

# Coaches Guide

## 12 Fundamental Movement Skills



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Coaches Guide



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# TWELVE FUNDAMENTAL SKILLS FOR LTPD STAGE 1 & 2

## Active Start & FUNdamental

### *Practical Syllabus*

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#### **Basic and fundamental movement Skills**

Wrestlers need to master certain fundamental movement skills if they are to enjoy the wide range of physical activities, sports and recreational pursuits offered in our communities. There are twelve basic fundamental movement skills considered to be building blocks for movement.

The twelve fundamental movement skills presented in this section are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike.

Static balance are considered to be part of fundamental movement skills, but will be presented under the section of “The ABC of Athleticism”.

#### ***Teaching fundamental movement skills***

The teaching of fundamental movement skills is an essential component of wrestlers’ learning. It is important to remember the following:

- Wrestlers do not pick up fundamental movement skills naturally as part of their normal growth and development;
- It takes between 240 and 600 minutes of instruction time to become proficient in one fundamental movement skill;
- A small number of skills should be focused on in any one year it recommends four per year;
- The focus of your teaching should be on one or two skills at a time.
- The best time for developing fundamental movement skills is the early years of development.



### Suggested Ages for the Introduction and Mastering of Fundamental Motor Skills

Fundamental Motor Skill	Age 5 - 6	Age 6	Age 7	Age 8	Age 9	Age 10
Catch	Introduced		Mastered			
Kick	Introduced			Mastered		
Run	Introduced		Mastered			
Hop	Introduced				Mastered	
Skip	Introduced			Mastered		
Vertical Jump	Introduced		Mastered			
Gallop	Introduced			Mastered	Mastered	
Overarm Throw		Introduced			Mastered	
Ball Bounce		Introduced		Mastered		
Leap		Introduced		Mastered		
Dodge		Introduced		Mastered		
Forearm Strike			Introduced			Mastered

### Age and Sequence of Acquisition of Fundamental Motor Skill Components

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Catch	1	2 3	5 4 6		
Kick	1	2	3 7	6 5 4	
Run	1	2	3	5	4
Hop	1	2	3	6	4 5
Skip	1	2 3	5	4	
Vertical Jump	5	1			4 2 3
Gallop	1	3 5 6	2	4	
Overarm Throw	1		4 6	2 3	5
Ball Bounce			5 3 2	1 4	
Leap		1 3	5	2 4	
Dodge	1	5		3 2 4	
Forehead Strike	1		7	2 3 4 6	5

Each column equals a two month period





## ***Fundamental Motor skills Procedure and Performance criteria.***

### **CATCH**

#### **Purpose**

To teach and assess the student's catch.

#### **Student Objective**

To catch a tennis ball thrown underarm 2–3 metres high from a distance of: 5 metres (5–7years), 10 metres (8–10 years) or 15 metres (11–12 years).

#### **Preparation**

Facility	<ul style="list-style-type: none"> <li>• Measure a 2 metre square denoted by marker cones placed at each corner. Place a mark on the back line to mark the starting position.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• Place at least 6 tennis balls in a bucket near the position from where the ball will be tossed.</li> <li>• Have clipboard, recording sheet and pencil ready for assessment.</li> <li style="text-align: center;">or</li> <li>• Place a video camera side-on to the student. The field of vision of the video camera should fully include the 2 metre square.</li> </ul>

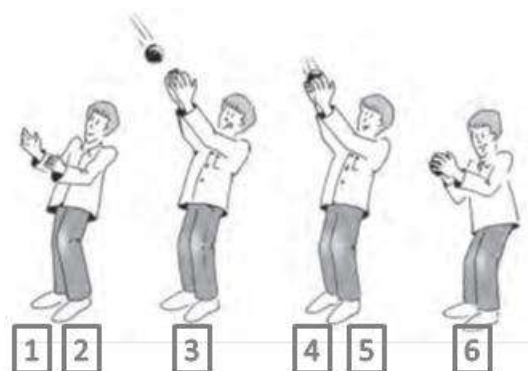
#### **Procedures**

- Demonstrate the test requirements of the catch;
- Ask 1 or 2 students to stand behind the catching square to collect any missed balls;
- Ask the student to stand in the middle of the square, catch the tossed ball and place it on the ground beside him/her. Instruct the student to leave any missed catches; and
- Allow the student to pause between each catch.



