

FREO FUNDAMENTALS 2023



Proud Major Partners



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WELCOME TO FREO SKILLS 4 SCHOOLS

The Fremantle Dockers have a corporate and social responsibility to the community in which it thrives.

In essence, it's about giving something back to acknowledge the support the community gives the club.

Freo Skills 4 Schools is instrumental in achieving that aim through a broad range of programs, including Freo Fundamentals.

Freo Fundamentals is one of the most popular programs within Freo Skills 4 Schools. It is a school-based initiative designed to utilise the resources of the Fremantle Dockers in partnership with the University of Notre Dame Australia.

Everyone at the Fremantle Dockers is committed to the quality and success of every aspect of Freo Skills 4 Schools, especially our players and staff who know the important role they have to play in delivering them.

The programs are fun-filled and encourage active and healthy participation among young children. With childhood obesity on the rise, the programs are also a great way to help tackle major health issues in our community.



UNIVERSITY OF NOTRE DAME ENDORSEMENT

The ability to perform fundamental movement skills in a competent manner gives young children the confidence and enthusiasm to try out new games and sports, invent challenging playground games, join local sporting groups and ultimately be active and healthy adults. The students from The University of Notre Dame Australia enjoy their involvement in Freo Fundamentals. The program gives them the opportunity to observe motor skill development in young children and develop their skills as health and physical education teachers.

The Fremantle Dockers should be commended for their ongoing commitment of this unique program. The partnership with Notre Dame has been a terrific initiative and we encourage all primary schools to take advantage of this wonderful program.

Benjamin Piggott
The University of Notre Dame



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A





The Fremantle Dockers, in conjunction with the University of Notre Dame Australia, conducts Freo Fundamentals in selected lower primary schools throughout Perth.

Freo Fundamentals, with its emphasis on fun and enjoyment, introduces simple play activities designed to fit into outdoor play sessions that promote fundamental motor, communication and social skills. Young children will be introduced to fundamental motor skills through a structured learning program conducted by students from the University of Notre Dame.

Freo Fundamentals has been designed to match the needs of young students and develop competency in fundamental play skills within the WA Curriculum Framework Outcomes.

PROGRAM OUTLINE

Freo Fundamentals is conducted over four sessions in term one for students in Pre-Primary and Year 1 with a maximum of four classes from each participating school.

SESSION 1 - 3

The Fremantle Dockers Community Co-ordinators conduct a 30 minute fundamental movement session at your school, based on the curriculum framework outcomes, for three consecutive weeks.

SESSION 4

All schools involved in Freo Fundamentals will receive an invitation to an exclusive Fremantle Dockers Gala Day. The Gala Day will allow students the opportunity to develop their football skills with Fremantle Dockers players at our home base at Cockburn ARC.

In 2023, the Fremantle Dockers are pleased to offer Freo Fundamentals at no cost to all participating schools.

HEALTH AND PHYSICAL EDUCATION LEARNING AREAS

LINKING WITH THE WESTERN AUSTRALIAN CURRICULUM

Introductory lessons are conducted by Notre Dame University students or FFC staff members.

A list of follow-on learning activities is included for the teacher to use. Examples of movement activities for locomotion, body management and ball skills that could be included in a simply structured 30 minute lesson plan – getting started, skill development activities and closure.

A sample assessment rubric for each of the Focus Skills is included to monitor a child's progress in their performance of motor skills as they play with the equipment they have used in the lessons.

Cross-curricular learning is encouraged to integrate a child's motor skill experiences to other parts of the curriculum. For example, using drawings in art classes of students running fast, kicking a ball or jumping high.

The program content has been designed to match the needs of young students and to develop competency in gross motor play skills within the Western Australian Curriculum. The key elements from the HPE Learning Area are elaborated on the following page.



HEALTH AND PHYSICAL EDUCATION LEARNING AREAS

PRE - PRIMARY

YEAR 1

MOVING OUR BODY

The content lays the important early foundations of play and fundamental movement skills . It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance. They practice and rehearse skills and strategies to move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activity, outdoor recreation and sport.

Body management skills: • Static balance (one foot) • Line walk Locomotor skills: • Run • Jump (two foot) • Hop • Gallop Object control skills: • Kick off the ground • Catch Fundamental movement skills in simple games with or without equipment	Body management skills: • Side roll (pencil) Locomotor skills: • Jump (one foot) • Dodge • Skip Object control skills: • Underarm throw • Ball bounce Fundamental movement skills involving the control of objects and simple games: • Kick • Catch • Bounce
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UNDERSTANDING MOVEMENT

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own and others' lives, and across time and cultures.

The ways in which regular physical activity keeps individuals healthy and well Ways to maintain a balanced position when walking, running, hopping and jumping	Physical changes to the body when exercising, such as: • raised heart rate • increased breathing rate Ways to maintain a balanced position while performing various skills, such as throwing or running
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LEARNING THROUGH MOVEMENT

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges . Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance . They also experience the varied roles within a range of physically active pursuits .

Cooperation with others when participating in physical activities, including partners, small groups and whole class Rules when participating in physical activities: • use of boundaries • safe use of appropriate equipment • responding to a whistle and commands/ instructions	Strategies that will assist with involving everyone in games Cooperation skills in partner and group work during physical activity practices Alternative ways in which tasks can be performed when solving movement challenges
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TEACHER LESSON PLAN

FOUNDATION MOTOR SKILLS

Locomotion:

Run, Vertical Jump, Leap

Ball Skills:

Two Hand Bounce, Two Hand Catch, Kick, One Hand Hit

Body Management:

Dynamic Balance, Agility, Dodge and Weave

LESSON OUTCOMES

1. Develop listening skills by showing appropriate movement responses to instructions
2. Show spring in jumping with two foot takeoff and controlled two foot landing
3. Show rudimentary ball control in two hand bounce and catch by rebounding ball to about waist height and gathering ball in hands
4. Show foot-ball control with one foot in dribbling the ball at walking pace in a straight line over three-four metres
5. Show rudimentary skill in kicking a stationary ball along the ground towards large target with a one step approach



TEACHER LESSON PLAN

GETTING STARTED

	ACTIVITY	CLASS ORGANISATION
5 MIN	HELLO TO CLASS: " Simon Says" - e.g. Hands on head, touch your toes, fold your arms, clap your hands, tuck up tight, squeeze your hands, stretch out your fingers, wave hands in the air, hug yourself, stand up, sit down, crawl around, jump up and down...	Sitting on grass in front of "Simon" (teacher).

SKILL DEVELOPMENT ACTIVITIES – 20 MINS

4 MIN	LOCOMOTION/AGILITY: Aeroplane Action: Children will lie the in shape of an aeroplane (arms outstretched) . The teacher then says "Ready, set, take off and..." in which the teacher will either say "Jog on spot" or "Jump to the sky" . They then resume the lying position ready for next turn. Focus Skill: two foot vertical jump and land	Space children on grassed area in front of teacher . Lie on ground either face down or on back . Give new start position each time . "Jog on spot" high knees, pump arms . "Jump to the sky" children vertically spring off two feet and land on two feet . <i>KTP: refer page 10</i>
4 MIN	FOOT TO EYE COORDINATION: Ball Dribble: Keeping the ball as close to the foot as possible, move the ball using slow walk. <i>Focus Skill: ball dribble</i>	The class all face the one direction with about three metres space in front. Progress from slow to faster walk. Call "Stop – turn the other way walk again". <i>KTP: refer page 10</i>
4 MIN	TARGET KICK: Stand one step behind the ball. Take one step and kick the ball Children take turns in kicking the ball at the target, once the ball has been kicked to hoop the child retrieves the ball and returns to place in line. <i>Focus Skill: target kick</i>	The class will be divided up into four or five groups. Four or five hoops are targets leaning along fence/wall. Place ball on bean bag at kick off line – stops it rolling away. <i>KTP: refer page 10</i>
4 MIN	HAND EYE COORDINATION: Solo Football Circus: Hand-ball skills e .g . move ball around waist, around legs, roll along ground from foot to foot, two hand bounce and catch. <i>Focus Skill: two hand bounce and catch</i>	Spread out in front of teacher, on grassed area. One ball per child (size three playball or similar). <i>KTP: refer page 10</i>
4 MIN	PARTNER SKILLS: - Twists: stand back-to- back, twist body sideways to pass ball around to partner who twists and passes ball on. Ball circles partners - Partner Roll, Trap and Pickup: roll ball to partner, trap ball with hands. <i>Focus Skill: trap and pickup</i>	With partner, stand back-to-back in front of teacher. One ball per pair. Partner Pickup: stand approximately two to three metres apart. <i>KTP: refer page 10</i>

CLOSURE

SUPPLEMENTARY ACTIVITIES

GETTING STARTED

- Ring-around-the-rosie
- Animal locomotion: frog hops, kangaroo jumps, grasshopper springs, elephant walk, slippery snake, bird flight
- Scarecrow: two or three taggers who run to tag runners. They become a scarecrow once tagged
- Jumping jacks
- Make shapes with body: e.g. star, scarecrow, ball, tree, power pole, seat
- Contrast shapes: small-big, thin-wide, round-square, ball-box, spikey-curved
- Move around using different gaits: walk, run, gallop, slide, hop, jump, skip
- Chain tag
- Leapfrog
- Shadow chasey: runner runs, changing direction while partner tries to step on their shadow

LOCOMOTION/BALANCE/AGILITY

- Balance bean bag on head/shoulder/back of hand while stationary/walking
- Sitting up balance: pretend to be a ball, rock backwards and forwards, from side to side, and around in a circular motion
- Stand on one leg like a bird
- Bend and stretch: stand astride, back-to-back with partner. Pass bean bag/ball between legs then over head
- Walk a tightrope: rope stretched out into different shapes e.g. zig-zag, wavy, curve
- Locomotion contrasts: walk/run with short-long steps, slow-fast steps, soft-heavy steps
- Zig-zag: five markers in zig-zag pattern. Brisk walk then jog then two foot jump from marker to marker. Child jogs back to start position
- Here-there-everywhere: "Here" everyone stands in front of teacher, "There" everyone walks fast/run/jump to where teacher pointed, "Everywhere" everyone fast walk/run/jump in and out of each other in all directions using the space
- Tail tag in pairs





SUPPLEMENTARY ACTIVITIES

FOOT-EYE COORDINATION

- Target kick: progress to two then three steps and kick
- Basic punt: hold ball in both hands arms stretched downwards. Step and drop ball downwards and kick with top of foot
- Dribble and weave: guide ball with one foot, both feet around markers
- Partner kick and trap: kick stationary ball along ground to partner who gets behind ball and traps with hands

HAND-EYE COORDINATION

- Stationary pick up: place the ball on the ground a few metres out front. Player one run and pick up with two hands. Run a few steps and put the ball back on the ground; tag player two to go and repeat; player two tags player three to go and repeat (three players three metres apart)
- Roll and stop: use two hands to roll the ball forward from between your legs, chase and stop the ball. Repeat rolling that ball backwards from between your legs
- Circle pick up: walk in a circle holding football. On a signal, place the ball on the ground and walk to pick up the next ball. Repeat jogging, then running faster
- Walk and hit: walk in a stooped position hitting the ball along in front with two hands. Use alternate hands. Progress to faster walk, jog
- Hit and stop: place the ball on the ground and with an open hand; hit it to your partner. Partner stops the ball and hits it back, try hitting with a closed fist
- Hitting to partner/target: place the ball on the ground and hit along the ground with open hand to partner. Try alternate hands. Try with closed fist
- Toss and catch: ball tossed gently to outstretched arms and hands held like a basket. Try to catch with two hands, do not hug ball

ASSESSMENT CRITERIA

FOCUS SKILL	Instructions: Spring as high as you can off two feet.				
Vertical jump	Crouch with weight evenly on both feet	Swing arms up above head	Push off with two feet simultaneously	Balanced two feet landing, bending knees to cushion	
FOCUS SKILL	Instructions: While walking, kick the ball with the inside of the foot to roll it a little way forward.				
Ball dribble Size three playball	Ball contact with inside of foot	Controlled push of foot to cause ball to roll forward	Able to control ball at walking pace	Use both right and left foot	
FOCUS SKILL	Instructions: Take one step and kick the stationary ball along the ground to the target three metres in front – competent in two of three attempts.				
Target kick (stationary ball along ground) Size three playball	Step beside the ball	Contact the ball with inside of foot	Follow through foot towards target		
FOCUS SKILL	Instructions: Bounce and catch ball with two hands – competent in three of five attempts.				
Two hand bounce and catch Size three playball	Grip ball with two hands, fingers spread	Push ball firmly to ground	Ball rebounds to around waist height	Fingers spread to grasp the side of ball with elbow give	
FOCUS SKILL	Instructions: Partner rolls ball across two to three metres distance – competent in two of three attempts.				
Trap rolling ball (trap and pickup) Size three playball	Move feet to be in line with the coming ball	Bend knees and lower hands towards the ground	Palms open to ball, fingers point to ground	Ball is scooped into both hands	
FOCUS SKILL	Instructions: Child to catch a ball tossed directly to him/her from two metres distance– competent in two of three attempts.				
Two hand catch Size three playball	Hands, fingers and arms outstretched in readiness	Eyes focused on ball not thrower	Fingers of both hands close around ball on contact	Both elbows bend to cushion force	



KEY TEACHING POINTS FOR VERTICAL JUMP

Instructions: Spring as high as you can off two feet.

[illegible]



KEY TEACHING POINTS FOR BALL DRIBBLE

Instructions: While walking, kick the ball with the inside of the foot to roll it a little way forward. Size three playground

[illegible]



KEY TEACHING POINTS FOR TARGET KICK (STATIONARY BALL ALONG GROUND)

Instructions: Take one step and kick the stationary ball along the ground to the target three metres in front – competent in two of three attempts.

[illegible]



KEY TEACHING POINTS FOR TWO HAND BOUNCE AND CATCH

Instructions: Bounce and catch the ball with two hands – competent in three of five attempts.

[illegible]



KEY TEACHING POINTS FOR TRAP ROLLING BALL (TRAP AND PICKUP)

Instructions: Partner rolls ball across two to three metres distance – competent in two of three attempts

[illegible]



KEY TEACHING POINTS FOR TWO HAND CATCH

Instructions: Child to catch a ball tossed directly to him/her from two metres distance – competent in two of three attempts

[illegible]

NOTES

[illegible]



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