



Fundamental Movement Skills (FMS)

Building Physical Competence

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November 12, 2023



Learning Intentions

By the end of this session, I will...

- 1) Know the teaching cues for 13 fundamental movement skills; locomotor and object control.
- 2) Be able to implement at least one activity to help students who are not quite competent at an element of a specific fundamental movement skill.
- 3) Understand what makes up a fundamental movement skill & the benefits of achieving competence in FMS.



Agenda

01

FMS

What are they?

03

Why FMS?

What are the benefits of FMS?

02

What is FMS?

04

How To Develop FMS?

Agenda (continued...)

05

Explore FMS

“Fixes” to help students become more competent movers.

06

Reflection

Fundamental Movement Skills

What are they?



Fundamental Movement Skills

- Fundamental - forming a necessary base or core
 - Basic learned movement patterns
- Foundations for more complex physical & sporting activities (Barnett et al., 2016)

Fundamental Movement Skills

- FMS does not equal physical literacy
(Barnett et al., 2016)

3 Categories

Locomotor

Object Control

Stability



Locomotor

Travelling through space



Object Control

Sending, receiving, or retaining



Stability

Non-locomotor skills





04

Why FMS?

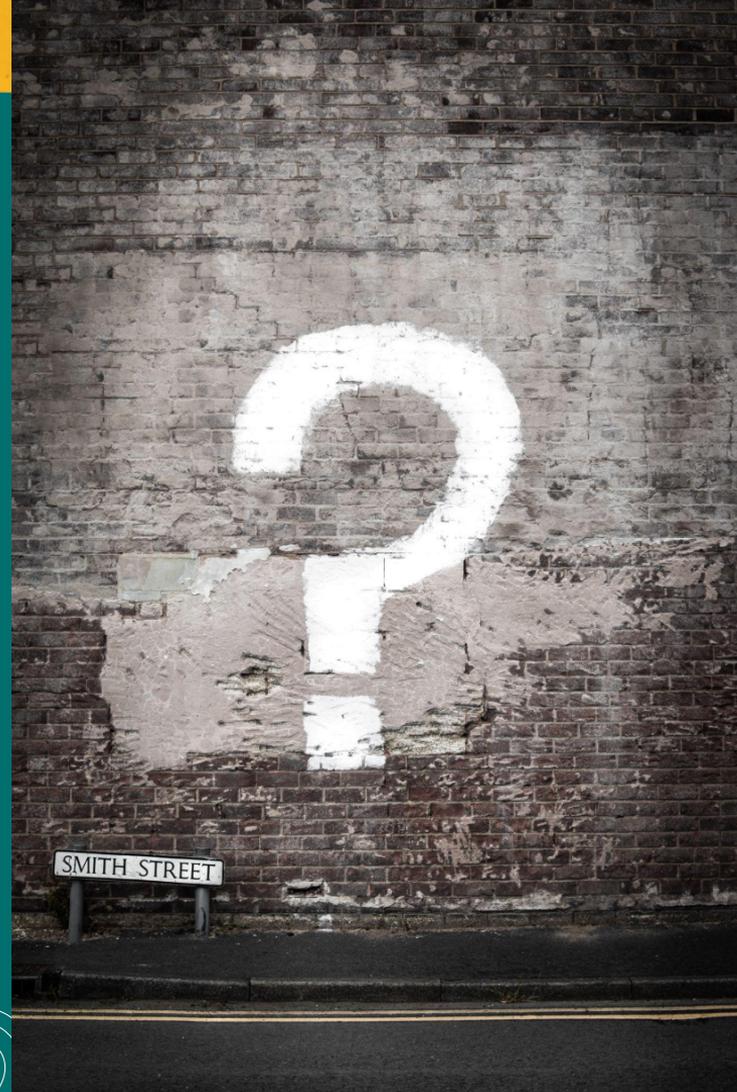
What does acquiring FMS mean for our students?