### Performance Criteria

1. Eyes are focused on the ball throughout the catch
2. Preparatory position with elbows bent and hands in front of body
3. Hands move to meet the ball
4. Hands and fingers positioned correctly to catch the ball
5. Catch and control the ball with hands only
6. Elbows bend to absorb force of the ball.



### Standards

The table indicates the age at which each component of the catch could be expected to be mastered. It also indicates the sequence in which the components normally appear in children’s development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Catch	1	2 3	5 4 6		



## KICK

### Purpose

To teach and assess the student's kicking ability.

### Student Objective

To kick a stationary ball towards a target 10–20 metres away.

### Preparation

Facility	<ul style="list-style-type: none"> <li>Place a mark (cross) on a flat non-slip surface for placement of a ball to be kicked.</li> <li>Draw a line 3 metres back from the mark as a starting point for a student.</li> <li>Make sure the area allows for easy return of the kicked balls for the next student (i.e. don't kick towards a fenced area which divides an adjoining road).</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Place the balls in a container (i.e. a large crate) near the mark.</li> <li>Have clipboard, recording sheet and pencil ready for assessment.</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>Place a video camera side-on so that the leg being used to kick the ball is visible. The field of vision of the video camera must allow for a full view of the kicking.</li> </ul>

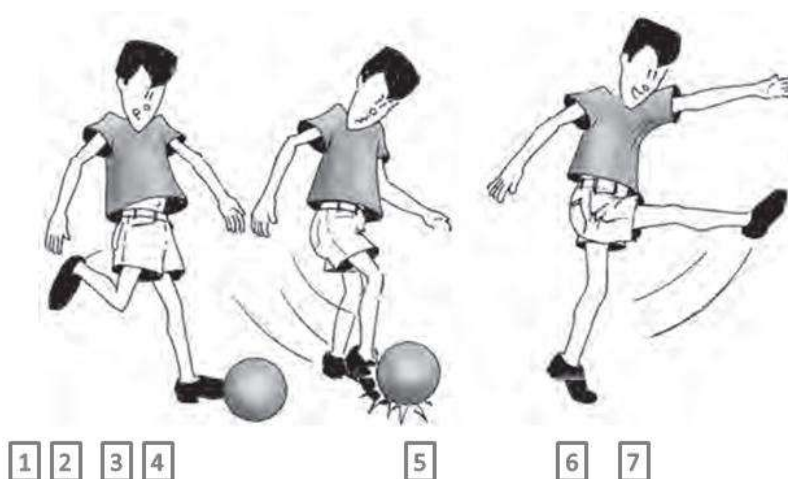
### Procedures

- Demonstrate the requirements of the kick;
- Organise 1 or 2 students to stand 10–20 metres in front of the kicker so as to retrieve any balls kicked towards them;
- Place a ball on the spot marked (a bean bag may be used to prevent a ball rolling away);
- Ask the student to kick the ball hard and return to the starting line after each kick; and
- Allow a pause between each kick.



### Performance Criteria

1. Eyes are focused on the ball throughout the kick
2. Step forward with non-kicking foot placed near the ball
3. Bend knee of kicking leg during the backswing for the kick
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement
5. Contact the ball with the top of the foot
6. Forward and sideward swing of arm opposite kicking leg
7. Kicking leg follows through towards the target after ball contact



### Standards

The table indicates the age at which each component of the kick could be expected to be mastered. It also indicates the sequence in which the components normally appear in children’s development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Kick	1	2	3 7	6 5 4	



## RUN (SPRINT)

### Purpose

To teach and assess the student's run.

