



FUNdational Games:
Fundamental Movement Games for
Younger Students
By Robert Matheson, CIRA Ontario



Background

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

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

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

There is a wide range of abilities for students in their first few years of school. Some will have previous experience with the Fundamental Movement Skills and will be quite proficient. Other students will have minimal experience and will need modeling and coaching to allow them to succeed. Make sure you use equipment that is appropriate for children of all abilities.

Ontario Curriculum Links

Early Learning-Kindergarten Program	
Overall Expectation #1 - Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being	
1.1	Begin to demonstrate an understanding of the effects of healthy, active living on the mind and body (<i>e.g., choose a balance of active and quiet activities throughout the day...</i>)
Overall Expectation #2 - Participate willingly in a variety of activities that require the use of both large and small muscles	
2.1	Participate actively in creative movement and other daily physical activities (<i>e.g., dance, games, outdoor play, fitness breaks</i>)

2.2	Demonstrate persistence while engaged in activities that require the use of both large and small muscles (<i>e.g., tossing and catching beanbags, skipping...</i>)
2.3	Demonstrate strategies for engaging in cooperative play in a variety of games and activities
Overall Expectation #3 - Develop control of large muscles (gross-motor control) in a variety of contexts	
3.1	Demonstrate spatial awareness in activities that require the use of large muscles
3.2	Begin to demonstrate control of large muscles with and without equipment (<i>e.g., climb and balance on playground equipment; roll, throw, and catch a variety of balls; demonstrate balance and coordination during parachute games; hop, slide, or gallop in the gym or outdoors</i>)
3.3	Begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement (<i>e.g., run, jump, climb, walk on the balance beam, play beach-ball tennis, catch a ball, play hopscotch</i>)

“The future health and well-being of young children are directly related to the development of physical and health “literacy”. Children who are “physically literate” are able to move with competence in a wide variety of physical activities.”

“By engaging in a wide range of physical activities, children strengthen both their large and small muscles. Gross-motor control, also known as large-muscle control, involves the purposeful control and stabilization of major body movements, balance, and coordination. It enables children to perform more complex movements, such as running, throwing, catching, and jumping, in a range of physical activities, including games.”

The Full-Day Early Learning-Kindergarten Program,
The Ontario Curriculum, 2010 (Draft Version),
p. 128

Grade 1	
Active Living Strand	
A1	Participate actively and regularly in a wide variety of physical activities
A2	Demonstrate an understanding of the importance of being physically active
A3	Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
Movement Competence Strand	
B1.1	Static balances
B1.2	Move and stop safely
B1.3	Perform a variety of locomotor movements, travelling in diff. directions
B1.4	send objects of different shapes and sizes... using different body parts
B1.5	Receive objects of different shapes and sizes, using diff. body parts
B2.1	Demonstrate an understanding that diff. physical activities have different components
B2.2	Apply simple tactics to increase their chances of success

Balance and Stability Skills and Games

Static Balances

Skills

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

What to Look For

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



Figure 1 - Stork Stand during Islands

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

What to Look For

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

Games

Islands Tag

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

Equipment – pylons, hoops or foam squares

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



Paparazzi

For a player to reach the photographer without getting caught on the move

Strategies and Tactics

- Pick a spot on the wall ahead of you to look at
- Place your arms out to the side like an airplane

Equipment

Toy camera (or improvise)

Set Up

- All participants begin at one end of the area
- The paparazzi photographer is at the opposite end of the area

Instructions

- The photographer waits for complete silence before turning her back to the rest of the players
- When the photographer's back is turned, the players begin creeping forward toward the photographer
- After a few seconds, the photographer yells, "Paparazzi!"
- When the participants hear "Paparazzi!" they stop and quickly adopt a static balance, without moving or talking
- If the photographer sees a player move or the player loses his balance, he is sent back to the start
- The game continues with the photographer turning her back again and the players creeping forward again
- The game ends when a player can touch the photographer's wall

Variations

- The game can be played in the dark with a flashlight. Ensure safety rules are in place to avoid accidents
- Participants can attempt to steal an object from the photographer (e.g., a beanbag on a cone, a ball, a toy camera)

Questions for Understanding

- How did you freeze fast enough so the photographer did not catch you moving?
- Which balance is easier to perform quickly?