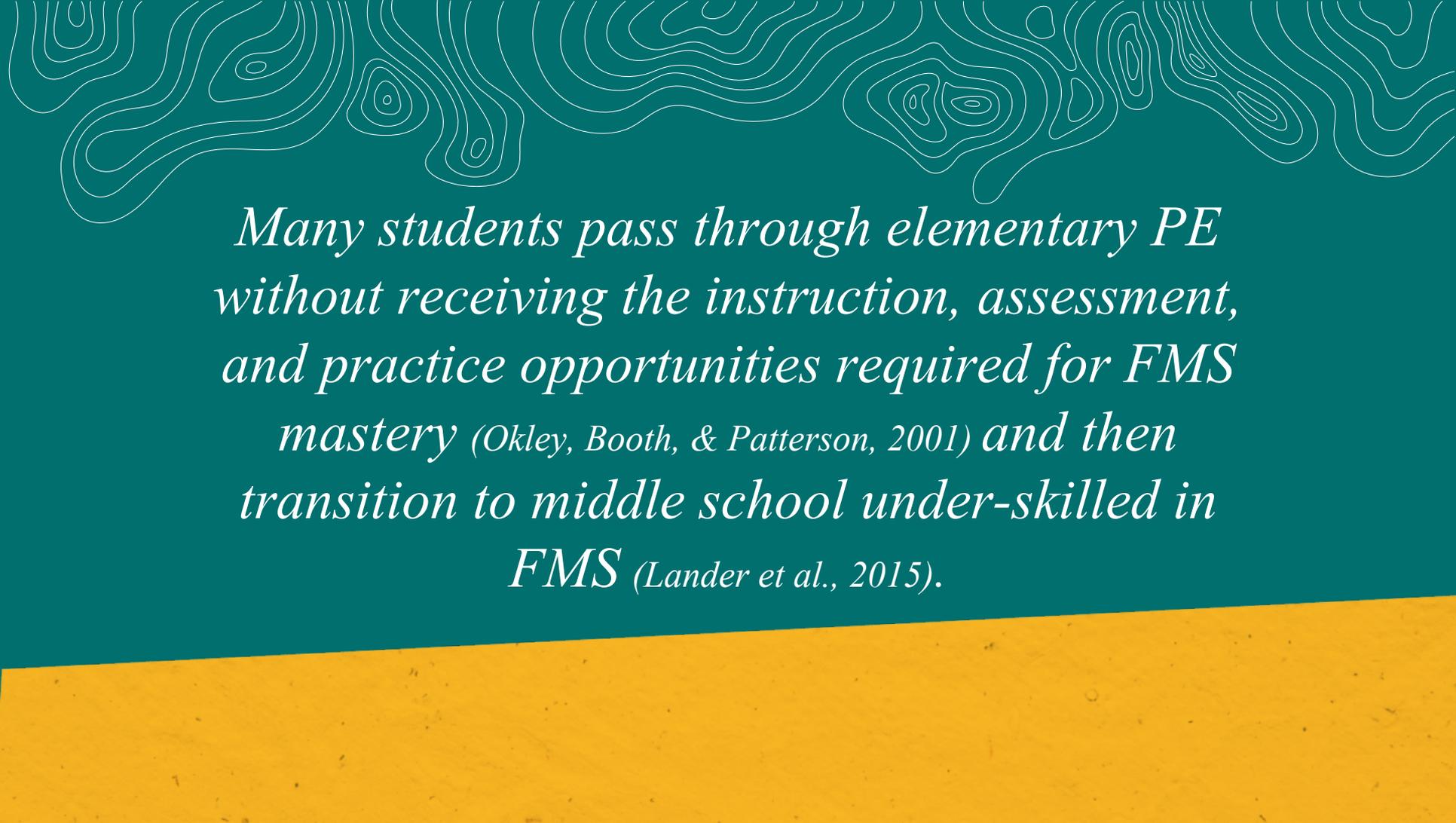


The Why?

- Higher PA levels
- Higher cardio-respiratory fitness
- Healthy weight
- Stronger muscles/bones
- Higher self-esteem
- Lifelong physical activity
- Greater self-confidence
- More willingness to take risks
- More social friendships
- Cognitive achievement

Hands, 2012





Many students pass through elementary PE without receiving the instruction, assessment, and practice opportunities required for FMS mastery (Okley, Booth, & Patterson, 2001) and then transition to middle school under-skilled in FMS (Lander et al., 2015).



