Move Well Move Often

Developing the physically literate pupil through the lens of fundamental movement skills

Seminar 2 - 2018
What we are not

- Evaluators
- Policy makers
- Curriculum developers

What we are

- Teachers and school leaders
- Teacher Educators
- Facilitators/Enablers
- Purveyors of lifelong learning
<table>
<thead>
<tr>
<th>Session 1</th>
<th>Overview of Physical Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sos beag</td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td><strong>Stability Skills and the PE Curriculum</strong></td>
</tr>
<tr>
<td>Lón</td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td><strong>Teaching Methodologies and Planning</strong></td>
</tr>
</tbody>
</table>
## 3 Year CPD Rollout

<table>
<thead>
<tr>
<th>Seminar 1</th>
<th>Seminar 2</th>
<th>Seminar 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 Locomotor Skills</td>
<td>2018 Stability Skills</td>
<td>2019 Manipulative Skills</td>
</tr>
</tbody>
</table>
Key Messages

Fundamental Movement Skills are a core element of Physical Literacy

Explicit teaching of FMS has the potential to enhance the learner experience

Moving well and moving often contributes to the overall wellbeing and development of the child

Physical Literacy is an outcome of a quality PE programme
Policy Context
Move Well, Move Often and the PE Curriculum
Embed FMS into PE
Session 1

Overview of Physical Literacy
Review of Physical Literacy

What have you learned about Physical Literacy?
Video – what is Physical Literacy? Liverpool John Moores University: 
https://www.youtube.com/watch?v=umMukVTCTaQ
Physical Literacy

The physically literate child can be described as having the
➢ motivation
➢ confidence
➢ movement competence
➢ knowledge and understanding
to value and take part in physical activity throughout their personal lifelong journey.

(Whitehead 2017)
Discuss:

- The key characteristics of Physical Education
- The key characteristics of Physical Literacy

➢ The relationship between both

Complete the template on page 3 of your booklet
Physical literacy can be considered as a **goal** or **outcome** of high quality PE.

Hyndman and Pill 2017, Rotert and MacDonald 2015
Video – What is the connection between PE and Physical Literacy?
CAHPERD: Dean Kriellers
https://www.youtube.com/watch?v=XYaghYWOBGw&index=2&list=PLOVkJLZfxZ4yzTqdvVcU-OwlJvXIPxl
# Fundamental Movement Skills

## Locomotor Skills
Transporting the body in any direction from one point to another

- Walking
- Running
- Hopping
- Skipping
- Jumping for height
- Jumping for distance
- Dodging
- Side stepping

## Stability Skills
Balancing the body in stillness and in motion

- Balancing
- Landing

## Manipulative Skills
Control of objects using various body parts.

- Catching
- Throwing
- Kicking
- Striking with the hand
- Striking with an implement
Review Locomotor Skills

Locomotor Skills

- Walking
- Running
- Hopping
- Skipping
- Jumping for Height
- Jumping for Distance
- Dodging
- Side stepping

Caution: Teachers Only

www.pdst.ie
Activity: Follow the facilitator...

1. Explore the teaching points of walking or hopping with the facilitator.

2. Discuss the benefits and challenges of teaching the skill.

3. Identify and clarify any concerns with regard to teaching a specific teaching point that you may have.
Activity: Group Work (Choose 1)

1. Analyse each teaching point.

2. Discuss:
   - What is easy to teach?
   - What is difficult?

3. Share:
   - Experience
   - Tips
   - Practical approaches to teaching
Activity: Peer Teaching (Choose 1)

1. Get into groups of 4, then pair up.

2. The first pair teach the first 3 teaching points to their partners.

3. The second pair teach the second 3 teaching points.

4. Discuss.

Jumping for Height

Side stepping
Activity: Peer Assessment Challenge

1. Work with a partner and choose one - Running or Jumping for Distance

2. Assess your partner’s technique using the assessment tools (p12 & 13)

3. Provide your partner with feedback on the assessment

*Note*: Be strict when assessing and watch one movement per teaching point
The Journey So Far...
Video – The Journey so Far – PDST
www.scoilnet.ie/pdst/physlit
The journey so far...

Physical Literacy in my School
Move Well Move Often Activities

Letters
Book 1, page 59 (skipping)

Hoop Tag
Book 2, page 102 (side stepping)

Spot, hop, add them up
Book 3, page 34 (hopping)
Session 2

Stability Skills and the PE Curriculum
Stability Skills

Landing

Balancing
Landing
1. In groups of 4, explore landing (from various heights if possible).

2. Generate 6 teaching points for landing, discuss them and write them down.

Landing Video

Video – Landing – PDST
www.scoilnet.ie/pdst/physlit
Balancing
Balancing Video

Video – Balancing – PDST
www.scoilnet.ie/pdst/physlit
1. In groups of 3, explore balancing using the movement inspector (Book 3, page 102).

2. During the ‘Can you balance...’ activity take turns in the role of teacher and provide feedback on the ‘quality’ of balances being performed.
Stability skills and the Curriculum

1. **Landing**: Embed the skill of landing in a gymnastic sequence.
   Assessment: Observe and provide feedback to your partner.