Balanced Walks

Skills

Heel-to-Toe Walk – participants walk forward heel-to-toe while maintaining their balance (like walking on a tightrope)

What to Look For

- Is the participant looking forward? Does the participant need to look down often?
- Is the foot placement good (heel placed next to the toes) on each step?
- Does the participant remain steady during the sequence?
- Is there any wavering evident? Where? How often?
- Are the arms used to help maintain balance?
- How quickly can the participant move?

Toe-to-Heel Walk – participants walk backward toe-to-heel while maintaining their balance (like walking on a tightrope)

What to Look For

- Is the participant looking backward? Does the participant need to look down or back often?
- Is the foot placement good (toes placed next to the heel) on each step?
- Does the participant remain steady during the sequence?
- Is there any wavering evident? Where? How often?
- Are the arms used to help maintain balance?
- How quickly can the participant move?

Games

Pirate's Treasure

Game Objective

To sneak up and steal the pirate's treasure from underneath her

Strategies and Tactics

- Move quickly and quietly
- Maintain your balance while walking heel-to-toe

Equipment

Chair, blindfold, beanbag, toy gold pieces, or toy parrot and drawings of fitness activities

Set Up

- One player, the Pirate, sits blindfolded in the middle of the area
- The treasure (beanbag or other object) is placed underneath the Pirate's chair
- The other players form a large circle around the Pirate

Instructions

- On a silent signal, the other players stealthily sneak up on the Pirate, walking heel-to-toe across an imaginary rope from their boat to the Pirate's ship
- The first player to snatch the Pirate's treasure is the winner and becomes the new Pirate
- If the Pirate hears somebody's movements, she claps twice and points to where the sound came from, sending that person to "walk the plank"
- Players that are pointed at must move to the side and "walk the plank" (heel-to-toe, of course) to the leader, who hands them a fitness activity to complete before they can try to sneak up on the Pirate again
- Any players that forget to walk heel-to-toe must "walk the plank"
- Players who lose their balance must return to their boat and try again

Variations

- Have more than one Pirate's Treasure to be stolen
- If players "walk the plank" they are eliminated from that round and must continue to do fitness activities on the outside of the playing area
- Players who lose their balance must "walk the plank" before trying again

Questions for Understanding

How did you keep moving forward quietly?

Is it better to go fast or slow?

Line Tag

Game Objective

To avoid being tagged by your partner

Strategies and Tactics

- Move quickly
- Maintain your balance while walking heel-to-toe

Equipment

None

Set Up

- Need to play in a space (gym) with many lines
- Divide the players into pairs, choosing one to start as IT

Instructions

- The players must stay on the lines at all times
- The game starts slowly with both players walking on a line heel-to-toe with the IT partner slightly behind his partner
- On a signal from the leader, the chase is on and the IT tries to tag his partner
- Meanwhile the Taggee tries to avoid being caught, but he must stay on the lines
- If the IT tags his partner, the players reverse roles and the new IT must count to three before beginning the chase
- On the next signal from the leader, the players must walk heel-to-toe again

- The game continues this way with the players alternating running and chasing with balance walking on every signal from the leader

Variations

- If a player is caught by their IT, he must perform a fitness activity (five jumping jacks) or hold a static balance for five seconds before assuming the role of IT
- If a player does not stay on the lines, he must perform a fitness activity (five jumping jacks) or hold a static balance for five seconds before assuming the role of IT

Questions for Understanding

- How did you prepare to change from balance walking to running?
- How do you decide which lines to follow?
- How do you avoid being tagged while also watching out for other players?