*As much as 93% of children & youth are
insufficiently active (Colley et al, 2011).*

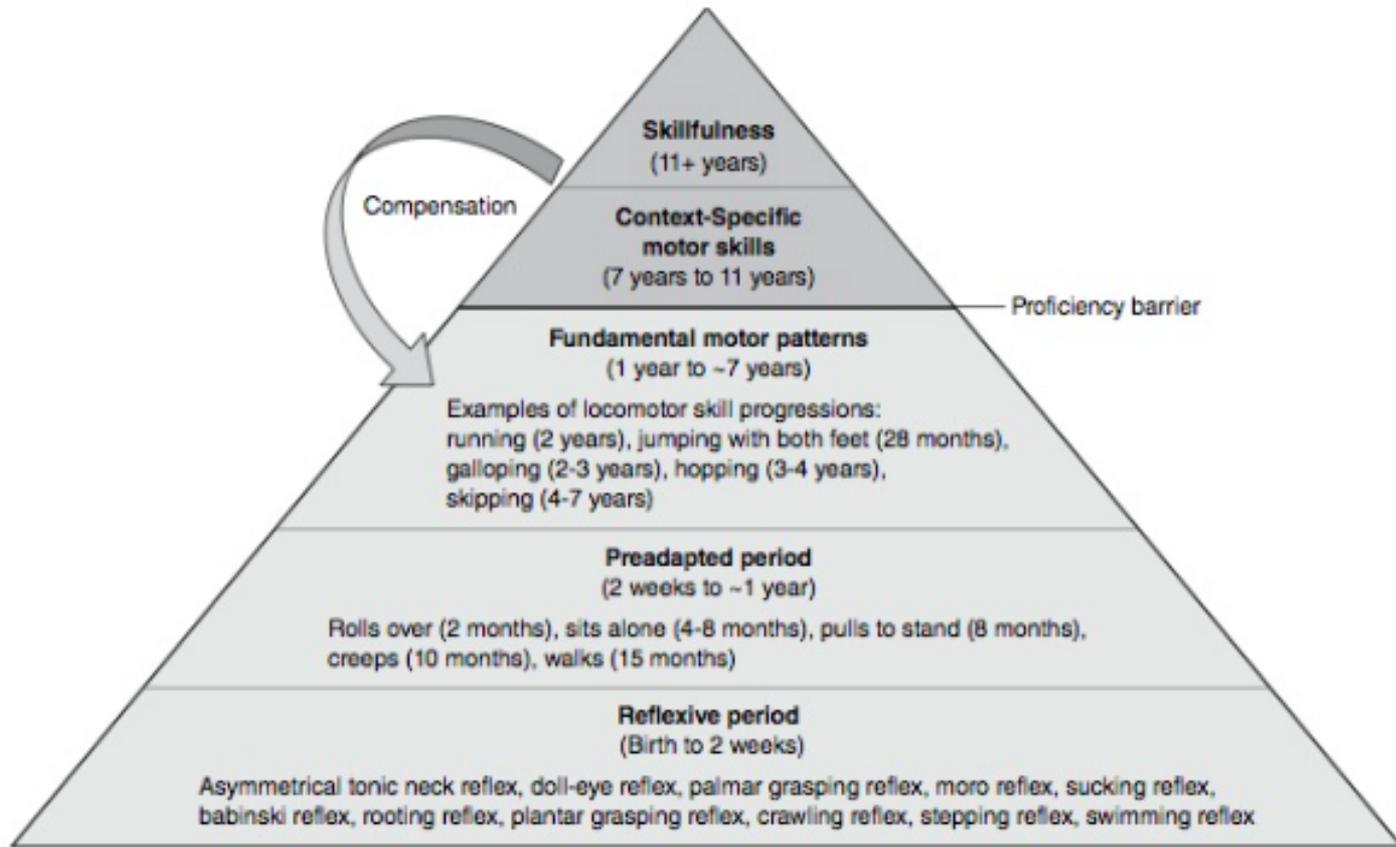
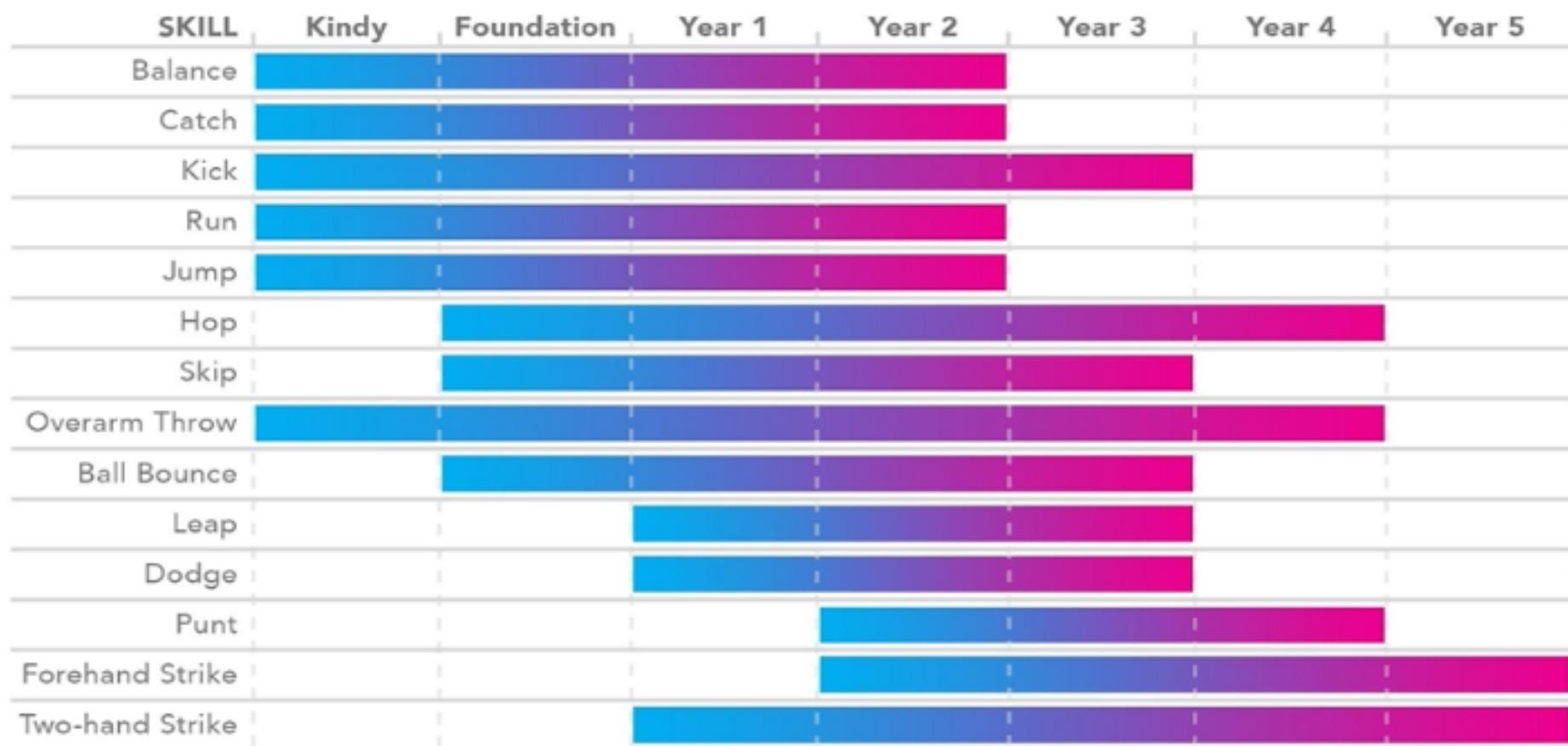


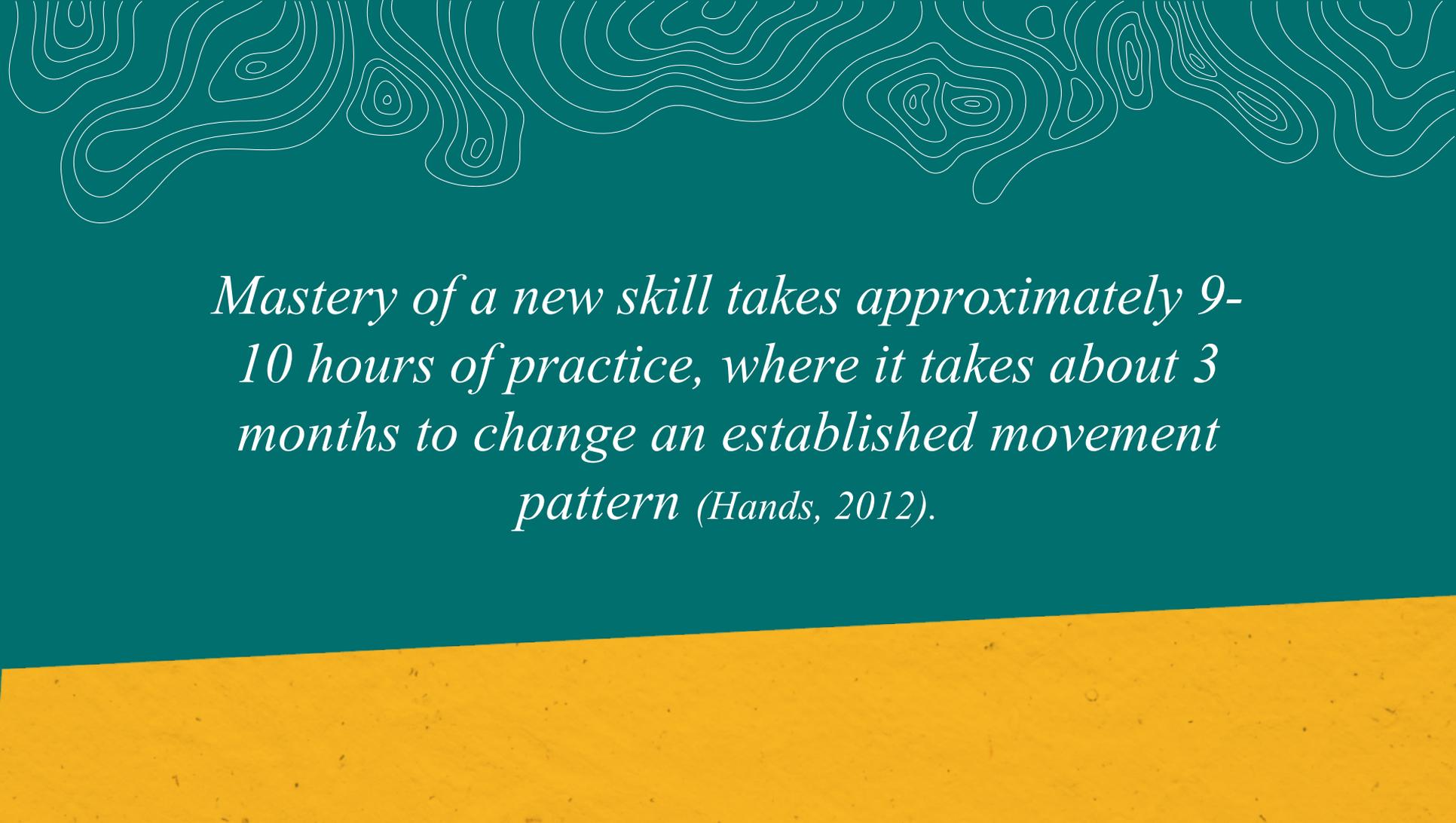
Figure 4.1 The mountain of motor development. *Note:* These ages are approximations. Each person is unique and progresses at his own rate.

Adapted, by permission, from J.E. Clark and J.M. Metcalfe, 2002, The mountain of motor development: A metaphor. In *Motor development: Research and reviews*, vol. 2, edited by J.E. Clark and J.H. Humphrey (Reston, VA: National Association for Sport and Physical Education), 163-190.



 Point at which children are developmentally ready for skill to be introduced

 Point at which mastery can be expected with adequate exposure, instruction and practice



Mastery of a new skill takes approximately 9-10 hours of practice, where it takes about 3 months to change an established movement pattern (Hands, 2012).



05

How to develop FMS?

How can we foster the development of FMS in our students?



How to acquire FMS

- Explicitly taught
- Early intervention
- Practice



Whole School Community

Hands (2012) suggests:

- Know your students
- Integrate FMS into daily routines
- Integrate FMS into multiple subject areas
- Maximize participation
- Individualize learning



FMS into Daily Routine

Bounce-at-the-Bell Jumps



TGMD-3 (Test for Gross Motor Development)

● Locomotor

- Running
- Horizontal Jumping
- Skipping
- Galloping
- Sliding
- Hopping

Ulrich, 2019

● Object Control

- Overhand Throwing
- Underhand Throwing
 - Catching
- Dribbling (basketball)
 - Kicking
- Two-Handed Strike (baseball)
- One-Armed Strike (tennis)

Possible Assessment

FUNDAMENTAL MOVEMENT SKILLS
LOCOMOTOR MOVEMENTS

Circle a battery for each locomotor movement.

Name: _____

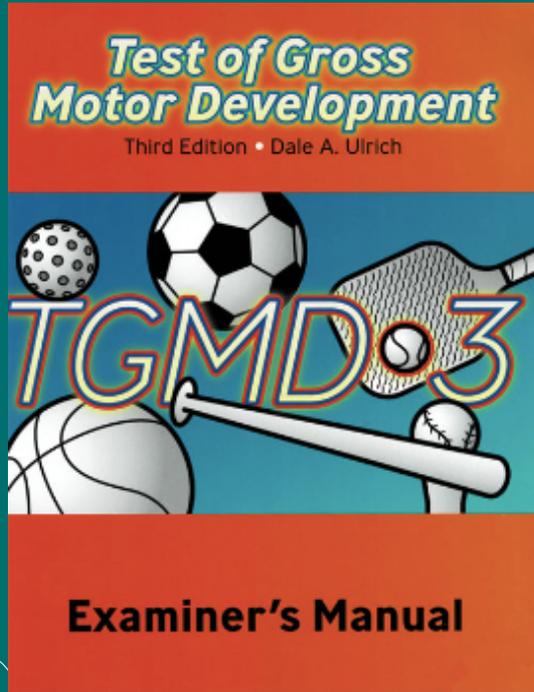
JUST STARTING	OKAY	ALMOST	GOT IT
HOPPING		HORIZONTAL JUMPING	
SKIPPING		GALLOPING	
SLIDING		LEAPING	

FUNDAMENTAL MOVEMENT SKILLS
OBJECT CONTROL

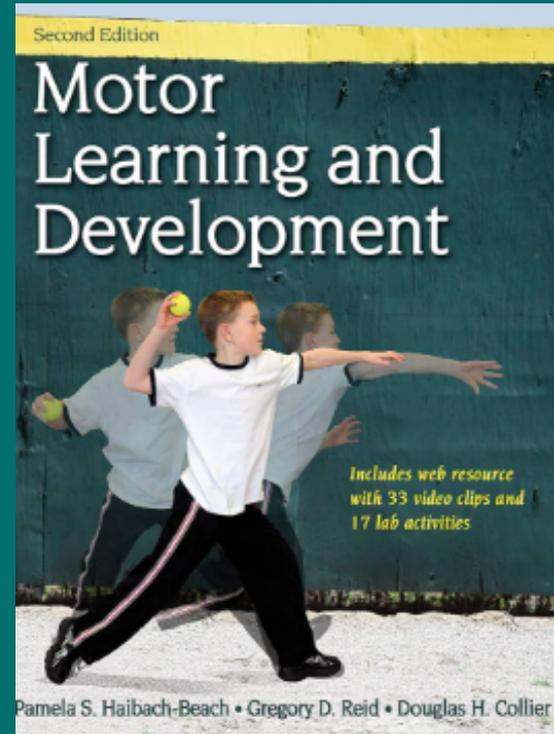
Circle a battery for each object control movement.