### Student Objective

To run as fast as possible in a straight line.

### Preparation

Facility	<ul style="list-style-type: none"> <li>Measure a 25–30 metre flat straight line, denote each end with marker cones. Allow for safety margins at each end.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Have clipboard, recording sheet and pencil ready for the assessment.</li> <li>or</li> <li>Place a video camera side-on, either side, and far enough away so that the operator will be able to move the camera as student runs from one end of the line to the other</li> </ul>

### Procedures

- Demonstrate the requirements of the run;
- Ask each student in turn to run as fast as they can from one cone until they have gone past the other cone, turn and run back to the start; AND
- Repeat the run once more.

### Performance Criteria

1. Eyes focused forward throughout the run
2. Knees bend at right angles during the recovery phase
3. Arms bend at elbows and move in opposition to legs
4. Contact ground with front part of foot
5. Body leans slightly forward





## Standards

The table indicates the age at which each component of the run could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Run	1	2	3	5	4



## HOP

### Purpose

To teach and assess the student's hop.

### Student Objective

To hop for height, hop for distance, static and dynamic balance.

### Preparation

Facility	<ul style="list-style-type: none"> <li>Children are spread out within a marked circle on a wrestling mat or on a hard surface or grass area.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Ropes, hoops, discs and cones.</li> <li>Have clipboard, recording sheet and pencil ready for the assessment.</li> <li>or</li> <li>Place a video camera side-on, either side, and far enough away so that the operator will be able to move the camera as student runs from one end of the line to the other</li> </ul>

### Procedures

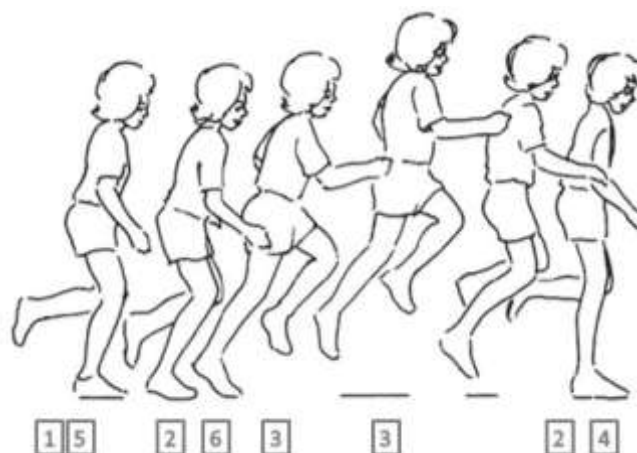
- Demonstrate the requirements of the hop;
- Ask each student to:
  - Stand on one foot, hop three times in a row and hold your landing;
  - Hop as high as you can and hold your landing;
  - Alternate high and low hops;
  - Hop over lines or ropes on the ground (spread ropes out so they are in lines with a step in between, like a ladder);
  - Hop over low cones spread out in a line, hop over four obstacles in a row; and
  - Take two steps and hop as high as you can – step, step and hop. If you hop off your right foot, which foot will you step on to first.
- Allow the student to pause between each hop.
- Ask each student to:
  - Hop as far as you can – put a cone where you land and try to improve on this;



- Hop over different parts of the “widening stream” (two ropes laid out, narrow at one end and wider at the other);
- Hop to head a suspended target (balloon held by another person);
- Hop over a tall cone;
- Hop onto a low bench;
- Hop with different combinations of run-up (e.g. Two stride, four stride run up), and
- Then hop over a series of objects (e.g. Hop over rope, over cone, over rope, onto bench).

**Performance Criteria**

1. Eyes focused forward throughout the hop
2. Jump from one foot and land on the same foot, land with the knee bent
3. Arms are tricky for the hop. They are positioned similarly to running but the timing is different.
4. Arm at same side as hopping foot should swing back at as far forward as the body. Arm at same side as non hopping foot should swing forwards and back to body level.
5. Non jumping leg (swing leg) should be bent behind individual. With practice this leg will assist the hop by 'kicking' back
6. Body leans slightly forward



**Standards**

The table indicates the age at which each component of the hop could be expected to be mastered. It also indicates the sequence in which the components normally appear in children’s development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Hop	1	2	3	6	4 5



## SKIP

### Purpose

To teach and assess the student's skip.

### Student Objective

To skip for speed and change of direction, skipping to a rhythm and space awareness (body parts).

### Preparation

Facility	<ul style="list-style-type: none"> <li>Children are spread out within a marked circle on a wrestling mat or on a hard surface or grass area.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Ropes, hoops cones and balls.</li> <li>Have clipboard, recording sheet and pencil ready for the assessment.</li> <li>or</li> <li>Place a video camera side-on, either side, and far enough away so that the operator will be able to move the camera as student runs from one end of the line to the other</li> </ul>

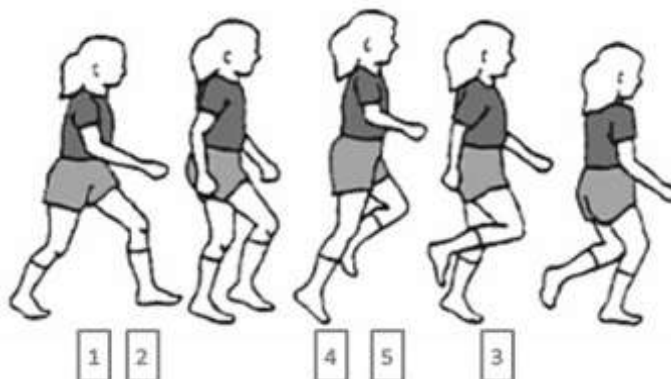
### Procedures

- Demonstrate the requirements of the skip;
- Ask each student in turn to skip forward, sideways and back ways.
  - Quickly/slowly, at varying speeds;
  - In a straight line, in a curved pathway, in a circle, in a figure of 8;
  - As fast or as slowly as you can, downhill or uphill;
  - Without using your arms – now swing your arms outwards, inwards and diagonally;
  - Without touching any lines on the floor, or cracks on the concrete;
  - And see how many skips it takes for you to get from 'here' to 'there';
  - With a partner – going backwards while your partner goes forwards, holding Hands so you both skip around on
- Allow the student to pause between each skip.



## Performance Criteria

1. Eyes focused forward throughout the skip
2. Step forward and then hop on the same foot
3. Do the same with the other foot
4. Lift your knees sharply upward
5. Swing your arms upward in time with your legs



## Standards

The table indicates the age at which each component of the skip could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Skip	1	2 3	5	4	



## VERTICAL JUMP

### Purpose

To teach and assess the student's vertical jump.

### Student Objective

To jump vertically as high as possible from a standing position.

### Requirements

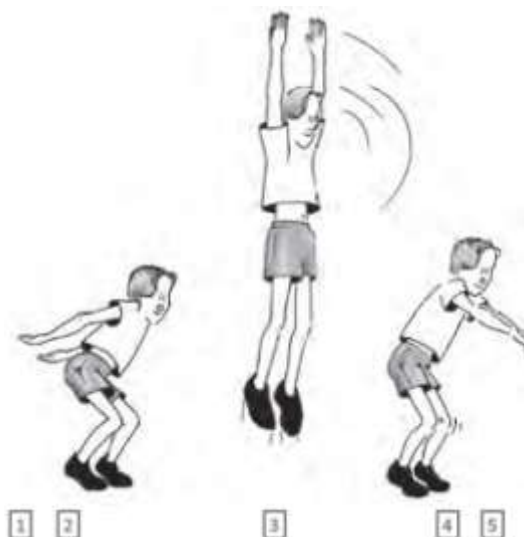
Facility	<ul style="list-style-type: none"> <li>Mark a cross on a flat non-slip surface</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Have clipboard, recording sheet and pencil ready for the assessment.</li> <li>or</li> <li>Place a video camera side-on so that the side of the student is visible throughout the vertical jump.</li> </ul>

### Procedures

- Demonstrate the requirements of the vertical jump;
- Ask the student to jump as high as he/she can; and
- Ensure there is a pause between each jump; if they do not pause, ask them to jump on your command.

### Performance Criteria

- Eyes focused forwards or upwards throughout the jump
- Crouch with knees bent and arms behind body
- Forceful upward thrust of arms as legs straighten to take off
- Contact ground with front part of feet and bend knees to absorb force of landing
- Balanced landing with no more than one step in any direction





## Standards

The table indicates the age at which each component of the vertical jump could be expected to be mastered. The table also indicates the sequence in which the components normally appear in children's development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Vertical Jump	5	1			4 2 3



## GALLOP

### Purpose

To teach and assess the student's gallop.

### Student Objective

To gallop at fast pace in both directions sideways and forward and backward.

### Preparation

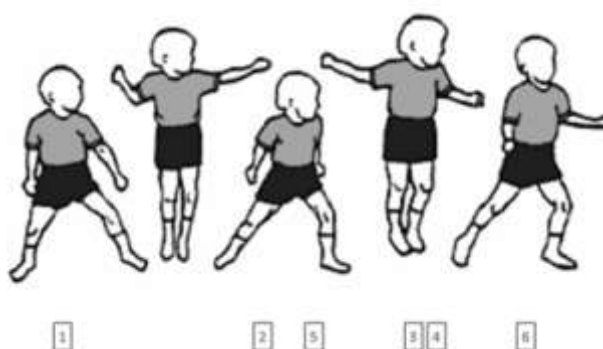
Facility	<ul style="list-style-type: none"> <li>Children are spread out within a marked circle on a wrestling mat or on a hard surface or grass area.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Ropes, hoops cones and balls.</li> <li>Have clipboard, recording sheet and pencil ready for the assessment. or</li> <li>Place a video camera side-on, either side, and far enough away so that the operator will be able to move the camera as student runs from one end of the line to the other.</li> </ul>

### Procedures

- Demonstrate the requirements of the gallop;
- Ask each student in turn to gallop as fast as they can sideways in both directions between two cones ten metres apart, and
- Repeat the gallop once more.

### Performance Criteria

- Step to the side and draw the other foot up quickly to the first foot
- Repeat the action, landing with the same foot
- Use your arms only as needed for balance
- Move on the balls of your feet
- Keep your knees bent slightly
- Lean slightly forward at the waist.





## Standards

The table indicates the age at which each component of the gallop could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Gallop	1	3 5 6	2	4	



## OVERARM THROW

### Purpose

To teach and assess the student's overarm throw.

### Student Objective

To throw a beanbag towards a target 10–20 metres away.

### Preparation

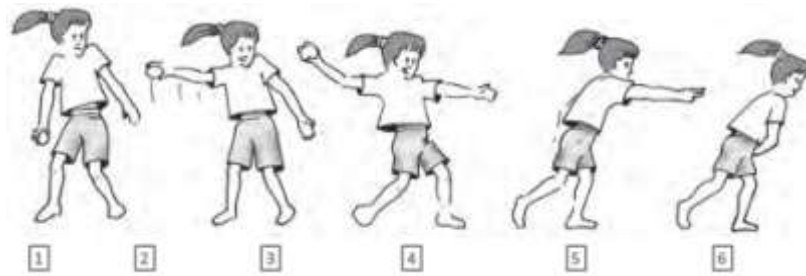
Facility	<ul style="list-style-type: none"> <li>Marked 2 metre square denoted by marker cones placed at each corner. Place a mark on the back line to mark the starting position. Place a target (i.e. cone) 10–20 metres away.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Place at least 6 beanbags next to the starting position.</li> <li>Have clipboard, recording sheet and pencil ready for the assessment.</li> <li style="text-align: center;">or</li> <li>Place a video camera side-on so that the front of the student is visible to the video camera when a side-on position is assumed</li> </ul>

### Procedures

- Demonstrate the requirements of the overarm throw;
- Ask the student to throw the beanbag overarm, hard towards the target;
- Ask the student to pause between each throw; and
- At the end of the throws, the student should collect the beanbags and return them to the starting line.

