



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Developing and Supporting Physical Competence Weekend 1

Dr Nalda Wainwright

*Wales Academy for Health and Physical Literacy,
University of Wales Trinity Saint David*

Amanda John and Anna Stevenson

*Wales Academy for Health and Physical Literacy,
University of Wales Trinity Saint David*



www.uwtsd.ac.uk

Overview of the 2 days

Saturday

Theory 1. 9 :30 –10 :45

- Intro to module
- Physical literacy
- Early childhood physical development – Sensory integration

Practical 1. 11:00 – 12: 15

- Fundamental movement concepts and games

Lunch 12. 15 – 1:00

Theory 2. 1:00 – 2:00

- Models of motor development

Practical – 2:15 – 4:30

- Stages of locomotor skills
- Obstacle course
- Stages of object control skills

Plenary and reading task 4 30 – 5:00

Sunday

Theory 2. 9:00 – 10:30

- Discussion of reading task
- Motor development theoretical foundations
- Constraints
- SKIP

Practical 3 - 10:30 – 12:00

- SKIP approaches – manipulating constraints – analysing children's movement – Motor tests

Lunch 12: 00 – 12 45

➤ Theory 3 . 12 45 - 3:00

- Parental engagement
- Assessing pupils motor skills
- Lab exam prep
- 3:00 Plenary Student rep depart

MA PE, Sport and Physical literacy

- Introductions to the programme
- Moodle and blended learning –blocks of learning
- Study skills section and discussion forums
- Purpose and rationale for the module in the context of the MA programme

Assessments

- Assessment 1: Lab Exam - Saturday November 18th
- Assessment 2: Essay - submit January 19th 2024



Physical Literacy

Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Whitehead, M. 2016.



Why does physical literacy matter?



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It is challenges the dualist objectification of the body



Understanding Physical Literacy supports physical activity

Starts in the early years-
developmental process

Provide supports across all phases
of lifespan



Preschool years

Primary School



Secondary
School

Adult & Working



Older Adult

Developmental Process

Understanding Physical Literacy supports physical activity

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Developmental Process



Unfortunately, young children are moving less...

- *'Toxic childhood'* (Palmer, 2006)
- *'Cotton wool kids'* (Gill, 2007)
- *'Nature deficit disorder'* (Louv, 2008)



NEWS

Home UK World Business Politics Tech Science Health Education Entertai

Health

Exercise levels decline 'long before adolescence'

14 March 2017 Health

f t v e Share



Children opting out
of physical activity
as young as 7 –

we will come back to this

- Baby gadgets
- Increased time in buggies
- Busy working parents
- Coffee shop culture



- Watching TV
- Playing computer games
- Phones
- A lack of free play



We are facing a 'Perfect Storm' of inactivity

- The combination of many factors are all contributing to children moving less in early childhood.
- Why is this a problem?



Physical Activity

Benefits of physical activity for young people

- Develop healthy musculoskeletal tissues (i.e. bones, muscles and joints);
- Develop a healthy cardiovascular system (i.e. heart and lungs);
- Develop neuromuscular awareness (i.e. coordination and movement control);
- Maintain a healthy body weight
- Any more you can think of ??.....



World Health Organisation (WHO, 2018)

- Inactivity is one of the leading risk factors for death worldwide- Non-communicable diseases (cardiovascular diseases, cancer & diabetes)

The Physical Inactivity & Sedentary Behaviour Report (2017)

- More than 20 million UK adults are classified as physically inactive, costing the UK health service as much as £1.2billion each year
- In Wales, 42% of adults were classed as inactive
- It also showed women in Wales were 40% more likely to be classified physically inactive than men





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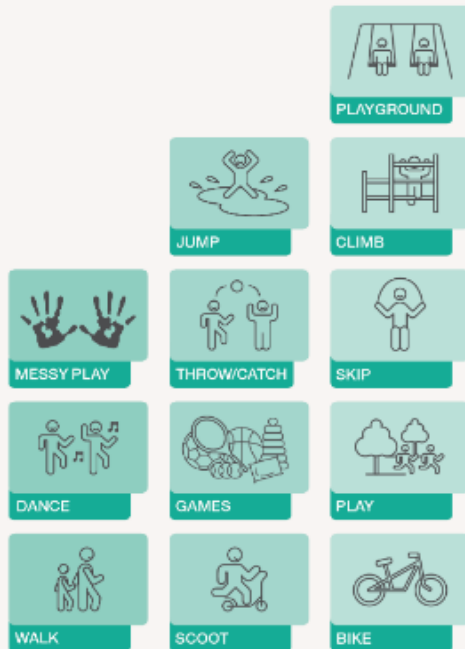


Physical activity for early years (birth – 5 years)

Active children are healthy, happy,
school ready and sleep better



Every movement counts



Get Strong. Move More. Break up inactivity

UK Chief Medical Officers' Physical Activity Guidelines, 2019



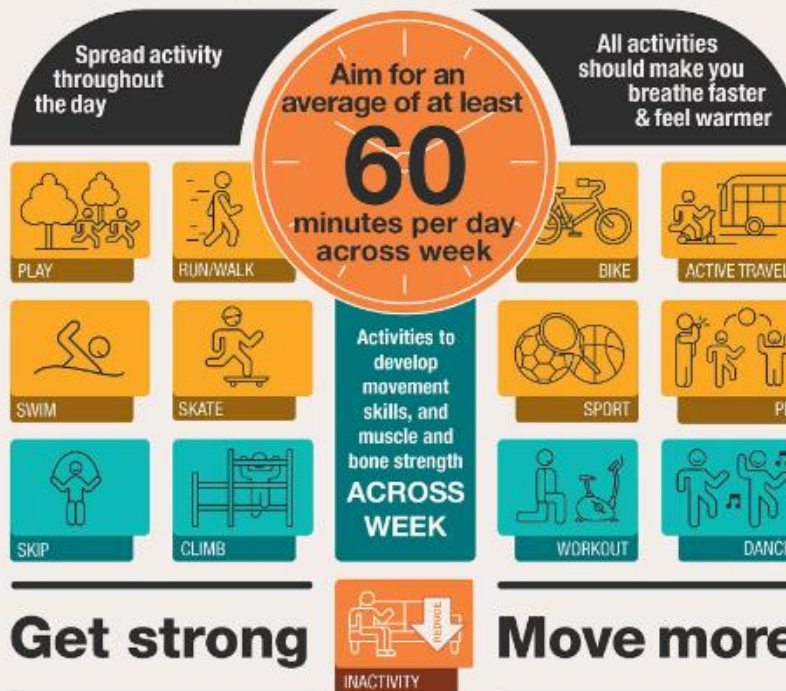
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Physical activity for children and young people (5 – 18 Years)



Be physically active



Get strong

Move more

Find ways to help all children and young people accumulate an average
of at least 60 minutes physical activity per day across the week

UK Chief Medical Officers' Physical Activity Guidelines, 2019

Physical activity for adults and older adults



Be active



UK Chief Medical Officers' Physical Activity Guidelines 2019



Remember the Physical Literacy perspective...

- Drawing on existentialism, Whitehead highlights how it is through physical '*embodiment*' that humans '*create themselves as they interact with their surroundings*' (Whitehead, 2010:26).