Name: _____

JUST STARTING	OKAY	ALMOST	GOT IT
OVERHAND THROWING		ONE-HAND FOREHAND STRIKING	
DRIBBLING		TWO ARM STRIKING	
KICKING		CATCHING	



References

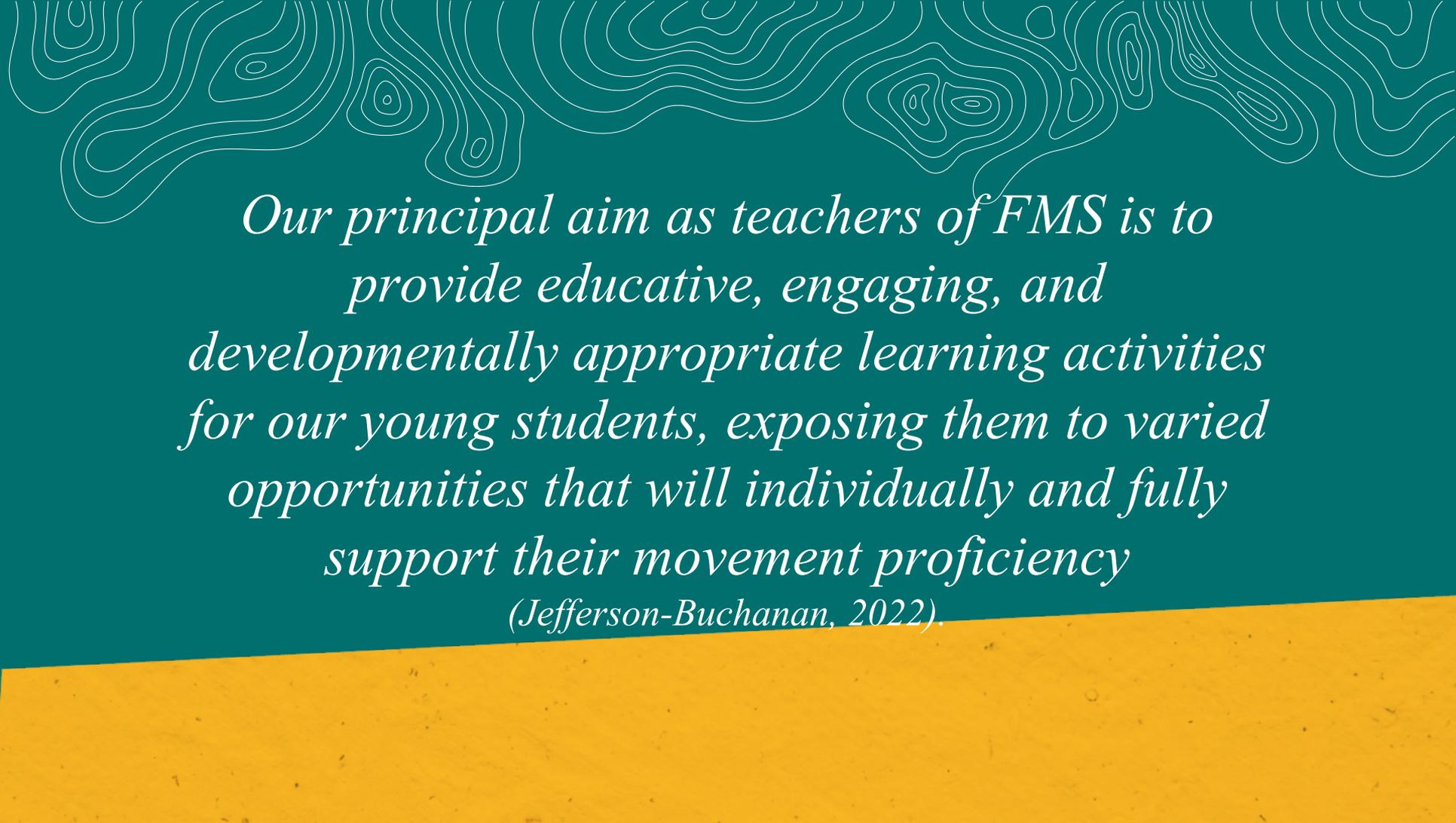


Reflection

I used to think...

Now I think...





Our principal aim as teachers of FMS is to provide educative, engaging, and developmentally appropriate learning activities for our young students, exposing them to varied opportunities that will individually and fully support their movement proficiency (Jefferson-Buchanan, 2022).

Thanks!

Do you have any questions?

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