### Performance Criteria

- Eyes are focused on the target throughout the throw
- Stand side-on to the target
- Throwing arm nearly straightened behind the body
- Step towards the target with foot opposite throwing arm during the throw
- Marked sequential hip to shoulder rotation during the throw
- Throwing arm follows through down and across the body



**Standards**

The table indicates the age at which each component of the overarm throw could be expected to be mastered. It also indicates the sequence in which the components normally appear in children’s development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Overarm Throw	1		4 6	2 3	5



## BALL BOUNCE

### Purpose

To teach and assess the student's ability to bounce a ball continuously.

### Student Objective

To bounce a regulation soccerball (or 20 centimetre playground ball) at least 5 consecutive times when in a stationary position.

### Preparation

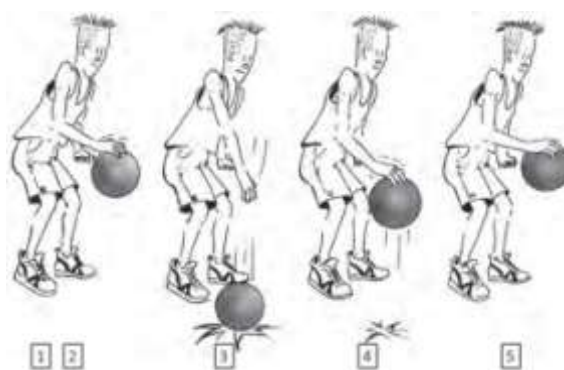
Facility	<ul style="list-style-type: none"> <li>Place a mark on a flat hard surface..</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>Place a basketball next to the mark.</li> <li>Have clipboard, recording sheet and pencil ready for the assessment. or</li> <li>Place a video camera side-on so that the arm being used to bounce the ball is visible.</li> </ul>

### Procedures

- Demonstrate the requirements of the ball bounce; and
- Ask the student to stand on the mark, side-on to the video camera/teacher, and start bouncing the ball on the command "go" and to keep bouncing until given the command "stop".

### Performance Criteria

- Eyes focused forward throughout the bounce
- Contact the ball with the fingers of one hand at about hip height
- Wrist and elbows bend then straighten to push the ball
- Hips and knees slightly flexed during the bounce
- Ball bounces in front of and to the side of the body





## Standards

The table indicates the age at which each component of the ball bounce could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Ball Bounce	■ ■ ■ ■ ■	■ ■ ■ ■ ■	5 3 2 ■ ■ ■ ■	1 4 ■ ■ ■ ■ ■	■ ■ ■ ■ ■



## LEAP

### Purpose

To teach and assess the student's leap.

### Student Objective

To leap as far as possible.

### Preparation

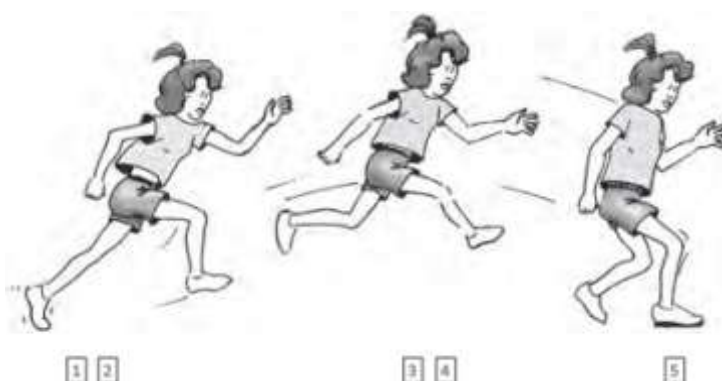
Facility	<ul style="list-style-type: none"><li>On a flat, non-slip surface, mark a 1 metre take-off square using marker cones to denote each corner. Place a mark 3 metres back from the take-off square to mark the starting point.</li></ul>
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### Procedures

- Ask the student to begin at the starting point and to approach the take-off box and leap from within the square as far as they can; and
- Ask the student to repeat the leap.

