not opening up when preparing to strike	They should stand in ready position facing the object, then turn sideways with arms apart
They strike the object outside the hitting zone	Place ball on large cone or tee; children practice hitting ball off tee – make sure they open up
They are not transferring weight	Practice opening up with weight on back foot and striking motion when shifting to front foot. Without bat or ball, have students say back / front
They have trouble striking ball in air	Allow a bounce before you strike
They have trouble striking small objects	Practice with balloons, then progress to smaller balls
They are having an easy time striking with hands	Allow practice with paddle bat; start with popping object up and letting it bounce between strikes

References:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.

2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

3. Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.


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4. Baumgarten, S. & Langton, T. (2006). *Elementary Physical Education: Building a Solid Movement Foundation*. Stipes Publishing L.L.C.: Champaign, IL.





5. Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016



# Manipulative: Dribbling

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Eyes focused forward – “<b>look ahead</b>”</li><li>Initiates ball contact with fingertips– “<b>5 fingers</b>”</li><li>Bends and straightens wrist and elbow to push the ball– “<b>yo-yo</b>”</li><li>Hips and knees flexed slightly during dribbling – “bend and lean slightly”</li><li>Dribble in front and to the side of the body– “<b>opposite foot forward</b>”</li><li>Performs a rhythmical series of controlled dribbles– “<b>wave to the ball</b>”</li></ul>		dribble	bounce	fingers
		eyes	ball	yo-yo
		slow	fast	wave
		high	low	ready

## Stages of Motor Development<sup>3</sup>

 Stage 1	 Stage 2	Stage 3	 Stage 4	
		Elementary Stages		
<i>Palms facing</i> Ball held with both hands Hands placed on side of ball, palms facing each other / Downward trust with both arms / Ball contacts surface close to body, may contact foot / Great variation in height of bounce / Repeated ball catch pattern	<i>Flat bounce</i> Ball held with both hands, one on top, one near bottom Slight forward lean Downward trust, force inconsistent Watches ball Palm hits ball Limited control of ball	<i>Flex wrist</i> Wrist flexes and extends Ready position, more steady More consistent dribbles	<i>Controlled dribble</i> Feet in narrow stance, opposite foot forward Slight forward trunk lean Ball waist high Ball pushed, fingers used Visual monitoring unnecessary Controlled dribbling	

## Pre or Post Assessment

<b>Directions<sup>2</sup>:</b> Playground ball for 3-5 year olds, basketball for 6-10. Dribble ball 4x without moving, repeat on other side	Students (example n=20)																			
<b>Performance Indicators<sup>1</sup></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Focuses eyes forward																				
Initiates ball contact with fingertips																				
Bends and straightens wrist and elbow to push the ball																				
Hips and knees flexed slightly during dribbling																				
Dribble in front and to the side of the body																				
Performs a rhythmical series of controlled dribbles																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context E: Elementary / Able: Some indicators in closed contexts M: Mature / Competent: All indicators in closed contexts																				

## Developmentally Appropriate Progressions

Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
1. Bounce and catch a ball with 2 hands 2. Bounce the ball 2 times and catch with 2 hands 3. Bounce a ball with 2 hands and catch with 2 while sitting 4. Bounce a balloon hung by a stocking with two, one hand, fast, slow, light, and alternating hands and speed 5. “Mummywrap”- students move the ball around their body going from feet to neck as if they were wrapping up a mummy 6. Dribble a ball allowing as much time as you can between bounces 7. Dribble a ball as many times as you can until it stops 8. Dribble a ball without catching it 9. Dribble a ball in a hula hoop (big to small) 10. Dribble a ball on one poly spot while catching it 11. Dribble a ball two times without catching the ball	12. Dribble a ball consecutive while staying in self-space 13. Dribble the ball with your opposite foot forward across a line 14. Dribble the ball at knee level with opposite foot forward 15. Dribble the ball at waist level with opposite foot forward 16. Dribble the ball at shoulder height with opposite foot forward 17. Dribble the ball while flexing the wrist like a yo-yo encouraging a medium size dribble 18. Dribble the ball on one side of your body 19. Dribble the ball on the other side of your body 20. Dribble a ball while looking up at the teacher 21. Dribble the ball while walking forward 22. Dribble the ball while walking backwards 23. Dribble the ball alternating between walking forwards and backwards 24. While travelling, dribble the ball continuously at different levels alternating between high, middle, and low	25. Dribble the ball in different pathways (straight, curved, zig zag) focusing on controlled dribbling with eyes forward 26. Dribble the lines of the basketball court 27. Dribble the ball from side to side using just your preferred hand 28. Dribble the ball from side to side using your non-preferred hand 29. Dribble the ball to the right and the left 30. Dribble the ball while sliding to the right and the left 31. Dribble the ball at a faster pace going forward to backward and right and left 32. “Globetrotters” Students will show off different tricks dribbling around their body, behind your back, between their legs, with music 33. Combining different skills like dribbling, throwing, catching, running in small sided games

## Difficulties to watch for<sup>1</sup>

If...	Then...
They use slapping motion	Ask the child to imitate waving good-bye to the ball
Looking at the ball while dribbling	While dribbling, have child follow a partner (follow the leader)
Child uses pal in stead of fingers	While partner holds the ball from the bottom, child pushes ball with finger pads

### References:

- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
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