This is most evident in early childhood



Sensorimotor integration

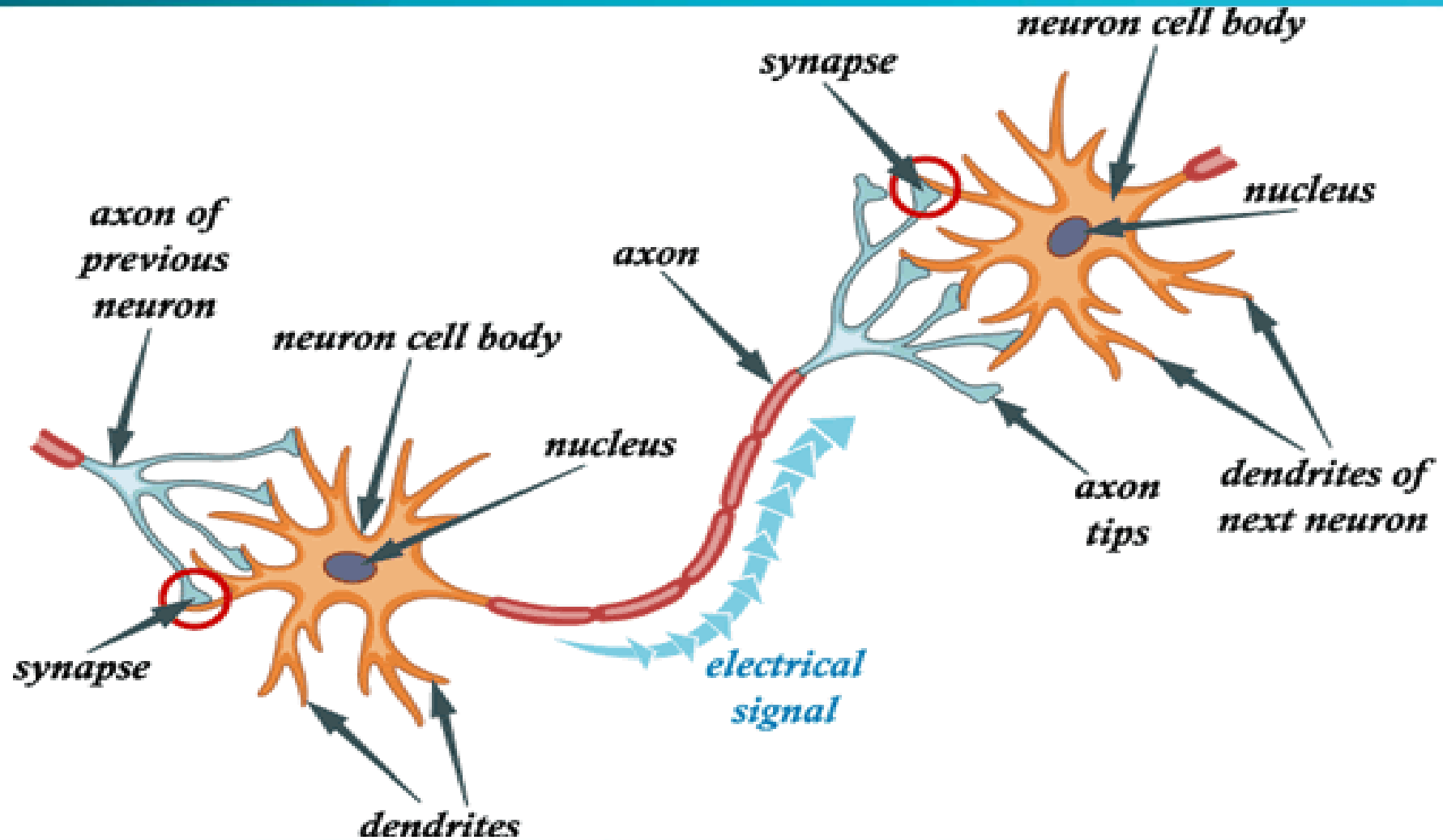


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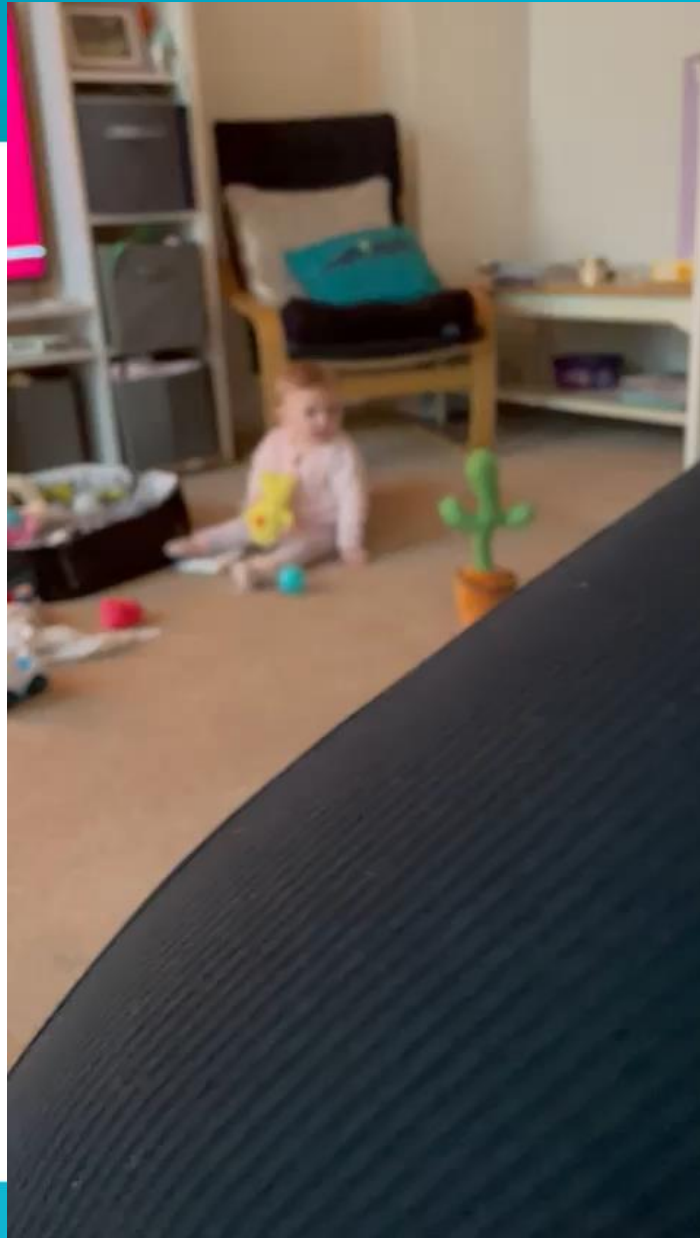


Myelination



Basic sensory & motor components that influence learning

- Body awareness
- Motor planning
- Perception of movement Stability – cactus!
- Fine motor control
- Touch
- Visual skills
- Language processing



