

Move Well, Move Often

Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills



Seminar Booklet

Participant Name _____

Key messages Session ①

Key messages Session ②

Key messages Session ③

Task: Opportunities to focus on particular FMS across the PE strands

		Athletics	Games	Dance	Gymnastics	Outdoor & Adventure	Aquatics
Locomotor Skills	Walking						
	Running						
	Hopping						
	Skipping						
	Jumping (height)						
	Jumping (distance)						
	Dodging						
	Side-stepping						

Notes:

Task: Identifying stages of development

Read the rubrics and teacher notes for the skill of hopping. Watch the video clip. Identify the stage of development that you think the child is currently at in the clip. Write notes to explain your choice.

Hopping



Read the rubrics and teacher notes for the skill of hopping. Watch the video clip. Identify the stage of development that you think the child is currently at in the clip. Write notes to explain your choice.

Dodging



Read the rubrics and teacher notes for the skill of hopping. Watch the video clip. Identify the stage of development that you think the child is currently at in the clip. Write notes to explain your choice.

Side Stepping



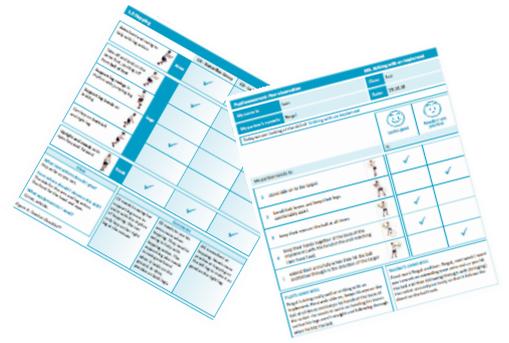
Task: Observation and Identification of Teaching Points for RUNNING

Common Errors (Éarráidí Coitianta)	Feedback (Aiseolas)
Eyes looking down or head moving from side to side	Head up, look forward, no wobbly head movements
Excessive rotation of the trunk	Ensure your chest is facing forward, breaking the finish line tape
Arms swinging wildly out from, or across the body	Keep your arms L-Shaped, close to your body, pump backwards and forwards
Not lifting the knee high enough resulting in a shortened stride	Encourage longer strides, 'knee up, extend your foot out, down
Leaning too far forward when running	Run tall, head up, chest out
Eyes looking at the ground or feet	Head up, eyes forward
Legs too far apart and flat footed	Run a narrow pathway, follow an imaginary line

Teaching Points for Running

Task: Exploration of Assessment tools

In groups of three, (person A, person B and person C).



- A - checklists,**
- B - Individual Assessment Profiles**
- C - self assessment tools**

Report back to the other two participants in your group on the assessment tool that explored using the following prompts:

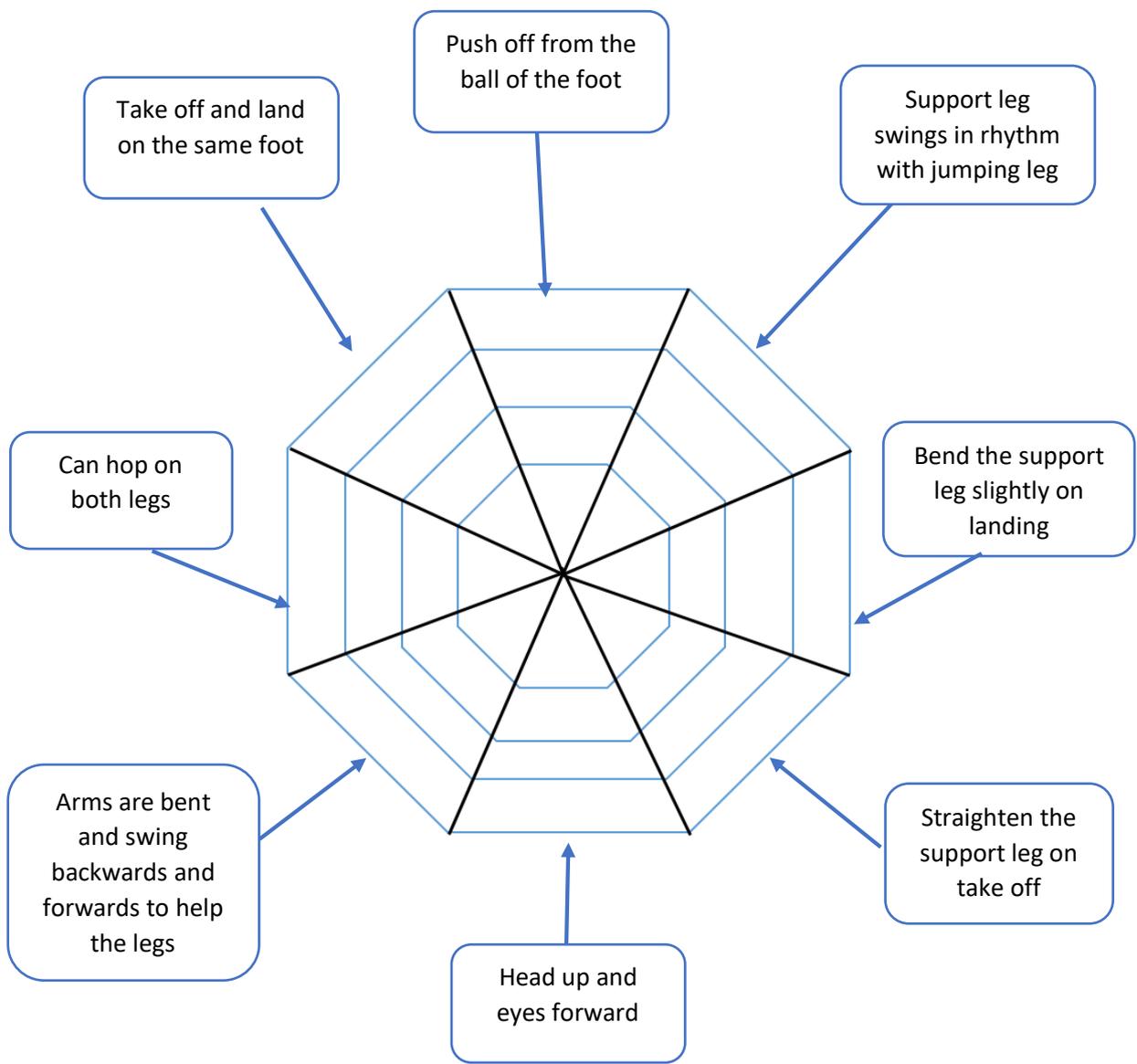
- How is the assessment tool used?
- Is this assessment tool most appropriate for assessment **for** learning (AFL) or assessment **of** learning (AOL)?
- How can this assessment tool enable the teacher to plan for the next PE lesson?

Notes:

Peer Observation Checklist

Jumping for Distance				
My name is:			Class:	
My partner's name is:			Date:	
Today we are looking at the skill of: <i>Jumping for distance</i>			 Looks good	 Needs more practise
My partner needs to:			✓	✓
1	Be ready by bending knees, hips and ankles and having their arms behind them.			
2	Keep their head up and eyes looking forward			
3	Push off from both feet at the same time			
4	Straighten and extend their arms and legs when they are in the air			
5	Land on both feet			
Pupil's comments:			Teacher's comments:	

Hopping



- | | |
|-------------------------------------|------------------------------------|
| 1. I don't think I can do this | 3. I can do this most of the time. |
| 2. I can do this but I find it hard | 4. I can do this all of the time |

Pupil's Name:
While attempting this skill, I felt:

Rate your effort level:
 Light Moderate Vigorous

Teacher comment:

Date:

Next Steps

Key Reflections		
Possible Actions for My school		
What	Who	When

Further Support:
www.scoilnet.ie/pdst/physlit
www.pdst.ie – PE resources and In-school Support