Log Roll

Skills

Log Roll – students lie on the ground with arms extended and roll as straight as possible

What to Look For

- Are the arms stretched out overhead?
- Do the legs stay together and straight?
- Is the body rigid like a pencil?
- Are all body parts rotating at the same time?
- Can the student roll in a straight line?

Games

Body Bowling

The object of this game is to knock down the pins with your body

Equipment – floor mats, plastic or foam bowling pins

- Set up three-to-five pins in a triangular formation at the end of a mat
- Students will take turns lying down at the opposite end of the mat
- Have the children imagine that they are bowling balls
- On the teacher's signal, the students will log roll along the mat towards the pins
- The students try to stay straight and knock down all the pins
- Each student replaces the pins for the next person

Treasure Hunter

The object of this game is to for students to make their way through an obstacle course to try and safely gather the treasure at the end

Equipment – floor mats, chairs, benches, pylons, floor markers, skipping ropes, beanbags/tennis balls, crates/buckets

- Use a variety of objects to create an obstacle course for the students to go through on their way to and from the treasure (beanbags/tennis ball)

- Tell students that they must sneak through the “jungle” to get the treasure without alerting the “guards”
- The course can include tunnels made with chairs or mats across benches, water hazards can be created with skipping ropes, floor markers (spots) can be rocks that must be crossed to avoid falling into a “pit”, hoops and hurdles can be used on the course, benches can be used as bridges for students to balance across, etc.
- Include a couple of mats that students must log roll across to get “under” some kind of obstacle (“poisonous branches”) as part of the journey
- At some point in the course, students will retrieve a piece of treasure that they will carry back with them and put in the crate/bucket
- You can time the class to see how long it takes them to retrieve all the treasure

Variations – to add excitement, you can have some students “guard” the treasure. They can sit with their back to the treasure and try to anticipate when to chase a treasure hunter, trying to tag them to force them to return the treasure. You can add an area where “guards” roll boulders (Gopher Balls) at the treasure hunters, who try to dodge the boulders. When players get hit by the ball, they must return the treasure and try again

Locomotor Movement Skills and Games

Running

Skill

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

What to Look For

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

Games

Circle Relay

The object of this game is for the group to go around the circle in relay as quickly as possible

- Depending on the size of the group, you can have the students make one or more circles
- With multiple circles, the groups can race against each other
- With one circle, the group can race against the clock
- Arrange the players in a circle, equal distance from each other
- Player 1 runs completely around the outside of the circle and tags player 2
- Player 2 completes a lap and tags player 3 – and so on
- When racing against the clock, run the relay again to see if students can beat their time
- When racing head-to-head, have a best two-out-of-three competition

RPS Noodle Tag

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

Equipment – pool noodles, pylons

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

The Dodge

Skill

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

What to Look For

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

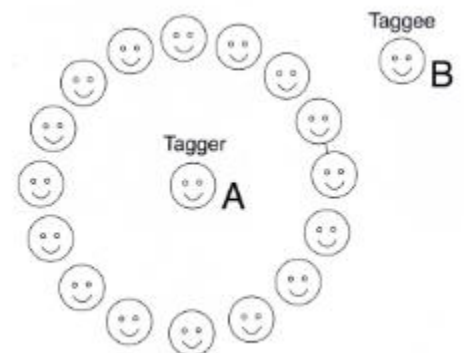
Games

Circle Tag

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

Equipment – none

- Arrange the class in a tight circle with one person inside the circle and one outside
- The Tagger starts in the circle and tries to catch the Taggee, who starts outside
- Both players can weave in and out of the circle
- The players who form the circle need to leave enough space for the players to pass between them as they run
- The Tagger has one minute to try and catch the Taggee
- When the minute is up or the Taggee gets caught, choose two new people and play again