2. **Balancing**: Embed the skill of balancing into a gymnastic sequence.
   Assessment: Self Assessment web

   See lesson plan in participant booklet
Gymnastics Sequence 1 (in pairs)

- A strong starting shape
- At least 3 different ways of travelling
- 4 jumps with a focus on landing particularly the teaching point of landing with our arms out in front.
- A change in levels
- A strong finishing shape
Gymnastics Sequence 2
(groups of 4)

- A strong starting shape
- At least 2 different ways of travelling
- 2 jumps

Balances:
- 2 Individual (including 1 T Balance)
- 2 Partner
- 1 Group balance

- A strong finishing shape
Reflection

Learner Outcomes

Learner Experiences
Session 3

Teaching Methodologies and PE Planning
Varying The Learning Environment

- Space
- Task
- Equipment
- People
Whole – Part - Whole

Dance – Balancing

- Compass Dance

- Focus on balancing

- Compass Dance

These examples would be preceded by a warm up and followed by a cool down in a typical lesson.
The 7 key messages of PE

1. The importance of enjoyment and play.
2. Maximum participation by all children.
3. The development of skills and understanding.
4. A balance between competitive and non-competitive activities.
5. A balance between contact and non-contact activities.
6. Providing opportunities for achievement for each child.
7. Providing activities equally suitable for girls and boys.
Embedding FMS in your PE plan
Video – Embedding FMS in PE – PDST
www.scoilnet.ie/pdst/physlit
## Group Planning Activity

### 6 week block (dates)

<table>
<thead>
<tr>
<th>6 week block (dates)</th>
<th>Strand</th>
<th>J. Infants</th>
<th>S. Infants</th>
<th>1st Class</th>
<th>2nd Class</th>
<th>3rd Class</th>
<th>4th Class</th>
<th>5th Class</th>
<th>6th Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>04.09.18 – 12.10.18</td>
<td>GAMES</td>
<td>Throwing</td>
<td>Kicking</td>
<td>Striking with the Hand</td>
<td>Kicking</td>
<td>Striking with an implement</td>
<td>Dodging</td>
<td>Kicking</td>
<td>Striking with the hand</td>
</tr>
<tr>
<td>15.10.18 – 30.11.18</td>
<td>GYMNASICS</td>
<td>Walking</td>
<td>Landing</td>
<td>Jumping for height</td>
<td>Side stepping</td>
<td>Balancing</td>
<td>Skipping</td>
<td>Catching</td>
<td>Landing</td>
</tr>
<tr>
<td>3.12.18 – 25.01.19</td>
<td>DANCE</td>
<td>Balancing</td>
<td>Jumping for Height</td>
<td>Skipping</td>
<td>Jumping for distance</td>
<td>Landing</td>
<td>Jumping for Height</td>
<td>Hopping</td>
<td>Side stepping</td>
</tr>
<tr>
<td>29.01.19 – 8.3.19</td>
<td>GAMES</td>
<td>Catching</td>
<td>Dodging</td>
<td>Balancing</td>
<td>Running</td>
<td>AQUATICS</td>
<td>AQUATICS</td>
<td>AQUATICS</td>
<td>AQUATICS</td>
</tr>
<tr>
<td>12.3.19 – 3.5.19</td>
<td>ATHLETICS</td>
<td>Running</td>
<td>Striking with an implement</td>
<td>Landing</td>
<td>Striking with an implement</td>
<td>Throwing</td>
<td>Jumping for distance</td>
<td>Running</td>
<td>Throwing</td>
</tr>
<tr>
<td>7.5.19 – 21.6.19</td>
<td>O&amp;A</td>
<td>Skipping</td>
<td>Side stepping</td>
<td>Hopping</td>
<td>Dodging</td>
<td>Running</td>
<td>Catching</td>
<td>Balancing</td>
<td>Skipping</td>
</tr>
</tbody>
</table>
Using school self-evaluation to support PE planning

www.schoolself-evaluation.ie

www.activeschoolflag.ie
Using SSE to support PE planning

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
<th>PE context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner experiences</td>
<td>Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</td>
<td><em>Pupils use MWMO assessment web rubrics to assess their own FMS skills</em>&lt;br&gt;<em>Pupils use the MWMO stairs rubric to set goals to improve their FMS skills</em>&lt;br&gt;<em>Pupils use the take home activities to further enhance their development of FMS</em></td>
</tr>
</tbody>
</table>
Next Steps
Supporting PE in your school

Is the move well move often being used as a support to the PE curriculum by all teachers within your school?

How did you share the knowledge gained at Move Well, Move Often seminar day 1 with the rest of the staff?

A shared approach to physical education leadership which emphasises consultation and collaboration is highly effective (Clohessy 2017).
Sharing the message...

From small beginnings...

- Hall display
- Use the MWMO presentation at a Staff meeting
- Create a Communal space for MWMO books
- Classroom display
- Use the take home activities
- PE journals
Focus on FMS: Running
Integration with other subject areas
Onwards and Upwards

- Print out assessment templates and rubrics
- If comfortable, invite others to observe you teach
- If comfortable offer to model MWMO with another class
- PDST in-school support
- Update the school PE plan
- Ask for time to support MWMO in school

... come great things
Leadership in PE

Write down ways in which you will help to lead the development of the following areas in your school:

- Physical Education
- Physical Literacy
- Fundamental Movement Skills
www.pdst.ie

In-school support
Planning tools and support materials
Workshop dates, venues and support materials
PSSI lesson plans
Summer course

Move Well, Move Often Website
www.scoilnet.ie/pdst/physlit

PDST Twitter
@PDSTpe
In-school support

www.pdst.ie/schoolsupport

School roll number

schoolsupport2018

It is essential to fill out the on-line application form in order for your application to be considered
PDST Physical Literacy Summer Course

Teaching Children To Move Well and Move Often

Athlone  Navan  Monaghan  Dublin West  Kildare
Wexford  Kilkenny  Waterford  Cork  West Cork
Tralee  Laois  Sligo
Thank you!!
References