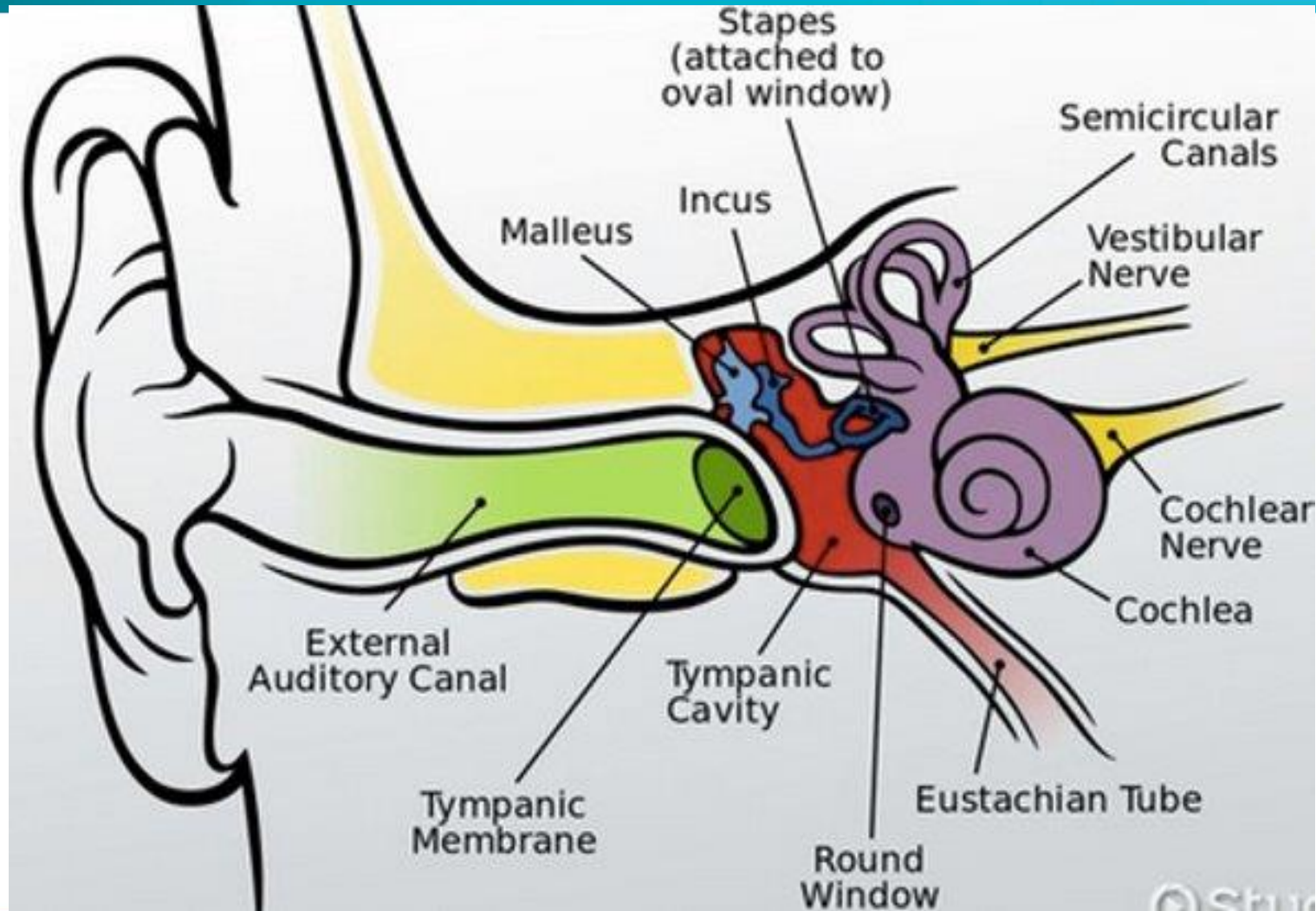
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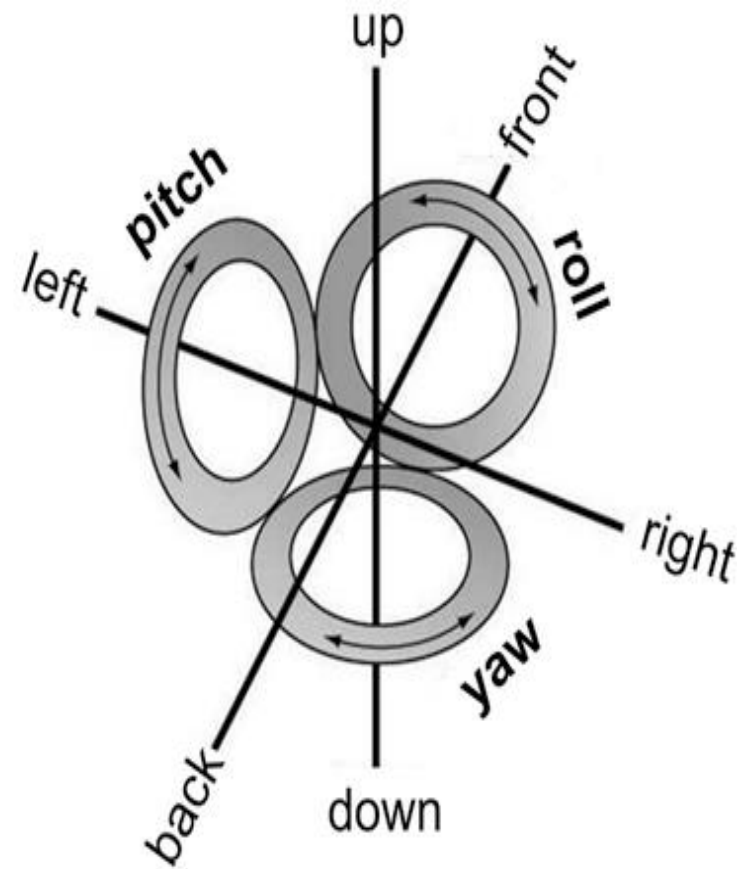
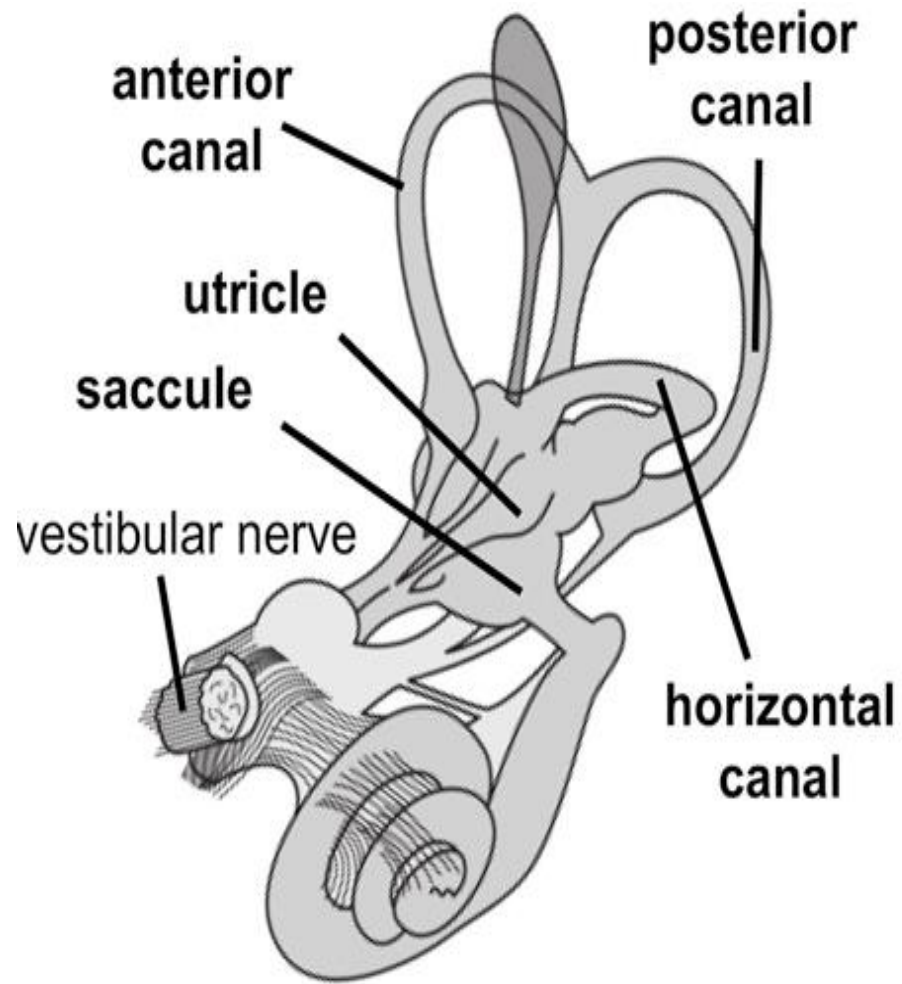
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Vestibular system





Moving lays the foundations for learning

- 7 or 8 years of moving and play are required to give the child a sensorimotor intelligence that can serve as a foundation for intellectual, social and personal and physical development
- Play consists of a series of adaptive responses that make sensory integration happen (Ayres, 2005)

Neuroscience -better movement are ALSO better learners

- ‘**Movement skills** in childhood are inextricably linked to core aspects of development including **social, cognitive and psychological**.... Language emerges as children **physically** interact with their surroundings...’
- Studies show **movement skills** are linked with early **language** and **literacy, emotional regulation, social behaviour** and **academic self perceptions**

Diamond,A. (2000; 2015), Iverson, J (2010), Van der Fels et al., (2015), Bedard et al., (2017)
- “Cognitive and social development is driven by physical development” (Glenburg, 2010)
- Integral to psychological and social development is the ability to perform coordinated and accurate movements (Mancini et al, 2019)

Playful pedagogy and engagement in learning

Play		Work	
Emotional cues	Environmental cues	Emotional cues	Environmental cues
Voluntary	On the floor	Compulsory	At a table
Under child's control	Lacks adult involvement No adult evaluation Can be continued-focus on the process	Under adult control	Includes adult involvement Includes adult evaluation Has to finish-focus on the product
Easy	Physical	Hard	Not physical
Fun		Can be fun	

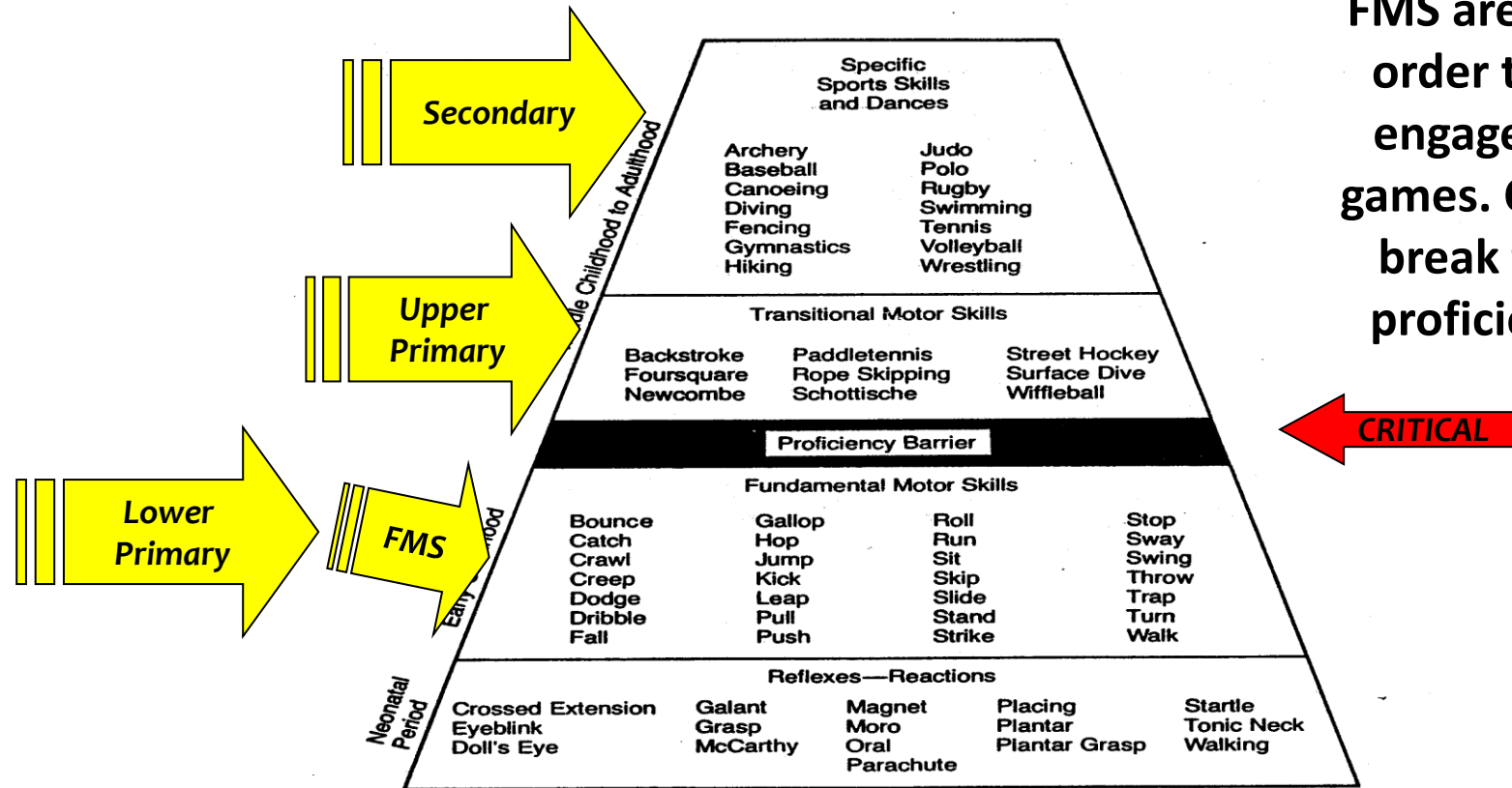
Practical Session 1

- Fundamental movement concepts- spatial and body awareness
- Building a movement vocabulary
- Activities to promote balance strength and core strength
- Developmentally appropriate warmup games and activities to develop FMS

Theory 2

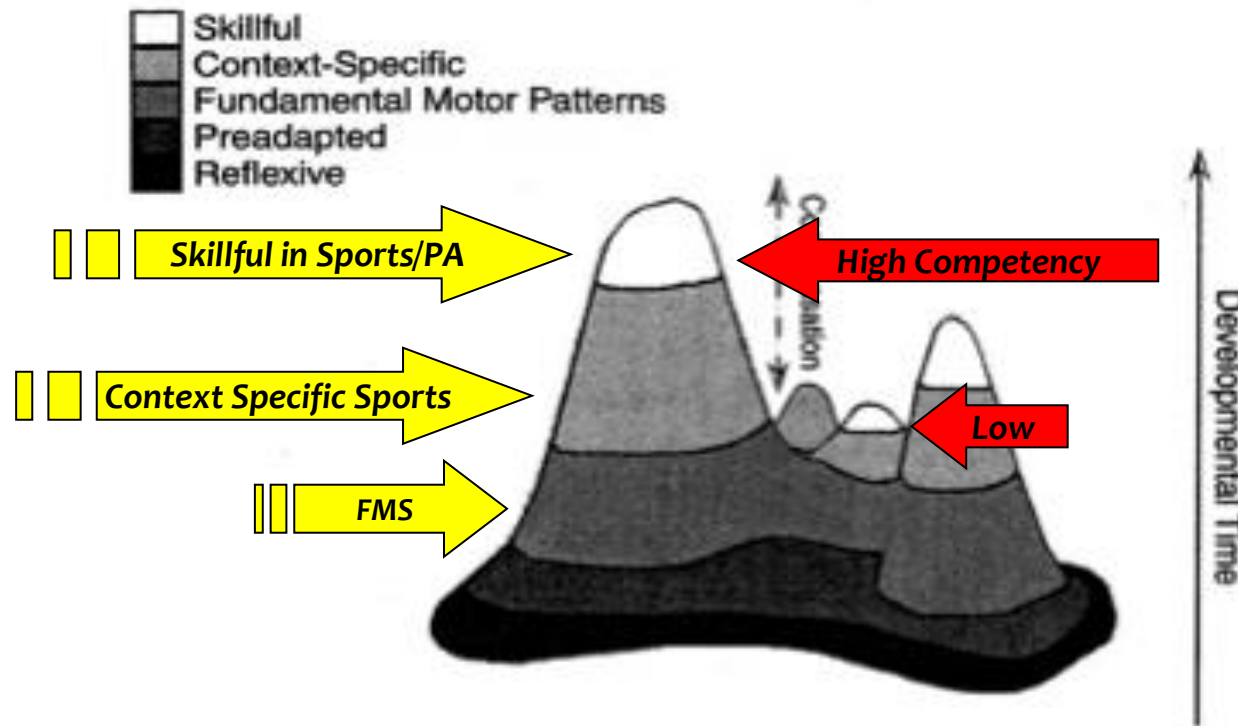
Theories and models of motor development

Figure 1. Progression of Motor Proficiency Skill Levels (from Seefeldt, 1980, p.317)



Competence in FMS are necessary in order to be able to engage in sports & games. Children must break through the proficiency barrier.

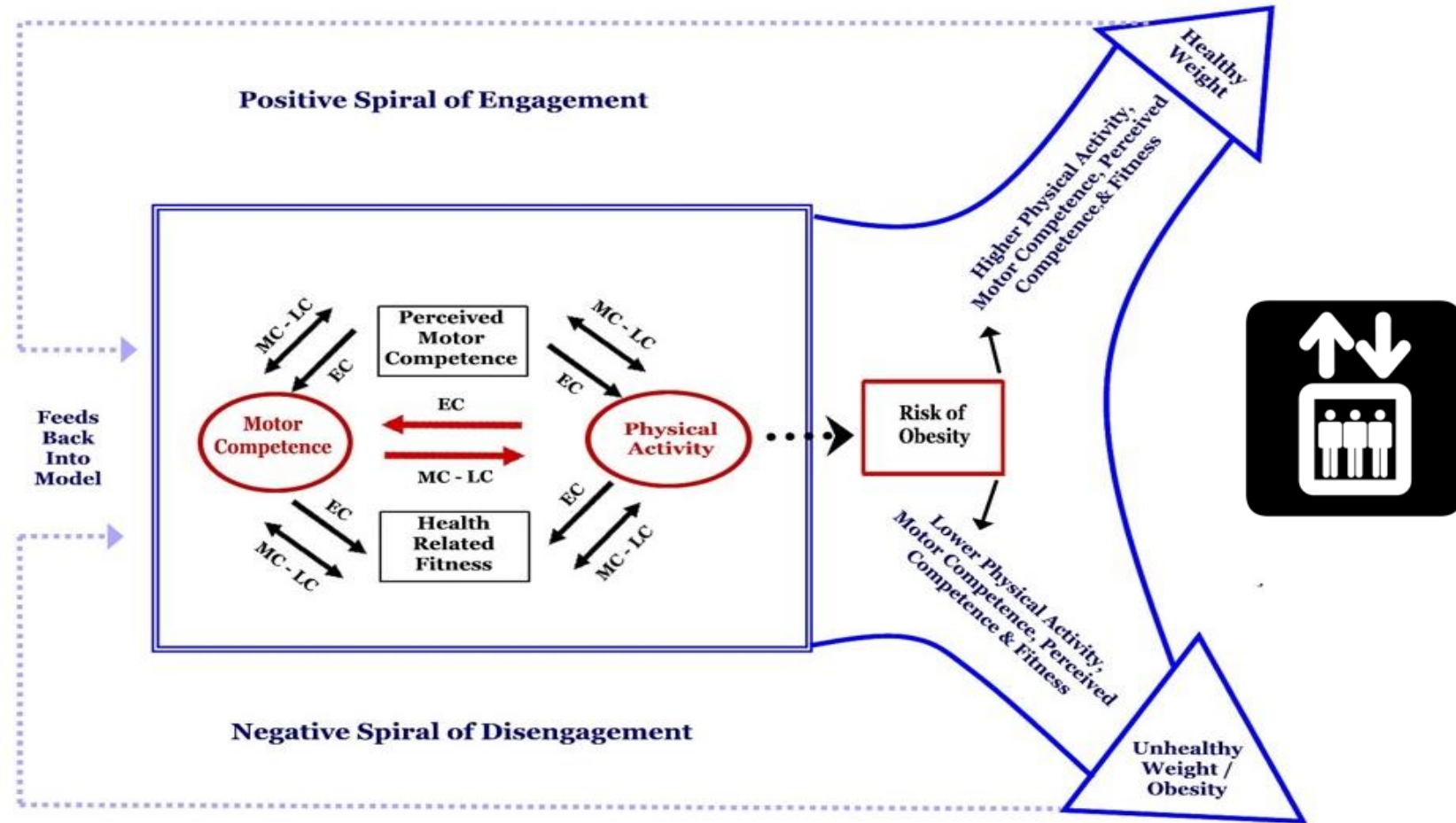
Mountain of Motor Development



FMS are the “base camp” to the mountain of motor development. Each child needs to develop MC to travel up the mountain to skillfulness.

