Fundamental Movement Skills and Concepts

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

Why Fundamentals?

Unlocking Potential and Life-long Participation

Chapter 3

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

What are Fundamental Movement Skills?

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

What are Fundamental Movement Skills?

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

Agility  Balance  Coordination

Fundamentals of Movement

Basic Movement Skills

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

Movement Skills and Concepts

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

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

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

**Movement Concepts**

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

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

**What Fundamentals?**

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

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

Developmental Levels

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

Opportunities

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

- Sharing Physical Education Repertoire
  - Movement Activities