### Performance Criteria

- Forward movement sustained throughout the leap
- Eyes focused forward throughout the leap
- Take off from one foot and land on the opposite foot
- During flight legs are straightened with the arms held in opposition to legs
- Controlled landing without losing balance





## Standards

The table indicates the age at which each component of the leap could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development

Fundamental Motor Skills	Age 5			Age 6			Age 7			Age 8			Age 9		
Leap				1	3		5			2	4				



## DODGE


### Purpose

To teach and assess the student's dodging skill.

### Student Objective

To move quickly through a series of cones each placed 3 metres apart in a zigzag formation.

### Preparation

Facility	<ul style="list-style-type: none"> <li>Place cones on a flat, non-slip surface and mark lines as indicated.</li> </ul> 
Equipment	<ul style="list-style-type: none"> <li>Have clipboard, recording sheet and pencil ready for the assessment.</li> <li>or</li> <li>Place a video camera front-on so as to view the student as he/she zigzags towards the camera.</li> <li>Operator may need to zoom out as participant nears completion of dodge task.</li> </ul>

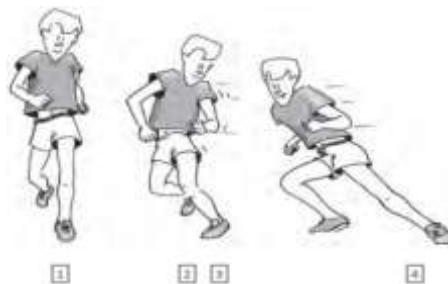
### Procedures

- Ask the student to run following the lines and at each of the cones to dodge as fast as possible;
- To help understanding, it may be necessary, particularly with the younger students, to allow students to walk through the zigzag course prior to running; and
- After running through once, ask the students to walk back to the start and complete the task twice more.



## Performance Criteria

1. Eyes focused in direction of travel throughout the dodge
2. Change direction by pushing off outside foot
3. Body lowered during change of direction
4. Change of direction occurs in one step
5. Dodge repeated from right to left, left to right, and so on



## Standards

The table indicates the age at which each component of the dodge could be expected to be mastered. It also indicates the sequence in which the components normally appear in children's development.

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Dodge	1	5		3 2 4	



## FOREHAND STRIKE.

### Purpose

To teach and assess the student's one-handed forehand strike.

### Student Objective

To strike, using one hand, a tennis ball thrown to bounce to waist height from 5–10 metres away, with a short-handled racquet (i.e. racquet ball racquet, paddle tennis-bat) in a forward direction.

### Preparation

Facility	<ul style="list-style-type: none"> <li>• Measure a 2 metre square denoted by marker cones placed at each corner. Place a mark on the back line to mark the starting position.</li> <li>• Mark a spot 5–10 metres from the centre of the square from which to toss a ball to bounce and be struck.</li> </ul>
Student	<ul style="list-style-type: none"> <li>• Instruct students to begin from the starting point, but that they may move anywhere within the designated square to strike the ball.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• Place a racquet near the starting position. Place a bucket of at least 6 tennis balls next to the thrower's spot. Have clipboard, recording sheet and pencil ready for the assessment.</li> <li style="text-align: center;">or</li> <li>• Place a video camera side-on to the intended direction that a ball will be struck by a student.</li> <li>• The field of vision of the video camera should be set so that the square is in full view of the video camera.</li> </ul>