Clark & Metcalfe (2003)

MC's role in influencing the Physical Activity & Obesity Trajectories of Children Elevator Up?.....Elevator Down



Stodden et al. (2008)

Robinson et al, studied the research 6 years on and identified a positive relationship exists between motor competence and physical activity across childhood.

*Motor Competence and its Effect on
Positive Developmental Trajectories of
Health*

**Leah E. Robinson, David F. Stodden,
Lisa M. Barnett, Vitor P. Lopes, Samuel
W. Logan, Luis Paulo Rodrigues & Eva
D'Hondt**

Sports Medicine

ISSN 0112-1642

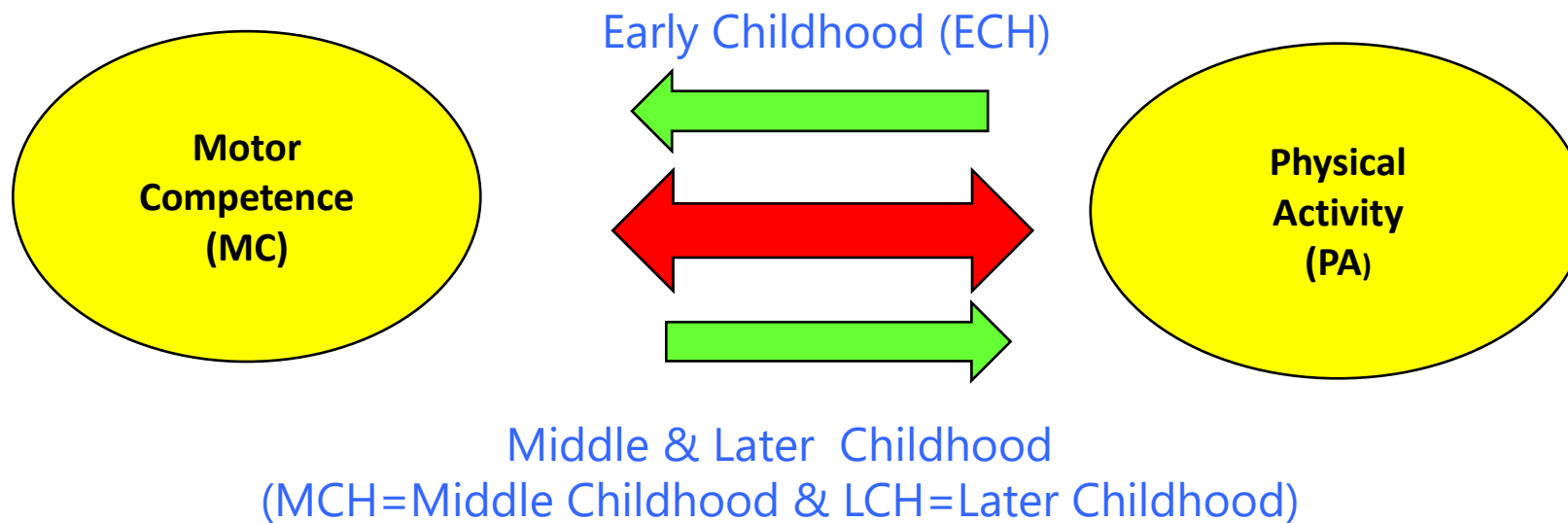
Sports Med
DOI 10.1007/s40279-015-0351-6

2015, Vol. 45, No. 7 (pp. 1-10)
ISSN: 0112-1642 (Print); 1179-1908 (Online)

**ONLINE
FIRST**

Sports Medicine

Physical Activity and Motor Competence



- Movement opportunities in the preschool and early primary school years (3-8 years) influences the ability to develop motor competence.
- By middle and later childhood if a child is not motor competent he/she will not chose to be physically active. If she/he is not active then their motor competence will get worse.

TAKE HOME MESSAGE

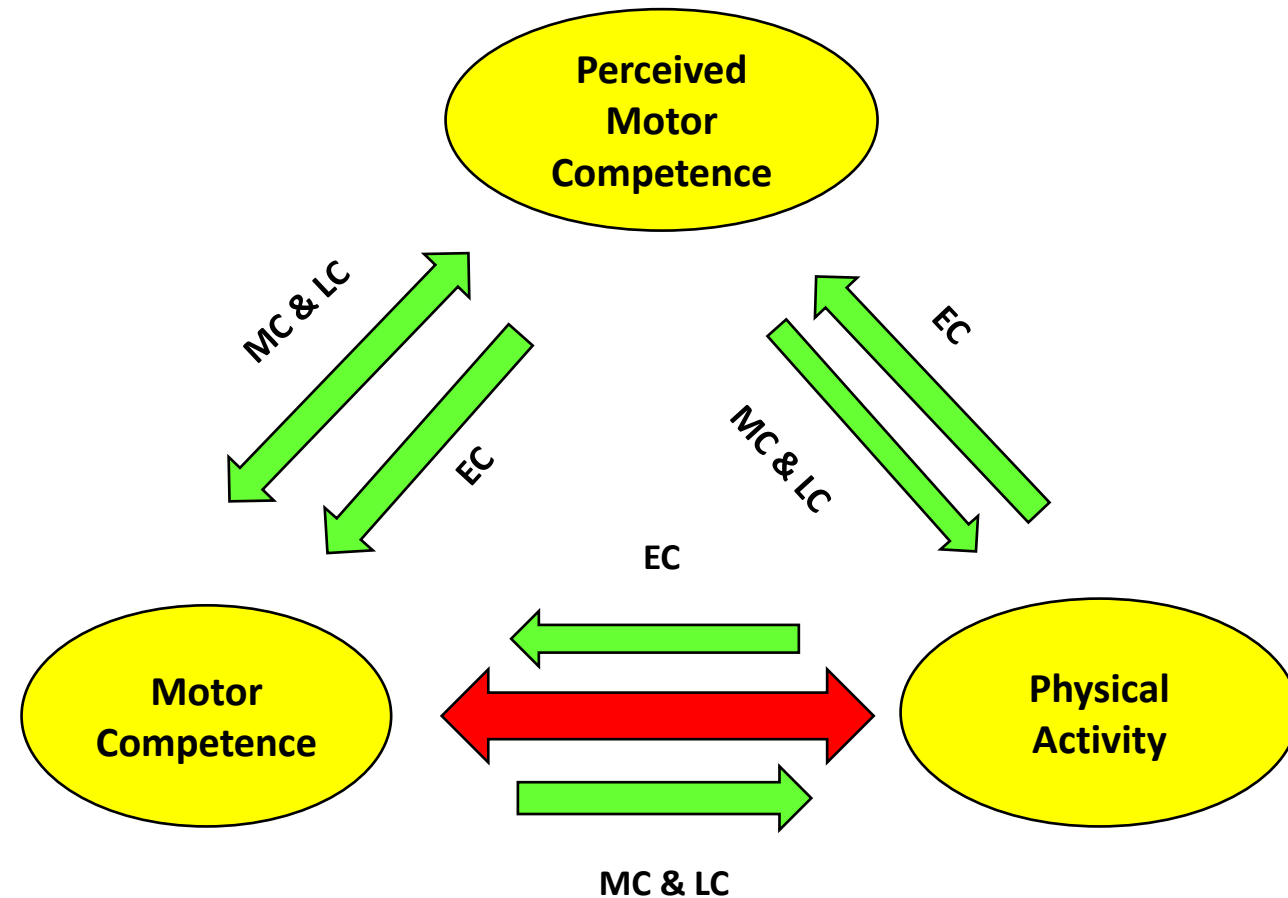
We need structured physical activity programs for young children that focus on developing fundamental motor skill competence.

Relationship between PA, MC & PMC- Perceptions of MC (PMC) become increasingly important

Early Childhood – children have limited ability to accurately judge PMC. Weak relationship between PA & PMC & MC & PMC. This can be used as an asset to promote motor acquisition in PE.

Middle Childhood – Children's cognitive capacity changes & PMC begins to play a more critical role. PMC & MC more closely approximate each other. By 7 years of age, children with low MC & low PMC are vulnerable and be much less PA.

Later Childhood – By LCH the interaction between these factors can strongly push children into a negative spiral of disengagement with low MC influencing PMC & PA negatively. It is hard to change the PA behaviors of these children at this point in time.





This is a very interesting paper

It also notes how important it is to consider MD in the life-span

We will use this article for a discussion when we meet online

Review

A Narrative Review of Motor Competence in Children and Adolescents: What We Know and What We Need to Find Out

Luís Lopes, Rute Santos, Manuel Coelho-e-Silva, Catherine Draper, Jorge Mota, Boris Jidovtseff, Cain Clark, Mirko Schmidt, Philip Morgan, Michael Duncan et al.