Variation - As the two players weave in and out of the circle, the circle members shut those openings by grabbing their neighbour's hand. The number of spaces to go in/out of will decrease as the game goes on

Triangle Tag

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

Equipment – pool noodles

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

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

Jumping and Leaping

Skills

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

What to Look For

Preparation Stage

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

Take-off Stage

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

Flight Stage

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

Landing Stage

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

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

What to Look For

Preparation Stage

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

Take-off Stage

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

Flight Stage

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

Landing Stage

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

Leaping – students take off from one foot and land on the opposite foot

What to Look For

Preparation Stage

- Is there movement in the hips and knees to prepare for flight?
- Is there a slight run up, leading into the leap?
- Does the student prepare to leap by bringing the arms slightly back?

Take-off Stage

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

Flight Stage

- Are the eyes focused upward or ahead?
- Do the legs straighten during flight?
- Is there a long graceful step with both feet in the air?
- Are the arms held in opposition to the legs?
- Is the trunk leaning forward to prepare for landing?

Landing Stage

- Does the landing leg extend and is the knee bent to absorb the landing impact?
- Does the student land softly and in balance on the ball of the foot?

Games

Border Crossing

Game Objective

To jump past the Border Guards without being caught

Skills and Concepts

- Jumping and landing softly

Strategies and Tactics

- Push off ground with the balls of your foot/feet
- Land on the balls of your foot/feet and flex ankles and knees to land softly

Equipment

Blindfolds

Set Up

- Create a “road” that is about six people wide and 10 metres long
- Put the blindfolds on four players who will be the “border guards”
- The border guards stand back-to-back in pairs at two points along the road

Instructions

- The rest of the players must try to jump quietly from one end of the road to the other without alerting the “border guards”
- When a border guard hears a passing player, she can point at where the sound is coming from
- If the border guard is right, the player must leave the road and walk back to the end of the road to try again
- The players try to see how many times they can go up-and-down the road undetected
- If there is enough space and players, have more than one game at the same time

Variations

- Have the players do a fitness activity (wall squat, V-Jumps) to earn their way back into the game
- Give the “border guards” a pool noodle to tap the passing players with instead of pointing at them
- Add an obstacle on the road that players must leap quietly over

Questions for Understanding

- How do you make sure you jump quietly?
- Do you do anything differently when you are near the guards?

Stones in the Creek

This game gives students an opportunity to practice their jumping, hopping and leaping skills

Equipment – skipping ropes, hoops or spot markers

- Use a series of pairs of ropes to represent creeks, streams and rivers
- Create some that are narrow and some that are wide, others can have narrow and wide parts
- Students will make their way from one end of the area to the other, jumping and leaping over the various bodies of water
- Spots or hoops can be used in a large river as “stones” that students must hop across or jump across to get to the other side
- If children “falls in the water”, they must return home and pretend to change their socks and shoes or completely change their clothes depending on how “wet” they got

Variation – Similar to Treasure Hunter, there can be a goal/task at the end of the process.

Students are trying to rescue animals (game is called **To the Rescue**) that are stranded at the other end (use stuffed animals) and return them to safety, for example. You could add a Giant, who is trying to prevent the rescuers from saving the animals. If the Giant tags a rescuer, the animal must be returned.

Hopping

Skills

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

What to Look For

Preparation Stage

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

Take-off Stage

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

Landing Stage

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

Games

Let's Go to the Hoop

Game Objective

Move around until a signal, then hop to the hoop and form a group

Strategies and Tactics

- Bending the knees to absorb the landing impact
- Balancing on one leg with the other leg bent at the knee

Equipment

Hoops, sound system and music for an old-fashioned Hop

Set Up

- Spread ten hoops randomly around the designated area

Instructions

- The players run around (or use another locomotor skill) the area avoiding the hoops while the music is playing
- When the leader calls out a number and turns off the music, all of the players hop to the hoops and form groups of the size called out by the leader
- For example, if the leader says, "three" then participants need to make groups of three
- Players that don't get into a group must do a fitness activity (five jumping jacks) before rejoining the game

Variations

- Have players hop around the playing area, and then run to the hoops to form the groups

Questions for Understanding

- How do you decide which hoop to hop to?
- What do you do if the group at the hoop is already full?