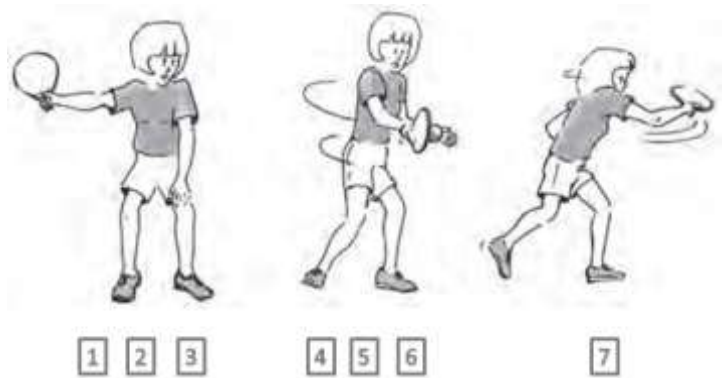
### Procedures

- Demonstrate the requirements of the forehand strike.
- Organise 1 or 2 students to stand 5–10 metres behind the thrower to collect any tennis balls hit.
- The thrower stands to face the striker 5–10 metres away.
- Ask the student to stand in position and strike the ball so that it travels on the full past the thrower, and then to return to the starting position after each strike.
- Instruct the thrower to allow a pause between each forehand strike.



**Performance Criteria**

1. Eyes are focused on the ball throughout the strike
2. Stand side-on to the target with bat held in one hand
3. Striking hand nearly straightened behind shoulder at end of backswing
4. Step towards target with foot opposite striking arm during the strike
5. Marked sequential hip to shoulder rotation during the strike
6. Ball contact made opposite front foot with straight arm
7. Follow through towards the target then around body



**Standards**

The table indicates the age at which each component of the forehand strike could be expected to be mastered. It also indicates the sequence in which the components normally appear in children’s development

Fundamental Motor Skills	Age 5	Age 6	Age 7	Age 8	Age 9
Forehead Strike	1		7	2 3 4 6	5



## **Key messages**

When teaching fundamental movement skills, it is important to plan your sessions so that you focus on the outcomes you set out to achieve. The following questions should be considered when developing a session plan.

### **1. What is the purpose of the session?**

- Sessions should be designed to provide opportunities for wrestlers to improve the level of their skills and to practise these skills;
- How does this session integrate into past and future sessions?
- The coach should always know “why” an activity is being taught and how it relates to skill development for wrestlers;
- Ask a simple clarifying question, for example, which skill components are being taught and practised in the session;
- Sessions should be part of a sequential plan for teaching fundamental movement skills;
- Consider planning a unit of work based on a theme where one fundamental movement skill is targeted, e.g. the vertical jump;
- Instruction during a session is essential in order to ensure that wrestlers have an understanding of the correct technique for a skill;
- Instruction alone is not enough to produce improvements in skill performance;
- Of all the elements that go into learning new skills, correct practice is the most important; and
- Sessions need to provide necessary instruction (Show me how) and maximise the amount of productive practice time for wrestlers (Teach me how).

### **2. Are instruction and practice a major part of the session? (Show me how/ Teach me how)**

There are a number of important considerations to ensure that instruction is explicit and the session is effective in achieving its outcomes.

## **Introduction**

- The tone of the session should be set through the use of a fun warm-up, focusing on the skill to be taught in that session;
- The warm-up activity should be used to set up wrestler work groups e.g. groups of 4 or 5 wrestlers; and



- There should be some questioning and reinforcing of knowledge and understanding of the particular skill and its components during the warm-up.

### **3. What does a “good” session look like?**

#### ***Teaching the skill***

- The skill should be demonstrated;
- Teaching cues should be used to help wrestlers focus on particular components of the skill;
- Coaches should provide quality feedback and correct wrestlers’ technique; and
- Questioning should be used to help wrestlers explore and understand the components of the skill.

#### ***Practising the skill***

- Wrestlers should practise the skill individually or in small groups. This enables them to practise many repetitions of the skill;
- The skill should be incorporated into simple games;
- Wrestlers should explore different ways of applying the skill;
- The focus should be on teaching the specific skill components; and
- A variety of equipment should be used.