Move Well
Move Often
Developing the physically literate pupil through the lens of fundamental movement skills
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30am - 11:00am</td>
<td><strong>Overview of Physical Literacy and Fundamental Movement Skills</strong></td>
</tr>
<tr>
<td>11:00am - 11:15am</td>
<td><em>Sos beag</em></td>
</tr>
<tr>
<td>11:15am - 1:00pm</td>
<td><strong>Manipulative Skills and the PE Curriculum</strong></td>
</tr>
<tr>
<td>1:00pm - 2:00pm</td>
<td><em>Lón</em></td>
</tr>
<tr>
<td>2:00pm - 3:30pm</td>
<td><strong>Opportunities for School Improvement for PE</strong></td>
</tr>
</tbody>
</table>
An Overview of Physical Literacy and Fundamental Movement Skills
### 3 Year Programme of Professional Development

<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>
Teachtaireachtái Tábhachtacha

- 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
Physical Literacy

The **physically literate child** can be described as having the

- **motivation and confidence**
- **physical competence**
- **knowledge and understanding**

...to value and take responsibility for engagement in physical activities for life.

(IPLA, May 2014)
Physical literacy can be considered as a **goal** or **outcome** of high quality PE.

(Hyndman and Pill 2017, Rotert and MacDonald 2015)
Time to Reflect

What does Physical Literacy look like in your school?
The story so far....

https://www.scoilnet.ie/pdst/physlit/videos/
# Fundamental Movement Skills

<table>
<thead>
<tr>
<th>Locomotor Skills</th>
<th>Stability Skills</th>
<th>Manipulative Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transporting the body in any direction from one point to another</td>
<td>Balancing the body in stillness and in motion</td>
<td>Control of objects using various body parts.</td>
</tr>
<tr>
<td>• Walking</td>
<td>• Balancing</td>
<td>• Catching</td>
</tr>
<tr>
<td>• Running</td>
<td>• Landing</td>
<td>• Throwing</td>
</tr>
<tr>
<td>• Hopping</td>
<td></td>
<td>• Kicking</td>
</tr>
<tr>
<td>• Skipping</td>
<td></td>
<td>• Striking with the hand</td>
</tr>
<tr>
<td>• Jumping for height</td>
<td></td>
<td>• Striking with an implement</td>
</tr>
<tr>
<td>• Jumping for distance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dodging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Side stepping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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10
Praiticiúil: Review of 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

*Caution: Teachers Only*
Praitiúil: Review of Skills and Assessment
WHO predict by year 2030, 89% of Irish Men
85% of Irish Women will be Obese/Overweight

22% of 9 year olds are overweight or obese

25% of 9 year olds meet the WHO physical activity requirements

Irish primary pupils mastery of an individual FMS ranges from 2.4% to 35%

11% of 12-13 year olds can perform the FMS adequately

Interventions using MWMO led to 25% increase in pupils FMS
**Verbal Cues**

Internal cues (teaching points) focus on the body movements associated with the skill.

External cues focus on the movement effect or the outcome associated with the skill.

**Internal and external cues can be used together** (Palmer et. al 2017)

- **High knee lift with the thigh almost parallel to the ground**
- **Imagine you are running in water**
... feet wide apart

Land on the feet... toes - ball - heel

...Bum tucked under the body

Arms stretched out in front...

Head up...looking straight ahead

Bend the knees

External Cue:

Steady head for the camera
Reach out front towards the wall
Sit on a stool
Land with feet at either side of a stool
Sit on a stool
Land quietly like a mouse
External Cues

- Play based approach
- Child Friendly
- Integrates with how child relates to world
- Positive effect on motor performance

Resource available on [www.pdst.ie/physlit](http://www.pdst.ie/physlit) and [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit)
Book Walk: Move Well, Move Often
Move Well, Move Often
Developing the physically literate child through the lens of Fundamental Movement Skills

How to use this Resource

Walking
Running
Hopping
Skipping
Jumping
Dodging
Side Stepping
Landing
Balancing

Catching
Throwing
Kicking
Striking with the Hand
Striking with an Implement

The manipulative skill of throwing goes hand in hand with catching, and involves propelling an object away from the body. This important fundamental movement skill has many variations, including the underhand throw, overhand throw, roll and the two handed throw. This resource focuses on the overhand throw, as many of its principles may be applied to the other variations. Concepts such as weight transference, generating force, developing a swinging motion and momentum are all important when learning to throw. The skill is used in a wide range of activities such as throwing a javelin, serving in volleyball, chest pass in basketball, rolling in lawn bowls, pitching in baseball or throwing a paper airplane.
Our Journey

https://www.scoilnet.ie/pdst/physlit/videos/
Sos Beag
Manipulative Skills and the PE Curriculum
Manipulative Skills

Ag caitheamh

Ag gabháil

Ciceáil

Ag bualadh leis an lámh

Ag bualadh le huirlis
Ciceáil
1. In groups of 3, explore kicking using the movement inspector.

1. During the ‘Can you kick...’ activity take turns in the role of teacher and provide feedback on the ‘quality’ of kicks being performed.
https://www.scoilnet.ie/pdст/physlit/videos/
Kicking - Activity

SHOOT AND SCORE

Description of Activity
Arrange pupils in groups of three. Start by inviting pupils to warm up their kicking skills by kicking the ball to each other in a triangle. Once everyone has warmed up, invite two pupils to stand facing each other approximately five meters apart. The other pupil stands in the middle with their legs spread wide apart as the goal. The two outside pupils try to kick the ball through the goal, keeping the ball below knee height and on the ground if possible. If successful, the scorer moves to the middle and becomes the goal. The ball is then kicked by the other pupil to continue the game. As the activity progresses and the kicking becomes more accurate, the pace of running between positions should increase.
Ag bualadh leis an lámh
https://www.scoilnet.ie/pdst/physlit/videos/
Practical Task

- Find a partner
- Using a recording device, record their performance of striking with the hand
- Swap roles
- Play back video and complete self-assessment web on pg. 7 of handout
Striking with the Hand - Activity

OVER IT GOES

Description of Activity
Arrange pupils in pairs. Set up multiple rectangular mini tennis courts in the playing area. Use a low net, rope, chalk line or line of cones as the halfway line. Allocate two pairs to each court with one light bouncy ball. The aim of the game is to maintain a rally for as long as possible by striking the ball back and forth over the net using the hand only. Pupils should count the overs and keep track of their highest score.
Ag bualadh le huirlis
https://www.scoilnet.ie/pdst/physlit/videos/
Practical Task

• Get into groups of 4, then pair up

• The first pair teach the first 3 teaching points to their partners

• The second pair teach the second 4 teaching points

• Discuss.
Striking with an Implement - Activity

SCATTERBALL ROUNDERS

Description of Activity
Use cones to set up a rounders field of four bases in a large playing field. Ensure there are roughly fifteen metres between bases with a bucket or box at home base. Arrange pupils in two groups (batters and fielders). The first batter strikes three balls from the ground in quick succession and runs after striking the third ball. They get a point for each base they pass. The fielders must retrieve the three balls and place them into the box at home base. When this happens the batter stops running and counts their score. This process continues until all pupils have batted at which point the groups switch roles.
Ag gabháil
https://www.scoilnet.ie/pdst/physlit/videos/
Practical Task

Whole – Part - Whole
Games – Catching

Whole
• 5 v 2 Behind Enemy Lines

Part
• Catching in pairs

Whole
• Behind enemy lines
The Games Strand

The Games strand is concerned with:

- the development of skills
- the creation and playing of games
- the understanding of games

When playing mini-games:

- modify the game to suit pupils’ developmental stages
- adapt the rules
- adjust the size of the playing area and equipment used
- place an emphasis on effective use of space and decision-making
- Provide a balance of competitive and collaborative games

Teacher Guidelines Pg.9
Types of Games

- Target
- Wall
- Court
- Net
- Strike
- and
- Field
- Invasion

Level of challenge in using FMS

Easier  Harder
Ag caitheamh
Practical Task

1. In groups of 4, explore throwing.

2. Generate 8 teaching points for throwing, discuss them and write them down.

Físeán

https://www.scoilnet.ie/pdst/physlit/videos/
Opportunities for school improvement
Manipulative skills and the Curriculum

**Task One (in groups of 6):**

Using the skill of *throwing*, devise a game with the following:

- A focus on **ONE** teaching point
- Rules for the game
- A scoring system
- Layout and safety considerations
- Motivational focus

- Make one adaptation to the game using the STEP approach
Manipulative skills and the Curriculum

**Task Two:**

1. Identify an opportunity during the game for a “PART” from the whole-PART-whole approach.

2. Devise this “PART”.

3. Present this game to the other groups.
## Pleanáil

<table>
<thead>
<tr>
<th>6 week block (dates)</th>
<th>Strand</th>
<th>Fundamental Movement Skills at Class Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>J. Infants</td>
<td>S. Infants</td>
</tr>
<tr>
<td>04.09.18 – 12.10.18</td>
<td>GAMES</td>
<td>Throwing</td>
</tr>
<tr>
<td>15.10.18 – 30.11.18</td>
<td>GYMNASICS</td>
<td>Walking</td>
</tr>
<tr>
<td>3.12.18 – 25.01.19</td>
<td>DANCE</td>
<td>Balancing</td>
</tr>
<tr>
<td>29.01.19 – 08.03.19</td>
<td>GAMES</td>
<td>Catching</td>
</tr>
<tr>
<td>12.3.19 – 31.03.19</td>
<td>ATHLETICS</td>
<td>Running</td>
</tr>
<tr>
<td>7.5.19 – 21.6.19</td>
<td>O&amp;A</td>
<td>Skipping</td>
</tr>
</tbody>
</table>

