NSW GOVERNMENT

Fundamental Movement Skills

Observation Sheets

Observing fundamental movement skills and their components

This resource will:

- help you observe and make judgements about the development of students' fundamental movement skills.
- provide a checklist for each of the twelve fundamental movement skills to assist you in observing the skill components.

This resource can be used in conjunction with the FMS demonstration videos which demonstrate students who are still developing and students who are already proficient in each of the fundamental movement skills. These can be located in the School Sport Unit – Teaching fundamental movement skills in NSW primary schools.

Why should you observe fundamental movements skills?

Observation is a valuable tool to make judgements about what students can or can't do and identify the point at which you should target your teaching. When observing students' fundamental movement skills, you can use the information you collect to:

- plan and program lessons or activities for the whole class, small groups or individuals.
- assist individual students by providing feedback about their performance.
- evaluate the effectiveness of your teaching program.

How and when should you observe fundamental movement skills?

When observing fundamental movement skills, keep these key points in mind:

- Observation should be unobtrusive and form part of the natural teaching and learning situation.
- Focus on how the movement looks, rather than the outcome, such as how fast the student ran or the accuracy of the throw.
- Observation should be objective, observed over time and in a variety of contexts to make a fair judgement.

What do you need to observe about fundamental movement skills?

The first step when observing students perform fundamental movement skills, is to look at the overall performance of a skill. **The key to this is to ask: Does it look right?**

More detailed observations can be undertaken when you are familiar with the individual components of the skill and there is a clear purpose for these observations. For example, it may be to provide feedback to students or to evaluate a unit of work focusing on kicking.

Introducing the checklists:

1. Observe the entire movement as it happens. If it appears smooth and well-coordinated, it's likely that the skill is being performed proficiently.
2. Organisers at the top of the checklist help focus observations. These can include body parts (e.g., legs, arms, head, and trunk) or phases of a movement (e.g., preparation, propulsion, and follow-through). They are listed in the order they are observed, not necessarily the order in which the skill should be taught.
3. Components of the skill are divided into introductory and fine-tuning elements. If a student's performance doesn't seem correct, focus on the individual components. Start with the introductory components for teaching, and as the student improves, shift attention to the fine-tuning components.
4. Photographs of the components, which model proficient performance of the skill.
5. A comments section to allow you to record your observations.
6. Hints for observation. This section gives you information about:
   a. the instructions to give to students
   b. the best place for you to be positioned for observation
   c. what is needed to complete the skill e.g. equipment.

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Static balance

Suggestions for observation

Instructions: "Watch me demonstrate how I want you to balance. Now stand on one leg for as long as you can or until I tell you to stop."

Observation position: To the front.

Needed: Flat, hard surface.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components					Comments
		Support leg still, foot flat on the ground	Non-support leg bent, not touching the support leg	Head stable, eyes focused forward	Trunk stable and up right	No excessive arm movements	

Catch

Suggestions for observation

Instructions: "Catch the object with two hands."

Observation position: To the side and slightly towards the front (45-degree angle).

Needed: Small, soft object (Year 1); tennis ball (Year 3).

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components						Comments
		Eyes focused on the object throughout the catch	Feet move to place the body in line with the object	Hands move to meet the object	Hands and fingers relaxed and slightly cupped to catch the object	Catches and controls the object with hands only (well-timed closure)	Elbows bend to absorb the force of the object	

Dodge

Suggestions for observation

Instructions: "Run up to each marker and dodge from it as fast as you can."

Observation position: To the front.

Needed: Six to ten markers arranged in a zig-zag formation.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components					Comments
		Changes direction by bending knee and pushing off the outside foot	Change of direction occurs in one step	Body lowered during change of direction of travel	Eyes focused forward	Dodge repeated equally well on both side	

Hop

Suggestions for observation

Instructions: "Hop from one end to the other."

Observation position: On the support side, halfway along.

Needed: A flat open area approximately 15 metres long.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components						Comments
		Support leg bends on landing, then straightens to push off	Lands and pushes off on the ball of foot	Non-support leg bent and swings in rhythm with the support leg	Head stable, eyes focused forward throughout the jump	Arms bent and swing forward as support leg pushes off	Can hop on both left and right legs	

Kick

Suggestions for observation

Instructions: "Run up to the ball and kick it as far as you can."

Observation position: To the kicking leg side.

Needed: Large soft ball.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components						Comments
		Eyes focused on the ball throughout the kick	Forward and sideward swing arm opposite leg	Non-kicking foot placed beside the ball	Bend the knee of kicking leg at least 90 degrees during back swing	Contacts ball with top of foot or instep (shoelace kick)	Kicking leg follows through high	

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Leap

Suggestions for observation

Instructions: "Run up to the marker and leap as far as you can."

Observation position: To the side of the marker.

Needed: One marker (or a line), and a flat open area either side.
(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components						Comments
		Eyes focused forward throughout the leap	Knee of take-off leg bends	Legs straighten during flight	Arm held in opposition to the legs	Upper body leans slightly forward	Lands on ball of the foot and bends knee to absorb landing	

Overarm throw

Suggestions for observation

Instructions: "Throw the object as far as you can." (Student may take a 2-3 step run-up.)

Observation position: To the throwing arm side.

Needed: A bean bag or small ball.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components						Comments
		Eyes focused on target area throughout the throw	Stand side-on to target area	Throwing arm moves in a downward and backward arc	Steps towards target area with foot opposite throwing arm	Hips and shoulders rotate forward	Throwing arm follows through, down and across the body	

Side gallop

Suggestions for observation

Instructions: "Side gallop from one end to the other and return."

Observation position: To the front.

Needed: A flat open area approximately 15 metres long.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components					Comments
		Smooth Rhymical movement	Brief period where both feet are off the ground	Weight on the balls of the feet	Hips and shoulders point to the front	Head stable, eyes focused forward or in the direction of travel	

Skip

Suggestions for observation

Instructions: "Skip from one end to the other."

Observation position: On the side, halfway along.

Needed: A flat open area approximately 15 metres long.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components					Comments
		Shows a rhythmical step-hop	Lands on the ball of the foot	Knee of support leg bends to prepare to hop	Head and upper body stable, eyes focused forward	Arms relaxed and swing in opposition to legs	

Sprint run

Suggestions for observation

Instructions: "Run as fast as you can from one end to another."

Observation position: To the side halfway along and to the front.

Needed: A flat open area approximately 20 metres long.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components						Comments
		Head and upper body stable, eyes focused forward	Knee lift (thigh almost parallel to the ground)	Elbows bent at 90 degrees	Arms drive forward and back in opposition to the legs	Lands on ball of foot	Non-support knee bends at least 90 degrees during recovery phase	

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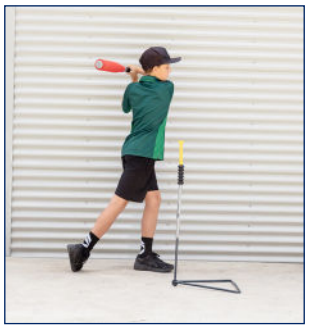
Two-handed strike



Suggestions for observation

Instructions: "Make sure the stand is level with your waist. Hold the bat in two hands and hit the ball as far as you can."

Observation position: To the front of the student (side on to the target area).

Needed: T-ball stand, baseball bat, small soft ball.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components							Comments
		Stands side on to target	Eyes focused on the ball through the strike	Hands next to each other, bottom hands matches the front foot	Steps toward target area with front foot	Hips and shoulders rotate forward	Ball contact made on front foot with straight arms	Follows through with bat around body	

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Vertical jump

Suggestions for observation

Instructions: "Jump as high as you can."

Observation position: To the side. Observe approx. 5 jumps: "repeat until I ask you to stop".

Needed: Flat, hard surface.

(Introductory components in **darker** blue)

Name	Overall check Does it look right?	Skill components						Comments
		Eyes focused forward or upward throughout the jump	Crouches with knees bent and arms behind the body	Forceful forward and upward swing of the arms	Legs straighten in the air	Lands on balls of the feet and bends knees to absorb landing	Controlled landing with no more than one step in any direction	

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