

Foundation Skills Activities

Memory Challenge

Fundamental Movement Skills

- Walking and spatial awareness.

Equipment / Set-up

- Large outdoor space.

Learning intention

- To develop spatial awareness through memory.

Activity

- Give the child two, three or four instructions. Keep the instructions simple.
- Get the child to repeat the actions back to you.
- Example of instructions – walk forward to touch the tree, walk backwards to touch the garage door, march to the gate and then walk sideways to the washing line.
- Example of slightly harder instructions – walk like a robot to the front door, walk like a lion to the letter box and then walk like a soldier to the garage door.

Variations for the activity

- Use some equipment e.g. dribble a ball while you are moving or balance something on your head.
- Increase the number of instructions given.

Questions you could ask

- Which way of walking did you like the best? Why?
- What do you need to think about when walking like a robot or like an animal?

Hopping Challenges (without equipment)

Fundamental Movement Skills

- **Hopping (movement skill)**
Hopping is a springing action that involves taking off from one foot and landing on that same foot.
- **Balance (vestibular development)**
Hopping involves dynamic balance. The body is balanced when the centre of gravity is over the base of support.

Equipment / Set-up

- Large outdoor space or indoor space.

Learning Intention

- To have fun while developing hopping and balance skills.

Key points:

- Non-hopping leg is used to support the take-off and momentum of the hop.
- Body leans forwards over the hopping foot.
- Arms are coordinated with take-off, moving forwards and upwards.
- Hopping action is continuous and rhythmical.
- Non-hopping side adding counterbalance and force.
- Landing safely with a bent leg.

Activities:

1. Hopping challenges:

- A. See how long you can hop on the left foot without stopping and then the right foot.
- B. Hop the furthest distance on each foot.
- C. Complete a set hoping course in the fastest time.
- D. Hop to the beat of a song.

Variations:

- A. Try and extend your time hopping continuously on each foot.
- B. Try to extend the distance achieved on each foot.
- C. Try and beat the time and set a record to be broken in the future.
- D. Hop to different songs with beats of varying speed (fast beat, slow beat).

Questions you could ask

- Which was your preferred hopping foot? Why?
- How did your arms assist you as you hopped?

2. Partner hopping: (If more than 2 people you can change partners)

- A. Hop with a partner holding hands or with your arms round each other.
- B. Face your partner and try to pull them off balance while staying balanced yourself.
- C. Follow the leader, take turns being the leader and creating a challenging course to follow – when you are the leader describe the course and provide directions to your follower(s).
- D. Play hopping tag.

Variations:

- A. Try to co-ordinate your hop with your partner, or hop with the beat of a song.
- B. See who remains the most balance in 5 face offs.
- C. Choose a more challenging course to follow, going round objects and over obstacles in the home or backyard.
- D. If more than 2 players, play link tag and when tagged join by holding hands to the player who is in and hop after the other players. If more than 2 people choose a designated spot that is a safe zone, where you stand on one foot in a creative pose and can't be tagged as long as you don't move.

Questions you could ask

- What was the secret to keeping your balance?
- What were the key points to successfully work with a partner?

Minimal Equipment Hopping Challenges

Fundamental Movement Skills

- **Hopping (movement skill)**
Hopping is a springing action that involves taking off from one foot and landing on that same foot.
- **Directionality (change of direction)**
- **Balance (vestibular development)**
Hopping involves dynamic balance. The body is balanced when the centre of gravity is over the base of support.

Equipment / Set-up

- Outdoor space or indoor space.
- Obstacles to jump over (shoes, clothing, plastic bottles), things to follow or hop across (rope, string, cracks in the pavement), obstacles to go under or around (clothes line, tree).
- Chalk.

Learning Intention

- To have fun while developing hopping and balance skills.

Key points:

- Non-hopping leg is used to support the take-off and momentum of the hop.
- Body leans forwards over the hopping foot.
- Arms are coordinated with take-off, moving forwards and upwards.
- Hopping action is continuous and rhythmical.
- Non-hopping side adding counterbalance and force.
- Landing safely with a bent leg.

Activities

1. Hopping obstacle course

Use chalk to create a route or everyday items to create an obstacle course in your yard or inside the house, or both. Complete the obstacle course using your right leg to hop, then complete it using your left leg to hop.

Variations:

- Time how long it takes to complete the course and then try and beat your time.
- Alternately add obstacles to increase the difficulty of the challenge.
- Complete the obstacle course blindfolded, guided by your partner.

Questions you could ask

- What obstacles did you find most challenging? Why?
- What is the secret of landing safely while hopping?

2. Hopscotch

Use the pavement to draw a hopscotch on the ground numbering each square 1 to 8 or 1 to 10 for a greater challenge. In turn, each player throws a stone onto square 1, hops over square 1 to 2 and hops up through the sequence of numbers before jumping turning with two feet around. Then they hop back down the sequence, bend down balancing with one foot and pick up the stone, then hop out.

Repeat by throwing the stone in square 2, hopping in square 1 then hopping over the square with the stone, and continually on. The game is complete when you have thrown the stone and jumped over every number drawn in the hopscotch.

Variations:

- Create a different hopscotch by making use of different patterns and shapes. You could have a spiral hopscotch for example. See which shape creates the greatest challenge.
- Try to turn around by hopping.

Questions you could ask

- Which hopscotch did you find most challenging? Why?
- Is it difficult to change direction when hopping? Explain.

Acknowledgement: This resource has been developed by the Healthy Active Learning Team at CLM Community Sport by adapting the following resource: Fundamental Skills by SPARK for further information please refer to the original source available online at: <https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills>