

Movement Skills: 'The Train'

Fundamental movement skills are a specific set of skills that involve different body parts such as feet, legs, trunk, head, arms and hands. In this instance, our concern is with the development of movement skills. This resource groups skills and activities under three fundamental movement skill categories: Locomotor skills involve the body moving in any direction from one point to another. Locomotor skills in this resource include walking, running, dodging, jumping, hopping and skipping.

Objectives

Develop the fundamental movement of ludic games

Competencies: knowledge, understandings, skills, aptitude that are developed

Knowledge: types of walking, jumping skills, rules of the game, ways to adapt the games.

Skills: walking and jumping skills, spatial orientation.

Aptitudes: collaboration, respect the rules.

Duration: 5-10 minutes

Number of players/participants: Minimum 12 children.

Description of the activity

- Class is divided into equal teams lined up in columns one by one
- first pupil in each column raises his/her left foot, the second raised right foot forward, so that the pupil in front to be able to grab with the right hand, the third do the same with the left foot, etc.
- The game starts at signal: all teams travel by jumping on one leg to the finish line. The team whose last player pass the finish line wins.
Repeat the movement on the other leg.

Key teaching points and cues for assessment

Areas for Key Questions

- **Skill questions** to develop purposeful feedback and skill awareness. They ask what? where? (e.g. What did you notice when you hopped for distance?)
- **Tactical questions** to develop decision making and problem solving with respect to the strategies of the game/activity. They ask how? why? (e.g. How can you and your team work together to get into a position to win the race? Why did you complete the task faster this time?)
- **Review questions** to develop thinking skills in relation to modifying activities, to make it more challenging, enjoyable and inclusive (e.g. What did you enjoy about this activity? What would you change about this activity? What did you learn about this activity)

Variety: game/activity adaptations and modifications, age group considerations, group size. The distance could be modify according to age of players.

What happens next? feedback, reflection (incl. self-assessment), DIY (do-it-yourself)

Children will be capable to play without supervision in their free time.

Links

<https://sportnz.org.nz/assets/Uploads/attachments/managing-sport/young-people/Developing-Fundamental-Movement-Skills-Manual-Introduction.pdf>

<https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills>

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