- “Early identification of children with low MC, and consequently early intervention, is both economically efficient and more effective in narrowing (and in some cases minimizing) problems associated with developmental delays in MC, than therapeutic interventions at an older age. Moreover, planning, implementation, and evaluation of developmentally adequate movement programs depend on proper identification of the child’s actual level of motor development. Ultimately, the identification of children who may have motor developmental delays is the first step to impede later difficulties.”

Estevan et al., studied physical competence, perception and the relationship to physical activity and weight status...



Journal of Sports Sciences

Routledge
Taylor & Francis Group

ISSN: 0264-0414 (Print) 1466-447X (Online) Journal homepage: <https://www.tandfonline.com/loi/rjsp20>

Identifying profiles of children at risk of being less physically active: an exploratory study using a self-organised map approach for motor competence

Isaac Estevan, Xavier García-Massó, Javier Molina García & Lisa M. Barnett

To cite this article: Isaac Estevan, Xavier García-Massó, Javier Molina García & Lisa M. Barnett (2018): Identifying profiles of children at risk of being less physically active: an exploratory study using a self-organised map approach for motor competence, Journal of Sports Sciences, DOI: [10.1080/02640414.2018.1559491](https://doi.org/10.1080/02640414.2018.1559491)

To link to this article: <https://doi.org/10.1080/02640414.2018.1559491>

Estevan et al., identified 4 profiles of children

1. Medium capacity /medium capacity perception
 2. High capacity / high perception
 3. Low capacity / medium perception
 4. Medium capacity /low perception
- Group 2 - lower frequency of overweight and obese children than normal weight
 - Group 1,3 & 4 similar frequency of overweight and normal weight children

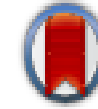
HIGH CAPABLE CHILDREN WITH HIGH PERCEPTION EXHIBITED HIGHER PHYSICAL ACTIVITY PARTICIPATION AND WERE MORE LIKELY TO BE A NORMAL WEIGHT –

We will be looking into this in more depth in the second half of the module

Hulteen et al.'s model pulls them all together

Sports Med

<https://doi.org/10.1007/s40279-018-0892-6>



CrossMark

CURRENT OPINION

Development of Foundational Movement Skills: A Conceptual Model for Physical Activity Across the Lifespan

Ryan M. Hulteen¹ · Philip J. Morgan¹ · Lisa M. Barnett² · David F. Stodden³ · David R. Lubans¹

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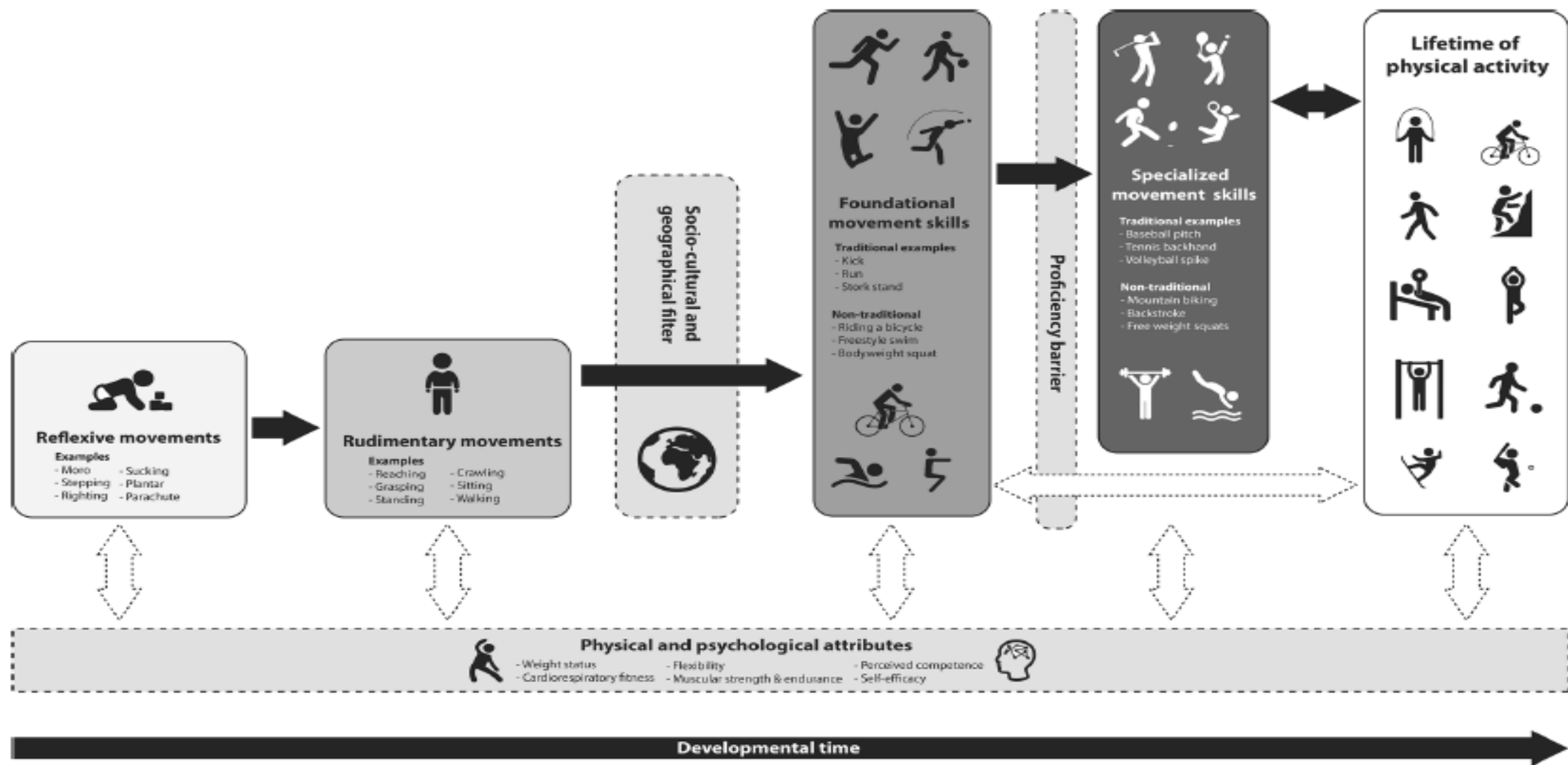


Fig. 1 Development of foundational movement skills for physical activity across the lifespan. *Black arrows* indicate previously hypothesized pathways; *white arrows* and *dotted boxes* indicate newly hypothesized pathways/components unique to this conceptual model

Fundamental/ Foundational movement skills 'FMS'

- If we are to lay the foundations of movement for sport and physical activity we need to ensure that young children have the tools to do this
 - ***Phylogenetic skills*** – common to our species- will develop naturally if have enough opportunity
 - ***Ontogenetic skills***- culturally specific and **have to be taught – don't learn through play alone**
- (See Goodway et al on Moodle block 3)*

Theory to practice

SKIP (we will look at this tomorrow)

Footie Families, [footie familes english.mov](#)

Building Foundations for Sport,

Minimovers, [Mini Movers – Simple fun activities for parents and children](#)

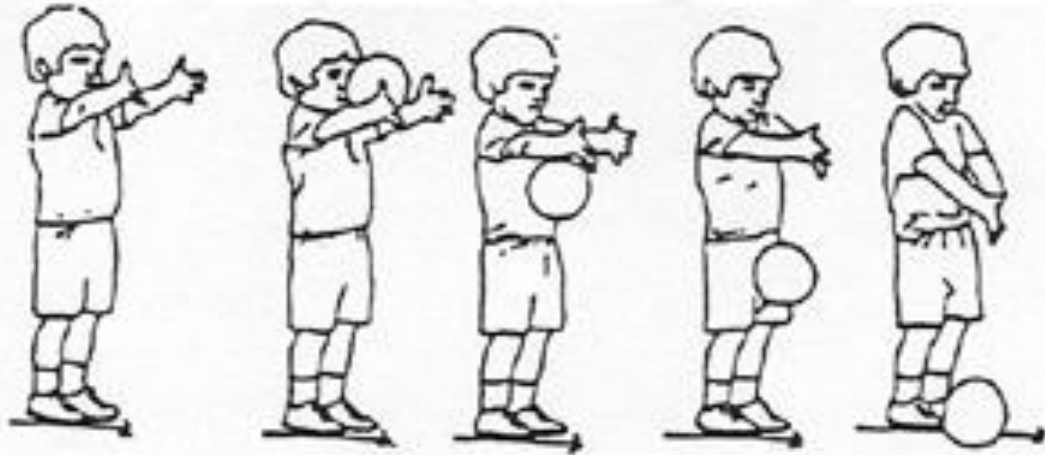
➤ Cerebra research, Poppy triathlon and SUP project **these will be useful to consider in the second half of the module**

➤ <https://youtu.be/5SlbUDt0vFM?si=kI7qMSEXc7PjXIEb>

Practical 2

- Stages of locomotor skills
- Prerequisites for locomotor skills
- Activities to develop locomotor skills
- Stages of object control skills
- Activities to develop object control skills

Developmental stages of motor development



See Goodway et al. chapters in Moodle block 3
Also see the interactive activities with videos to review the stages



Plenary Day 1

- Recap of the day
- Questions
- Feedback
- Tomorrow...key reading Jean Ayres to end today or start tomorrow

Day 2

- Welcome and recap day 1
- What do you think was most interesting about yesterday?
- What are your questions?

Key reading: Jean Ayres

Discussion of reading task

- Consider the implications for child development from the '*perfect storm of inactivity*' highlighted earlier.

Theory 3

- Stages of motor development
- Theoretical foundations of motor development
- Constraints
- Theory to practice – SKIP,

Theoretical Foundations

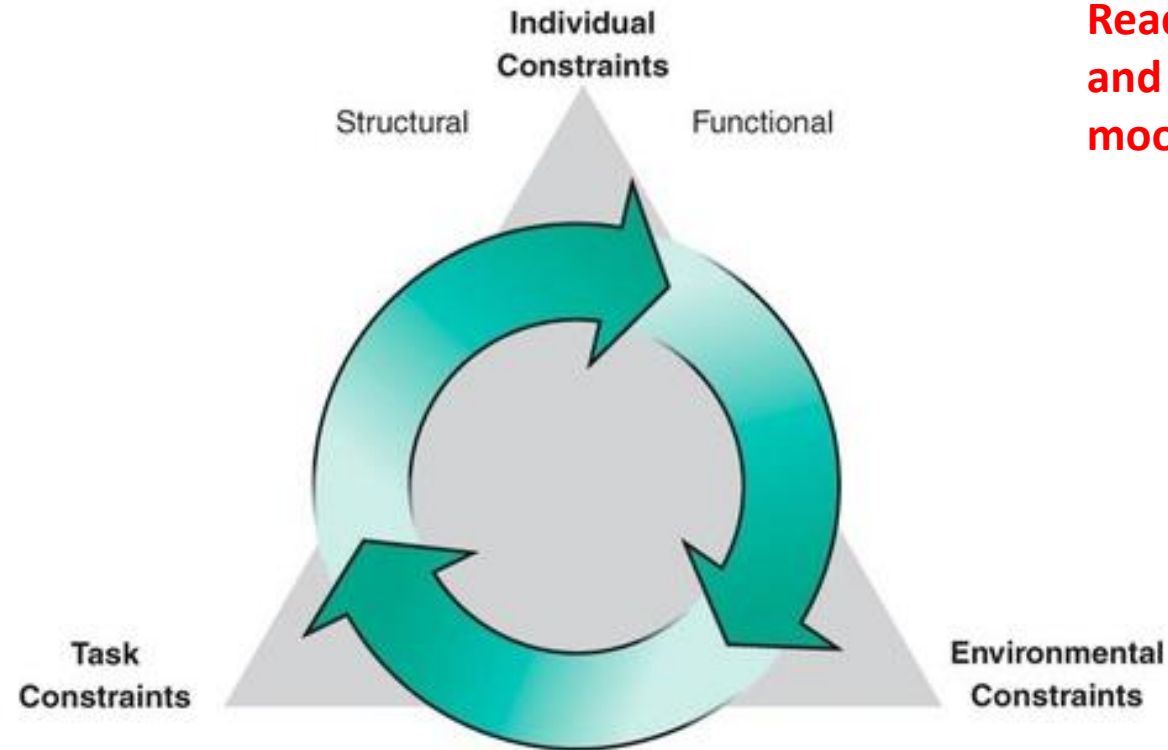
- ***“We are the result of all of the interactions we have with our surroundings”....“we are by nature beings in the world”*** (Whitehead, 2001)
- **Dynamic systems theory** recognizes that movement is a product of interaction between multiple systems in the individual.
- **No end state in movement**
 - Emergent phenomenon
 - Dynamic & ever changing
 - Limiters can affect the rate of development

You need to read about this in Getchell and Haywood chapter that is on Moodle. Also see Goodway et al., 2019

Constraints theory (Newell, 1986)

Dynamic systems theory is closely linked to constraints theory.

Read about this in Haywood and Getchell chapter in moodle



© 2009 Human Kinetics

Individual constraints

- Individual constraints are a person's unique physical and mental characteristics

- ***Structural constraints***

e.g. height weight muscle mass and leg length (these change slowly over time with growth and aging)

- ***Functional constraints***

e.g. motivation, fear, previous experiences (these can change over short periods of time)

Environmental & Task constraints

- Environmental constraints are related to the space
 - Size
 - Shape
 - Indoor / outside
- Task constraints include:
 - The nature of the task such as the goal of the activity,
 - The rules and structure of the activity
 - The equipment being used- e.g. size, weight, colour, texture etc.

Remember the practical session yesterday

- Recall the 5 stages of catching
- What constraints did we alter to develop catching ?

Consider a stage 2 catcher how can you help them develop their catching ?

What happens to FMS in a play-based curriculum?



Education 3-13

International Journal of Primary, Elementary and Early Years Education

ISSN: 0300-4279 (Print) 1475-7575 (Online) Journal homepage: <http://www.tandfonline.com/loi/rett20>



Physical Education and Sport Pedagogy

ISSN: 1740-8989 (Print) 1742-5786 (Online) Journal homepage: <http://www.tandfonline.com/loi/cpes20>



The Foundation Phase in Wales – a play-based curriculum that supports the development of physical literacy

N. Wainwright, J. Goodway, M. Whitehed, A. Williams & D. Kirk

To cite this article: N. Wainwright, J. Goodway, M. Whitehed, A. Williams & D. Kirk (2016) The Foundation Phase in Wales – a play-based curriculum that supports the development of physical literacy, *Education 3-13*, 44:5, 513-524, DOI: [10.1080/03004279.2016.1176360](https://doi.org/10.1080/03004279.2016.1176360)

To link to this article: <http://dx.doi.org/10.1080/03004279.2016.1176360>

Laying the foundations for physical literacy in Wales: the contribution of the Foundation Phase to the development of physical literacy

Nalda Wainwright, Jackie Goodway, Margaret Whitehead, Andy Williams & David Kirk

To cite this article: Nalda Wainwright, Jackie Goodway, Margaret Whitehead, Andy Williams & David Kirk (2018) Laying the foundations for physical literacy in Wales: the contribution of the Foundation Phase to the development of physical literacy, *Physical Education and Sport Pedagogy*, 23:4, 431-444, DOI: [10.1080/17408989.2018.1455819](https://doi.org/10.1080/17408989.2018.1455819)

To link to this article: <https://doi.org/10.1080/17408989.2018.1455819>

- Despite having taught sessions and lots of play pupils did **not improve object control skills**
- Teachers did not know **how** to teach these skills



Why is this an issue?

Developmental models and research in the field of motor development indicate the importance of motor skill development in early childhood.

- **Seedfelt (1980)** - Proficiency barrier
- **Clark and Metcalf (2003)** - 'Base camp' of skills for a 'Mountain Range' of Motor Development
- **Stodden et al. (2008)**- proposed synergistic relationships among physical activity, motor competence, perceived motor competence, health-related physical fitness, and obesity
- **Barnett et al. (2009)**- OC skills are associated with and predict physical activity in adolescent
- **Robinson et al. (2015)**- Motor competence and PA behaviors should be established in early life
- **Barnett et al. (2016)** –Importance of Fundamental Motor skills (FMS)
- **Hulteen et al. (2018)** –Foundational movement skills for physical activity across the lifespan

SKIP Successful Kinaesthetic Instruction for Preschoolers

- Developed by Professor Jackie Goodway, Ohio State University over 30 years ago
- Develops motor competence in fundamental motor skills (FMS)
- Focuses on FMS, MVPA and movement knowledge
- 2 x 45 minute sessions per week
- SKIP-Cymru developed to fit a playful pedagogy

SKIP Cymru (Successful Kinaesthetic Instruction for Pre-schoolers- Wales)

- Advocacy with leadership
- Training day for Foundation Phase staff
- Mentoring – *changed this to accredited module*
- Parental engagement sessions and parent bags
- SKIP-Cymru developed to fit a playful pedagogy
- Not resource driven
- 2 x 30- 45 minute sessions per week (5 to 10 min warm up/ cool down, 3 stations/ gardens 10 min each)



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PD Pedagogy

Demonstration (say less, do more)

- Is most effective in helping children learn.
 - “picture is worth a thousand words”
- Children rely on visual information.
- Children will do what they see not what you say.
- Be aware of **Mirroring** - unable to transpose right & left visual cues
- “Watch me” “Step and throw as hard as you can”



PD Pedagogy

- Because we have a short amount of time and kids have short attention spans we must...
 - Maximize numbers of trials (opportunities to respond)
 - Maximize numbers of and percentages of correct trials
- We do this by...



