

BPHY414 Motor Skills Development through Physical Education

ECTS Value: 6 ECTS
Self-Study Hours: 72

Contact Hours: 30
Assessment Hours: 48

Overall Objectives and Outcomes

This module deals with the teaching and assessment of Fundamental Movement skills and sport skills. It aims to make course participants proficient in each of these skills to be able to teach them to their learners. It will enable course participants to identify the level of the learners and to help them to progress to achieve motor competence with the required progressions. Course participants will seek to make motor learning fun as they embed these skills within games to enjoy learning and to suit their preferred ways of learning.

By the end of this module, the learner will be able to:

Competences

- a. create lessons to develop motor development catering for different levels;
- b. carry out all movement skills with poise and coordination;
- c. establish a combination of movements composed of two more skills in a fluid manner;
- d. determine and perform the appropriate skill within a physical education activity.

Knowledge

- a. systematically appreciate the different categories of motor development;
- b. draw on each category of motor development and relate how motor development leads to a more active and healthy lifestyle;
- c. draw on different movement concepts and skill themes;
- d. describe the classification of motor skills;
- e. define physical literacy and systematically recognise the contribution it makes to a physically active and healthy lifestyle.

Skills

- a. apply fundamental movement skills and sports skills within different physical activities;
- b. demonstrate poise and coordination in the various movement skills within the various sports;
- c. design various activities that will enable learners to perform the required motor skills;
- d. create progressions for the different motor skills for the different stages of skill development;
- e. create and individualise learning experiences for the different levels of learners within a class.

Assessment Methods

This module will be assessed through: Assignment and Applied Tasks

Suggested Readings

Core Reading List:

1. Logan, S.W., Webster E. K., Getchell N., Pfeiffer, K. A. & Robinson, L. E. (2015) *Relationship Between Fundamental Motor Skill Competence and Physical Activity During Childhood and Adolescence: A Systematic Review*. *Kinesiology Review*, 4 (4), 416 -426. Human Kinetics.
2. Smith, W. (2016) [*Fundamental movement skills and fundamental games skills are complementary pairs and should be taught in complementary ways at all stages of skill development*](#). *Sport, Education and Society* Vol. 21, (3), 431-442.
3. Edwards, L.C., Bryant, A. S., Keegan, R.J., Morgan, K., Jones, A. M. (2017) Definitions, Foundations and Associations of Physical Literacy: A Systematic Review. *Sports Med* 47, 113–126. Springer. Available at <https://pdfs.semanticscholar.org/456c/b3afdc9d12e7f82839513d517076d61bfa62.pdf> [Accessed on 3 January 2018]
4. Silverman, S., & Mercier, K. (2015). Teaching for physical literacy: Implications to instructional design and PETE. *Journal of Sport and Health Science*, 4, 150–155. Available at https://ac.els-cdn.com/S2095254615000265/1-s2.0-S2095254615000265-main.pdf?_tid=3ae4e53e-efc-11e7-b857-0000aab0f26&acdnat=1514925406_bc0393ecce64735302abc325ec2f8c29 [Accessed on 3 January 2018]
5. Metzler, M.W. (2017). *Instructional Models for Physical Education* 3rd Edition. Routledge Taylor & Francis Group.
6. Haywood, K.M. & Getchell, N. (2014). *Lifespan Motor Development* 6th Edition. Human Kinetics.
7. [George Graham, G. & Holt/Hale S. A, & Parker, M.](#) (2012). *Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel* 9th Edition. McGraw-Hill Education
8. Department of Education WA (2013). *Fundamental Movement Skills - Learning Teaching and Assessment: Preparing Children for an active and healthy lifestyle*. Book 1.
9. Australian Sports Commission (2017). *Physical Literacy: Informing a Definition and Standard for Australia*. Available at https://www.ausport.gov.au/_data/assets/pdf_file/0009/658080/ASC_34651_Physical_Literacy_Definition_Standard_for_Australia_FA2.pdf. [Accessed on 3 January 2018]
10. Perilli, E. Sviluppo Motorio e Capacita' Coordinattive. Coni. Available at http://lazio.coni.it/images/lazio/Prof.ssa_Emanuela_Perilli_2.pdf [Accessed on 3 January, 2018]

Supplementary Reading List:

1. Fisher, A., Reilly, J. J., Kelly, L. A., Montgomery, C., Williamson, A., Paton, J. Y., & Grant, S. (2005). *Fundamental Movement Skills and Habitual Physical Activity in Young Children*. *Medicine and Science in Sports and Exercise*, 37, 684-688
2. Lubans, D.R.; Morgan, P.J.; Cliff, D.P.; Barnett, L.M.; Okely, A.D. *Fundamental Movement Skills in Children and Adolescents Review of Associated Health Benefits*. *Sports Med*. 40, 1019–1035.
3. Hardy, L. L., Barnett, L., Espinel, P., & Okely, A. D. (2013a). *Thirteen-year trends in child and adolescent fundamental movement skills: 1997- 2010*. *Medicine and Science in Sports and Exercise*, 45(10), 1965–1970. <http://doi.org/10.1249/MSS.0b013e318295a9fc>
4. McGrane, B., Belton, S., Powell, D. & Issartel, J. (2016): *The relationship between fundamental movement skill proficiency and physical self-confidence among adolescents*, *Journal of Sports Sciences*, DOI: 10.1080/02640414.2016.1235280