

# Orienteering – Fundamental Movement Activity Cards

## Skill

### Catch

#### About the skill

Catching is a manipulative skill that involves being able to absorb and control the force of an object with a part of the body, preferably the hands. The ability to catch proficiently is important to most sports and games that involve an object, for example, cricket, football codes, netball, basketball, rhythmic gymnastics and playground games.

#### Skill component

- 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.



## Activity: Class catch champs

- Students face their partner, one metre apart.
- Students throw the tennis ball back and forth with their partner.
- They take one step back if they catch the ball and one step forward if they drop the ball.
- Variation:
  - Change type of throw, e.g. overarm, underarm, chest pass.
  - Throw a variety of objects, e.g. tennis balls, netballs.

## Teaching cues

Say to the students:

- Watch the object move into your hands.
- Cup your hands.
- Move to the ball.
- Relax your hands.
- Point your fingers up for a high ball.
- Point your fingers down for a low ball.
- Bend elbows to absorb the force of the object.

# Orienteering – Fundamental Movement Activity Cards

## Skill

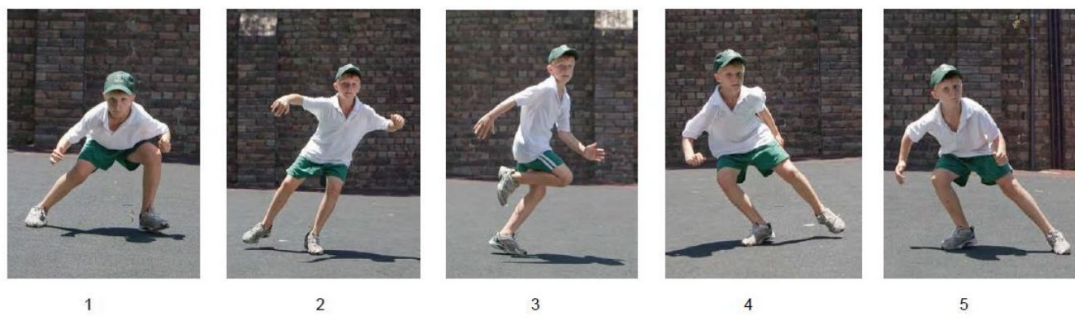
Dodge

## About the skill

The dodge is a locomotor skill that involves a high degree of balance and stability. It is an extension of the side gallop and sprint run and incorporates dynamic, fluid and coordinated movement to change direction. It is common to many playground games and activities and is an important skill in the majority of team sports.

## Skill component

- Changes direction by bending knee and pushing off the outside foot.
- Change of direction occurs in one step.
- Body lowered during change of direction or in the direction of travel.
- Eyes focused forward.
- Dodge repeated equally well on both sides.



## Activity: Partner dodge

Students work in pairs.

They will be moving within a marked area by running and dodging.

Student A must free themselves from student B who follows student A as closely as possible.

Student A when ready calls 'STOP'. Both students stop. Student B then sees if they can take one step and touch student A.

Reverse the roles.

## Teaching the skill

Say to the students:

- Look straight ahead.
- Use the outside of your foot.
- Lower body height down and then up when changing direction.
- Use your knees to change direction.
- Use only one step to change direction.
- Lower body height and transfer body weight.

# Orienteering – Fundamental Movement Activity Cards

## Skill

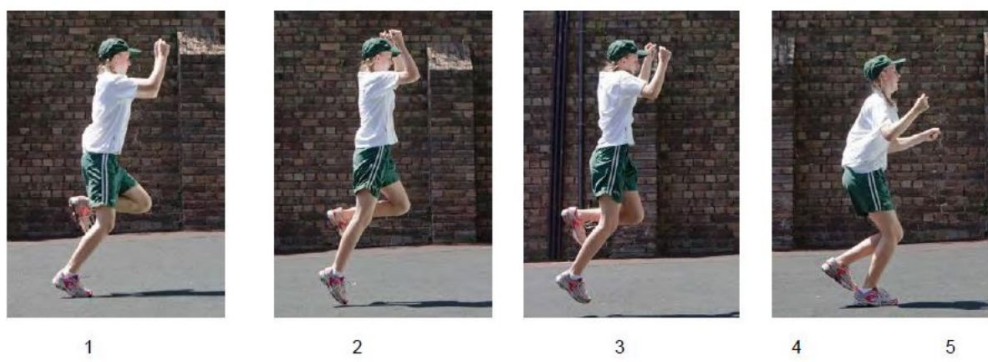
Hop

## About the skill

Hopping is a continuous rhythmical locomotor skill, characterised by taking off and landing on the same foot. It is used in many dance forms, in athletics in the triple jump and in many playground games, such as hopscotch. It is a good indicator of being able to maintain balance while moving, which is often referred to as dynamic balance.

## Skill component

- Support leg bends on landing, then straightens to push off.
- Lands and pushes off on the ball of the 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.



## Activity: Hopping challenge

Students line up at the end of a court of grass area. They hop to the other end of the area and count how many hops it takes.

Students run back to the starting position and try to improve the number of hops it took to reach the end.

Students could complete the process again by swapping the foot they are hopping on.

## Teaching cues

Say to the students:

- Say to the students:
- Bend your leg to push off.
- Land on the ball of your foot.
- Find your rhythm.
- Look ahead, with head and eyes level.
- Use your arms for balance.

# Orienteering – Fundamental Movement Activity Cards

## Skill

### Side gallop

## About the skill

The side gallop or slide is a unique locomotor movement skill in that the individual is moving sideward while the body and sometimes eyes are facing forwards. It is a basic locomotor pattern used in many sports and games, such as softball, basketball, touch and racquet sports. It is also used extensively in dance.

## Skill component

- Smooth rhythmical 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.



## Activity: Line Tag

Use the lines on a basketball court for the game. Students work in pairs; one partner is the 'runner' and one is the 'chaser'.

Pairs move apart from each other on the lines around the court. When the whistle is blown the chaser runs after the runner. All students must stay on the lines as they move around. The chased student must try to avoid being tagged. When a student is tagged they must move off the line and perform a static balance.

Reverse the roles of the students.

## Teaching the skill

Say to the students:

- Use light springing steps.
- Take off and land on the front of your foot.
- Make your body face to the front.
- Keep eyes straight ahead (or look over your shoulder.)
- Step, close, step, close.....or step, together, step, together.

# Orienteering – Fundamental Movement Activity Cards

## Skill

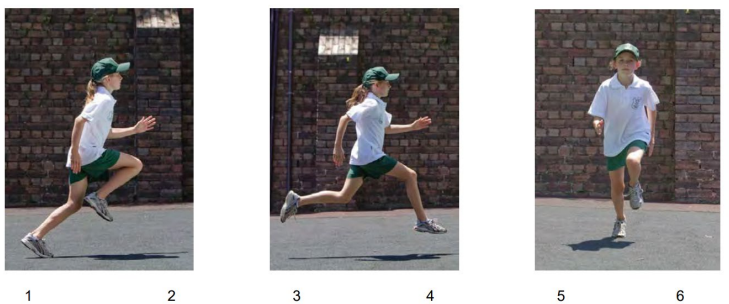
### Sprint run

#### About the skill

The sprint run is a locomotor skill characterised by a brief period where both feet are simultaneously off the ground (called the flight phase). The ability to perform a sprint run is fundamental to many games, sports and everyday activities. Examples include sprinting in athletics, a fast break in soccer or hockey, running to bases in softball and tee-ball or even just running for a bus, which can be performed better with a proficient running technique. A proficient running technique can improve speed and endurance, which in turn may also enhance health-related fitness by improving cardiorespiratory endurance.

#### Skill component

- Lands on ball of the foot.
- Non-support knee bends at least 90 degrees during recovery phase.
- High knee lift (thigh almost parallel to the ground).
- Head and trunk stable, eyes focused forward.
- Elbows bent at 90 degrees.
- Arms drive forward and back in opposition to the legs.



## Activity: Obstacle course run

Using different equipment create an obstacle course that students have to run through as quickly and safely as they can. The obstacle course could include the students:

- running around markers in a given shape or layout, for example, weaving through markers
- jumping over markers to practice springing from one foot to another swinging their arms to help
- running over skipping ropes with a foot either side to practice running in a straight line
- jogging up and down on the spot to focus on high knees and having a stable head and body.

## Teaching the skill

Revise the key components of the sprint run.

Students form pairs and spread out in the area. Each student performs the sprint run for their partner.

Students should focus on giving positive feedback to their partner. They should comment on the components their partner is performing well and then provide suggestions on components that they could improve.

After listening to the feedback students should perform the sprint run again and try to improve their technique. The students then reverse roles so that each student has a chance to receive and give feedback.



# Orienteering – Fundamental Movement Activity Cards

## Skill

### Static balance

### About the skill

Balance is an essential prerequisite of almost all movement skills. A static balance is defined as being able to maintain a stationary position throughout the movement. The static balance on one foot is an important non-locomotor skill that is used in gymnastics, dance, diving and many team sports. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls, which may lead to bone fractures in older individuals.

### Skill component

- 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 upright.
- No excessive arm movements



## Activity: Partner balances

**Copy your partner:** Students perform any balance and then their partner copies their balance. They take turns. Hold all balances for five seconds.

**Mirror your partner:** Students select a balance. They perform their balance facing each other, alongside each other and back to back.

**Twins:** Students balance close to each other so that the same body parts are touching.

**Make bridges:** Students invent bridges, with one partner balancing on some part of the partner. Students balance on different body parts: hands, knees, back, tummy, elbows, feet, shoulders.

**Sequences:** Partners select any three balances they have done and perform them together, one after the other, mirroring each other.

## Teaching cues

Say to the students:

- Stand still with your foot flat on the ground.
- Hold your bent leg away from your other leg.
- Look at something in front of you.
- Stand up tall when you balance.
- Relax your arms.

# Orienteering – Fundamental Movement Activity Cards

## Skill

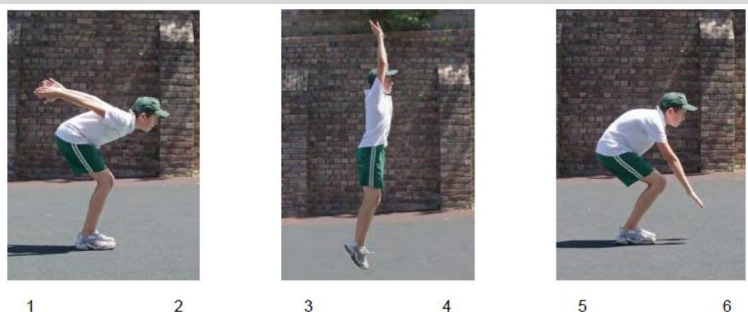
### Vertical jump

#### About the skill

The vertical jump is a locomotor skill that involves being able to jump as high as possible. It is the basis for jumps used in gymnastics, some forms of dance and a range of sports, such as basketball, volleyball and Australian Rules Football. It is similar to the standing broad jump in terms of its phases, components and preparation and landing. Because the vertical jump is related to a wider range of sports, games and physical activities, it is considered to be a more fundamental movement skill than the standing broad jump.

#### Skill component

- 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.



## Activity: Sergeant jump

Students work in pairs. Each pair lines up along a wall with a piece of chalk in the hand closest to the wall. They take turns to perform a vertical jump and, at the peak of the jump, make a chalk mark on the wall.

Pairs should rotate so that both students get a turn.

Students try to beat their previous best mark.

## Teaching cues

Say to the students:

- Look up.
- Focus your eyes on where you want to go.
- Get ready to explode up high, get ready to take off.
- Swing your arms back and up.
- Straighten your legs when in the air.
- Bend your knees on landing.
- Control your body and balance yourself when landing.
- Land with feet the width of your shoulders apart.