Hop Potato

Game Objective

Not to have the hot potato when time expires

Strategies and Tactics

- Hop while looking forward
- Prepare to hop by bringing the arms slightly back

Equipment

Timer and a small Gopher ball or beanbag

Set Up

- Put the timer in a place that is visible to the players
- Have the players scatter around the playing area
- Designate one player to start with the hot potato

Instructions

- The players all hop around the area
- The player with the hot potato hops after other players, trying to tag them with the potato
- If a player is touched with the potato, she assumes control of the potato and must hop after other players
- Everyone tries to get rid of the hot potato as quickly as possible
- When the timer sounds after two minutes, the player with the potato must give the potato to another player and then run a lap around the outside of the playing area before rejoining the game

Variations

- Shorten or add more time to the timer
- Instead of tagging players with the potato, players toss (or hand off) the potato to other players while hopping around the area

Questions for Understanding

- How do you stay balanced while hopping and avoiding the person with the potato?
- How do you focus on catching when you are concentrating on hopping?

Skipping and Galloping

Skills

Skipping – students move rhythmically using a step-hop pattern

What to Look For

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

Galloping – students move rhythmically using a step-together, step-together pattern with the same foot always remaining in front

What to Look For

- Is the step forward followed by a step with the trailing foot?
- Does the lead foot always stay in front?
- Is weight transferred from the front to back with a slight lift?
- Are the arms bent and moved in rhythm with the legs?
- Is there a brief period when both feet are off the ground?

Games

Call of the Wild

Game Objective

For players to work as a team to find as many objects as possible

Strategies and Tactics

- Use proper skipping or galloping technique – high knees with arm upswing when skipping – be aware of overextending the back leg when galloping

Equipment

A large number of small objects (coins, beans, Bingo markers, counters, etc); baskets or buckets

Set Up

- Mark out a clearly defined playing area
- Split the participants into teams of 4-6 players
- Scatter the objects around the playing area (there should be about five per player)
- Each team picks a leader and an animal to be (e.g., lion, elephant, monkey, etc.) that is distinct from other teams (i.e., tigers and lions would be too confusing)

Instructions

- On a signal, all of the players need to skip or gallop around, trying to find an object
- When a player finds an object, he covers it with his foot and signals his team's leader by making the noise of the team's animal
- Only the team's leader can touch the objects with her hands and she collects them all in the team's bucket
- When a player has had his object collected, he can skip/gallop off to find another object
- The winning team is the one that collects the most objects in a specified time

Variations

- The leader must collect an object from each team member before getting one from a repeat player

Questions for Understanding

- How do you move quickly around the space?
- How do you focus on doing the skill properly while also looking for objects?

Snow Miser and Heat Miser

The object of this game is for players to avoid being tagged by the Snow Miser
Equipment – bib markers, CD player with Snow Miser/Heat Miser songs (optional)

These characters come from the children's TV special *The Year without Santa Claus*. YouTube videos of the two characters can be shared with the class prior to playing the game. The songs can be played during the game

- Give a blue bib marker to the student chosen to be Snow Miser
- Give a red or orange bib marker to the student that is Heat Miser
- The rest of the children are regular players in this tag game
- All players must skip or gallop around the playing area
- The players try to avoid being tagged by Snow Miser
- Tagged players must freeze on the spot in whatever position they were in when they were touched
- Heat Miser skips or gallops around and thaws out the frozen players by touching them, allowing them back into the game



All Locomotor Movements

Skills

These games are designed to allow you to see all of the fundamental locomotor skills in action at once – jumping, hopping, leaping, skipping, galloping, and running

Games

Mix it Up

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

Equipment – pylons, relay batons or rubber animals

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

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

Here, There and Everywhere

This teacher-led activity is a fun way for students to practice their locomotor skills

Equipment – none

- The children gather around the teacher
- The teacher will tell the students how to travel (skip, jump, gallop, etc.)
- There has four one-word commands that the students must respond to:
 - “There” – the students travel using the proper locomotor skill to wherever the teacher is pointing
 - “Here” – children travel back to the starting point
 - “Where?” – the students stop where they are and bounce on the spot
 - “Everywhere” – the children move randomly around the area
- Calls are given rapidly and students need to respond quickly to changes in direction and in required movement skills

Variation – Puts signs on the walls designated the four areas (“Here”, “There”, etc.) and students head to that wall on the teacher’s instruction. Add a fun element by saying one place while pointing at another. The students need to follow the verbal command

Manipulative Skills and Games

The Underhand Roll

Skill

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

What to Look For

Preparation Stage

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

Rolling Stage

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

Follow-Through Stage

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

Games

Running the Gauntlet

Game Objective

For the players to roll a ball and hit the players who are trying to run from one end of the gym or playing field

Strategies and Tactics

- Focus on the moving targets (i.e., the running players)
- Position yourself to roll underhand
- Roll the ball to where you anticipate the player to go

Equipment

Many Gopher foam balls, pylons to show playing area

Set Up

- Divide the group into two with one group (the runners) standing at one end of the gym and the other group (the throwers) divided into two, with half of the group stretched evenly along each side of the gym, behind a line or pylons, forming a corridor
- Players on the sidelines hold foam balls and prepare to throw

Instructions

- On a signal, the players at the end try to run to the other end of the gym without being tagged by a ball
- Players on the sidelines roll the balls underhand at the runners
- If tagged by a ball, the runner and thrower change positions
- Balls are retrieved and the leader begins the next round

Variations

- When tagged, the runner moves to one of the sidelines and becomes an additional thrower—the last runner tagged is the winner
- Runners can count how many times they are able to run the length of the gym (the highest number wins)
- Play a continuous game where players can retrieve a ball but must roll the ball from behind the sideline and runners can run back and forth at will, counting the number of lengths they run
- Allow underhand or overhand throwing

Questions for Understanding:

- What did you need to do to successfully hit your target?
- How could you work with your teammates to be more successfully in getting more players out?

Protect the Pin

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

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

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

Throwing

Skills

Underhand Throwing – students propel an object forward using an underhand motion

What to Look For

Preparation Stage

- Does the student start by facing the target?
- Are the eyes on the target before the motion starts?
- Does the motion start with the feet apart and the weight on the back foot?
- Does the windup begin with the ball being cradled in the palm and arm moving back?

Throwing Stage

- Does the student clearly step towards the target with the foot that is opposite to the throwing hand?
- Does the student lean forward over the extended front foot?
- Is the weight transferred to the front foot?

Follow-through Stage

- Is the object released in the place that allows it to optimally reach the target?
- Does the arm follow through towards the target?

Overhand Throwing – students propel an object forward using an overhand motion

What to Look For

Preparation Stage

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

Throwing Stage

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

Follow-through Stage

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

Games

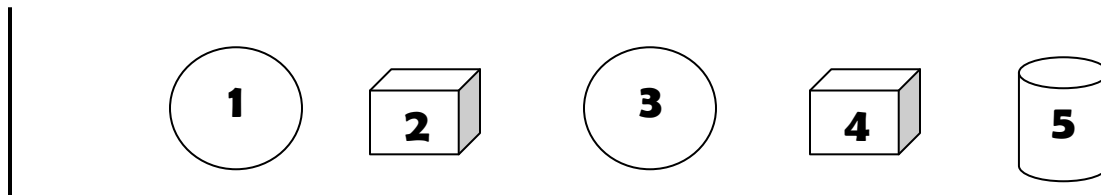
Beanbag Toss

The object of this game is to score more points than your opponents

Equipment – Beanbags, hoops, buckets, boxes, baskets, etc.

- Pairs of students play against another pair
- Pairs alternate turns throwing two beanbags at a variety of targets (hoops, buckets, boxes, etc.)
- The farther away the target is from the throwing line, the more points it is worth
- The thrower tosses the beanbag, trying to get it to land and stay in the target
- The team with the most points after five rounds wins

Variation – Instead of accumulating points in each round, teams compete to score the most points in each round of throws. The winner is the first pair to win five rounds



OK Corral

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

Equipment – small gator balls or balled up paper

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

The Catch

Skill

Catching – students use their hands to receive an object

What to Look For

Preparation Stage

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

Catching Stage

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

Games

Don't Drop It

The object of this game is for pairs of students to toss an object back-and-forth without dropping it

Equipment – beanbags, small Gopher Balls or tennis balls

- Students work in pairs
- All of the pairs start in the middle of the playing area facing their partner
- All of the objects (beanbag or ball) start with the partner on the same side of the area
- On a signal the partner throws the object to his/her partner
- The partner tries to catch the object
- On another signal the partner throws the object back
- If both caught the object successfully, each partner takes a step back
- This continues until the object is not caught and then the partners return to their starting point and begin again

Variation – Pairs bounce a ball off a wall to one another. One partner throws the ball off a wall; the other partner catches it after it bounces. Then that partner throws it back. If both partners successfully catch the ball, they each take a step back and continue. If the ball is not caught, the pair returns to the starting point

Diamond Thieves

Game Objective

To catch the diamonds being tossed by teammates

Strategies and Tactics

- Eyes focus on the object
- The hands move to meet the object
- Prepare to catch by getting the hands ready in front of the body

Equipment

Beanbags, hoop, and four pylons

Set Up

- Divide the players into four equal teams
- The four teams are placed in a diamond-shape with all of the diamonds (beanbags) placed in a hoop in the middle
- Team members line up behind a pylon

Instructions

- On a signal, the first player from each team runs to the middle and grabs a diamond from the hoop
- The first player turns and tosses the diamond to the next player on the team, who puts the diamond on the ground
- If the diamond is dropped, it must be returned to the middle
- The second player then runs to the middle and throws a diamond to the third player on the team
- The game continues like this until there are no diamonds left to steal
- The team with the most diamonds at the end is the winner

Variation

- If a diamond is dropped, the whole team has to do a fitness activity (five jumping jacks) before the next player can run to the middle

Questions for Understanding

- How do you prepare to catch the object?

The Kick

Skill

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

What to Look For

Preparation Stage

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

Kicking Stage

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

Follow-Through Stage

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

Games

Twisted Kicker

The object of this game is for the three players to pass the ball back-and-forth under control as many times as possible

Equipment – Gopher balls, soccer balls, utility balls

- Students work in teams of three, two balls per group
- The three players line up with a few metres between each of them
- The two end players each have a ball
- Player 1 passes to Player 3 (in the centre) who controls the ball and returns it.
- Player 3 then twists around 180 degrees and accepts a pass from Player 2
- The ball is then returned to Player 2 and Player 3 twists back to face Player 1
- The trio work together to make good passes and try and pass back-and-forth as many times as possible in a given time period
- After a certain time period, the players switch positions

Variations – vary the distances between the three players. Player 3 does not stop the ball, but one-touches the ball back to the passer. All players have a ball and Player 3 kicks to the other Player at the same time as receiving a ball. Player 3 then twists while controlling the ball and passes to the other player while receiving a pass



Player 1



Player 3



Player 2

Four-Corner Soccer

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

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

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

- Use several gator balls at the same time
- Switch goalkeepers every three to four minutes

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

The Strike

Skills

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

What to Look For

Preparation Stage

- Are the eyes focused on the object?
- Does the student start in a “ready position” with the knees slightly bent?

Striking Stage

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

Follow-Through Stage

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

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

What to Look For

Preparation Stage

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

Striking Stage

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

Follow-Through Stage

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

Games

On Target

The object of this game is for the batter to strike the ball at a fielder

Equipment – Gopher balls of various sizes depending on the striking implement, foam bats or racquets, hoops, batting tees or pylons

- Students work in groups of about four
- The batter hits a ball off the tee or pylon using an open hand or an implement
- Three fielders are standing in hoops spread out in front of the batter, safe distance away
- The batter names the fielder that she/he is deliberately trying to hit the ball to
- That fielder must field the ball while keeping at least one foot in the hoop
- The batter scores a point for being “On Target” if the fielder successfully catches the ball
- After three attempts, the batter switches with one of the fielders
- Accuracy is the goal, power is likely a detriment to success

Tasmanian Devil Baseball

Game Objective

Players strike a ball out into the field and score as many runs as possible

Strategies and Tactics

- Rotate the hips and shoulders when swinging
- Strike the ball towards open space

Equipment

Small Gopher balls, wiffle balls or tennis balls, paddles or tennis racquets, foam bats, pylons, and batting tees

Set Up

- Place a batting tee in the middle of the playing area
- Divide the players into two even teams
- One team (the fielders) spread out in the playing area
- The batting team forms a line and the first batter comes to bat

Instructions

- The first batter strikes the ball, hitting it in any direction (there is no foul territory)
- After hitting the ball into play, the batter quickly runs laps around her teammates
- The batter keeps running laps in a circle like the Tasmanian Devil until the fielding team yells, “Stop!”
- All members of the fielding team must touch the ball before they can force the runner to freeze
- The batter scores one run for every lap she completes around her teammates
- Once all members of the batting team have hit, the teams switch positions
- Encourage the fielding team to come up with strategies to get everyone to touch the ball quickly

Variations



- Have the batter strike the ball with one hand, using a paddle or racquet
- To practice other fundamental skills, the fielding team has to toss and catch the ball
- The players two-hand strike, using a tennis racquet, foam bat or cricket bat

Questions for Understanding

- How do you decide where to strike the ball?
- Can you do something to deceive the fielding team?
- Do you have to change your body position as you strike the ball to a certain place?

The Dribble

Skill

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

What to Look For

- Are the eyes looking ahead instead of at the ball?
- Is the student leaning slightly forward, flexed at the knees and waist?
- Are the fingers relaxed and spread out, allowing contact with the fingertips?
- Does contact occur at waist level?
- Does the student push the ball towards the floor or slap it?

Games

Brooms or Brushes

The object of this game is for students to practice dribbling and avoid being captured

Equipment – Large Gopher balls, basketballs or utility balls

- Students are divided into two equal teams
- Each child needs a ball to dribble
- The playing area is divided in half and there is a safe zone at either end
- One team is the Brooms and the other team is the Brushes
- All students dribble the ball around their half of the playing area
- When the teacher calls the name of either team (ex. “Brushes”), the members of that team must get control of their ball and run to their safe zone before being tagged by players from the opposing team
- Players on the team not called, the Brooms in the above scenario, can leave their ball in order to pursue members of the opposing team
- Players that get tagged or fail to gain control of their ball must join the opposing team

Variation – For more proficient dribblers, when a team is called, all players must continue to move while dribbling. The team called must dribble to safety, while the others dribble while chasing players

Knock Down

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

Equipment – pylons; basketballs, utility balls or volleyballs

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

Resources

Websites

Active For Life website: <http://activeforlife.com/lesson-plans-and-resources/>

60-Minute Kids' Club FMS Library: <http://health-mt.com/fms-library>

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

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

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

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

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

Print Resources

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

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

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

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

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

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

Sport New Zealand: *Developing Fundamental Movement Skills*

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

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