PD Pedagogy

- Lots of equipment (e.g. balls, hoops, T's, etc.) to reduce chasing, reloading and **wait time**
- Avoid lines/no sitting around
- Multiple children perform at the same time
 - Requires good classroom management, monitoring, feedback, positioning near children, pacing and consistency with reinforcement “I like how Henry is has his hands ready to catch the ball”



Feedback

- Simple (one or two cue words, one skill at a time) “use your **sticker foot**”
- Congruent—aligned with the goals of the task
 - If the task is step and kick, give feedback about stepping
- Positive and Specific
 - “Great job Henry! I like how you stepped to kick”

Our goal

- Teach with...
 - Accurate demonstration
 - Accurate Cues and Feedback
 - Lesson plan fidelity
- Children obtain
 - High numbers of opportunity to practice
 - High amounts of correct practice trials
 - Improve their skills from lesson 1 to the end



Remember to...

- Check for understanding after all demonstrations
- Use feedback that is aligned to the task
- Try to give every child feedback at least 1 time per task
- Make modifications for children who are struggling



Practical 3

- SKIP-Cymru approaches –
- Gardens for developing physical competence
- Analysis of activities - altering the constraints to make easier and harder

Lunch

- 12 – 12 45



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Theory 4 Parental engagement

- Parents are key to children's engagement in physical activity
- Thinking about what we have learned over the past 2 days...
- What are the important 'take home' messages for parents ?



There is folder of reading
in relation to this in block
3 in Moodle

Key messages

- Movement lays the foundations for learning and physical activity for life
- Children need quality movement in a variety of physical activities in the early years to become good movers
- Children don't learn these motor skills just by playing, they need to have the right instruction and equipment
- Activities need to be fun and engaging
- Children need a wide variety of activities to have the foundations of movement for all sports and activity
- Children should not just play one sport
- Parents/ carers and family are a big influence on children's physical activity now and in the future

Approaches for parental engagement

- Understanding parents - what do they want / expect from the session
- Recognise the contribution of parents
- Ensure discussion with parents and children
- Share the learning and outcomes of the sessions
- Model activities for parents to replicate and develop at home
- Be flexible about when the sessions will be to suit your setting
- Use of online platform for parents to share their activities at home with the group for support e.g. Whatsapp or Facebook closed groups?

Challenges for parental engagement

- The success of the programme relies on building a good relationship with the parents/ carers
- Identify what you think may be challenges you face
- Reluctant parents?
- Poor communication?
- Poor literacy?
- Pushy parents?
- Parents who dislike physical activity?
- Overweight inactive parents?
- Parents with poor co-ordination and skills?
- Parents with a disability?
- Timing of the sessions difficult to suit all parents?

Assessing children's motor skills

- Test of Gross Motor Development- 2
 - Movement ABC
- What is the purpose of these assessments?
- Let's look at some children moving and disc



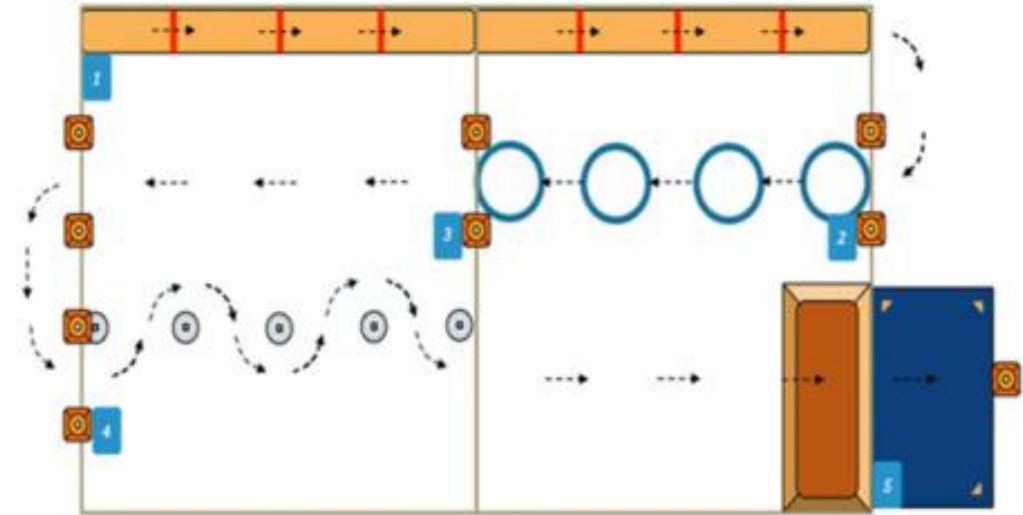
Assessing children's motor skills

- Peabody Developmental Scales 2nd Edition
- Athletics Skills Track (AST)
- Pre-PLAY



➤ Product vs Process The Lopes et al paper Discusses this

► How feasible are the tools



Peabody Developmental Motor Scales 2nd Edition

- Validated for children aged 0-5 years old
- Both a process and product-oriented assessment and includes a range of FMS
- 30 minutes per child to administer



Gross Motor Skill subtests

Stationary (30 items)	Locomotion (89 items)	Object Manipulation (24-items)
Aligning head, sitting, kneeling, standing on one foot and on tip toes	Crawling, walking, running, hopping, and jumping forward.	Catching, throwing, and kicking *this subtest is only given to children ages 12 months and older

Pre-PLAY



- Provides a snapshot of a pre-schooler's movement competency and physical literacy attributes.
- The tool involves observing the children and measuring movement competences, coordinated movements, motivation and enjoyment through **12 items**
- 4 minutes per child to administer

Preschool Physical Literacy Assessment (P-PLAY) Scoring Sheets

Instructions: identify the stage you believe the child is at, compared to other children the same age. First use the rubric to choose a box (the rubric is found in Appendix A). Next, place a vertical line in the box to indicate the child's skill. The right side of the box indicates a higher level of skill.

See example below.

Does not Display Skills	Displays Skill with Instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

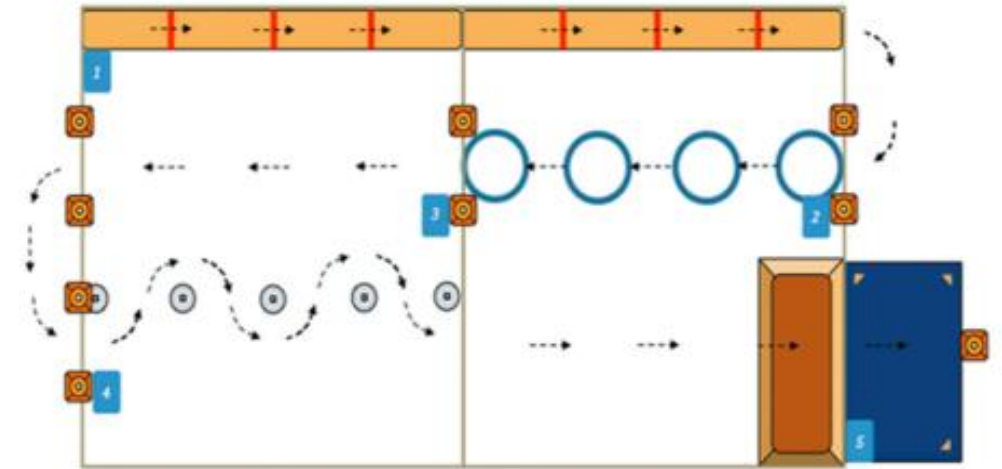
Compared to other children the same age, how would you rate this child on each of the following skills:

1. Sending (using body only/no equipment; e.g., arms/feet/head):

Does not Display Skills	Displays Skill with Instruction	Displays skills without instruction	Displays with other skills	Displays creativity combining skills

Athletics Skills Track (AST)

- Developed to assess motor competence in children ranging between age 4-12.
- The AST-1 track is designed for children aged 4-6 years and has been implemented for children as young as 3 years (Klingberg et al., 2019).
- Sequence of different FMS tasks - with the aim for them to be completed as quick as possible.



	Task	Arrangement
1	Balancing forwards, touching ribbons with 1 hand	2 Benches 3 Ribbons per bench
2	Walking forwards through the hoops	4 Hoops
3	Walking forwards on all four limbs, belly facing the floor	Cones on the ground
4	Walking forwards (slalom)	5 Badminton posts or 5 Cones on the ground
5	Climbing over the box	3 Box parts + top of the box 1 Mat 1 Cone

BMPE7001 Lab exam assessment 1

- Reminder of format for the assessment
- Any questions / concerns?
- Let's do some observation of children moving



What next?

- Tell me what you are going to do next?
- Your plan for study this week?...next week?...over the next few weeks?

Diolch/ Thank you

- N.wainwright@uwtsd.ac.uk



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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