**Planning Resources:**
http://www.pdst.ie/Physical-Education-Main
www.scoilnet.ie/pdst/physlit/
School Self-Evaluation & PE

What are we doing well, what can we improve?

https://pdst.ie/Physical-Education-Main
Getting started: identifying a focus

Match the PE specific focus to the domain/standard

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ collective/collaborative practice</td>
<td>Teachers implement whole-school approaches to teaching and learning to improve pupils’ experiences and outcomes</td>
</tr>
</tbody>
</table>

1. Is assessment used to support pupils learning in PE classes?

2. Are all 15 FMS being taught progressively 2-3 times over 8 primary school years?

1. Learner experiences

2. Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
On pg. 10 of your booklet identify which sample PE focus for SSE could match the following domains and standards?

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ individual practice</td>
<td>The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</td>
</tr>
<tr>
<td>Learner outcomes</td>
<td>Pupils develop the knowledge, skills and understanding required by the primary curriculum</td>
</tr>
<tr>
<td>Teachers’ collective/collaborative practice</td>
<td>Teachers value and engage in professional development and professional collaboration</td>
</tr>
<tr>
<td>Learner Experiences</td>
<td>Pupils grow as learners through respectful interactions and experiences that are challenging and supportive</td>
</tr>
</tbody>
</table>
Embedding a skill into a strand

https://www.scoilnet.ie/pdst/physlit/videos/
Considerations:
Fundamental Movement Skills (FMS) and Sports Specific Skills (SSS)
FMS/Sport Specific Activity

1. What sports use the manipulative skill?
2. What FMS teaching points remain relevant in the sport specific skill?
3. What FMS teaching points vary to the sport specific skill?
4. Record details on Pg. 12
IF YOU CAN...

FUNDAMENTAL MOVEMENT SKILLS

- Walk
  - YOU CAN TAKE PART IN
  - Hiking - Gardening - Walks with my Family

- Run
  - YOU CAN TAKE PART IN
  - Cross Country - Rounders - Scavenger Hunt

- Hop
  - YOU CAN TAKE PART IN
  - Hopscotch - Dancing - American Football

- Skip
  - YOU CAN TAKE PART IN
  - Boxing - Zumba - Jump Rope

- Jump High
  - YOU CAN TAKE PART IN
  - Trampolining - Basketball - Martial Arts

...AND MUCH MORE!

Move Well, Move Often:
Developing the physically literate child through the lens of fundamental movement skills
Physical Literacy Journey

**Primary School Years**
- Broad and Balanced
- FMS Focus
- Fun and Enjoyment

**Lifelong Participation**
- Continued Varied Participation
- Specialisation
- Positive Attitudes
- Fun!
- Recreation
- Health and Wellbeing
Considerations: External Facilitators

What are the benefits and drawbacks of utilising external facilitators in PE?

**Potential Benefits**
- Expertise
- Equipment
- External facilitator learning
- Teacher learning
- School community partnership
- Opportunity for class teacher to build on their own skills

**Potential Drawbacks**
- Lack of curricular knowledge
- Sport Emphasis within PE
- Lack of pedagogical knowledge
- Qualifications
- Cost
- Relationships


Consider the impact on teaching and learning in PE
Leadership in PE

*It’s best to pull whenever you can, push whenever you must, and nudge all the time* (Hargreaves and Fullan, 2012)

**Pull**
- Classroom displays and hall displays

**Nudge**
- Sharing resources/links with teachers

**Push**
- Using PE as a focus for SSE

Consider the actions you might take to lead and support change in PE in your school on Pg. 13.
It is essential to fill out the online application form in order for your application to be considered
PDST Physical Literacy Summer Course
Teaching Children To Move Well and Move Often

Check your local education centre for details
Tráth na gCeist
Go Raibh Míle Maith Agaibh
References

- Cosgrave, C and Blennerhassett, B (2018), The games children play: Using child designed games, InTouch March
- Department of education and skills (2018), Best practice guidance for primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills’ Wellbeing Policy Statement and Framework for Practice: Circular 0042/2018 Athlone, Co.Westmeath.
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