

Part 3: Checklists to assess learners' skills development



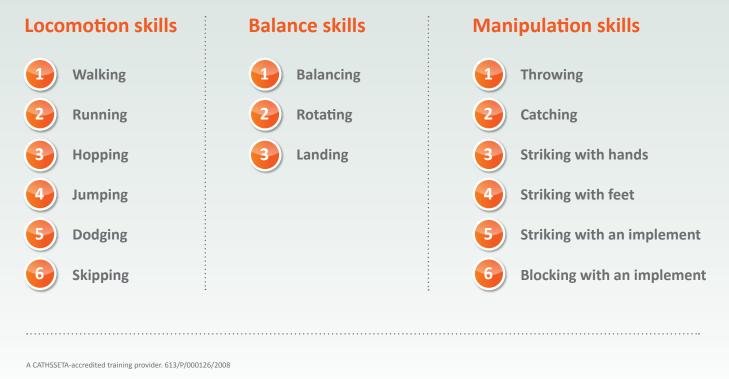
## Physical activity skills manual:

Part 3



The checklists allow you to track how well the learners are doing in performing the skills activities. You can make photocopies of the checklist for each skill so you can assess all the learners in all your classes.

## **Content:**





off whether each	learner is compete						SKIII.
Learner's name	Keeping body straight, with good posture	Keeping head up, looking straight ahead	Swinging arms freely in opposition to legs	Pointing toes straight ahead	Using a heel-toe action	Taking easy strides	Comments

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Give the learners enou Tick off whether each								elements	of the ski	II.
Learner's name	Holding head up and looking straight ahead	Leaning body slightly forward	Lifting knees	Bending arms at the elbows, swinging arms backwards and forwards from shoulders	Moving arms in opposition to leg action	Landing on the heels first	Pushing off with the balls of the feet	As running speed is increased, the body leans forward and the arm action increases	In a fast run, the balls of the feet contact the ground first	Comments

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Learner's name	Swinging both arms back, then vigorously forward and upward	Pushing off from the toes in take-off	Landing on the toes, then the balls of the skill.	Comments



## Give the learners enough opportunities to do the activities before assessing them. Tick off whether each learner is competent (V) or needs improvement (×) for the different elements of the skill. Jumping for distance Jumping for distance Bending knees in the crouch Swinging arms back, 'Exploding' from the toes. Toes Landing with the heels first Bending the knees in the crouch Swinging the knees in the crouch Comments

position then crouch are the last and the crouch position body part knees bent position forwards forwards ground the shock of the shock	
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## Give the learners enough opportunities to do the activities before assessing them. Tick off whether each learner is competent (v) or needs improvement (×) for the different elements of the skill. Dodging Chasing Holding head up Keeping a low Planting one Moving quickly Stepping or Bending knees Watching the body position foot and quickly leaning one to stop hips of the Learner's name Comments runner in front changing way, then direction (plant to anticipate going the and go) other (fake) what the next move will be



Learner's name	Stepping forward and hopping on the same foot	Repeating with the other foot	r the different elements of the sl Lifting the knees sharply upward	Comments



on whether each	learner is competent				
Learner's name	Securing a wide base of support	Extending the body to help counterbalance	Focusing eyes on an object to help with balance	Tightening muscles to hold balance	Comments



ive the learners eno	ugh opportuniti	es to do the ac	tivities before	assessing the	m.		
ck off whether each						Rotating with control	kill. Comments

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	ach learne	Landing on feet					the hands or					
Learner's name	Landing with the feet apart and bending the knees	Landing in the order of toes-ball- heel	Pulling the stomach in and tucking the bottom under	Stretching the arms out in front	Holding the head up, looking straight ahead	Holds the position for 3 seconds	Holds the arms a shoulder- width apart	Bending the elbows	Spreading the fingers, keeping hands flat	Holds the head up	Holds the body straight, pulling the stomach in (stopping the back from arching)	Comments
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off whether each	learner is comp						cill.
Learner's name	Grasping the ball in one hand	Positioned side-on to the target	Taking arm way back so momentum builds for the throw	Stepping forward with the opposite foot towards the target	Swinging through and extends arm at release	Following through with the throwing arm in the direction of the target	Comments

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off whether each	Noving the body	Securing a wide	Adjusting the hand	Using a large	Keeping the eyes	Pulling the ball	cill.
Learner's name	directly in the path of the ball	base of support	position for the height of the ball	surface area for catching or fielding	on the ball until contact is made	or object into the body – hands 'give' with the catch	Comments



off whether eac	Volleying v		int (v) or	needs in	nproven	Hand dribb		nerent e	iements	of the sk	<b>\</b>   .
Learner's name	Keeping eyes on the ball	Positioning the body directly underneath and in line with the ball	Striking the ball by extending arms and legs	Striking the ball with slightly spread fingers and with the palms of the hands facing the ball	Following through in the direction of force put on the ball	Spreading fingers to create a flexible surface to push the ball	Pushing the ball down, with the wrist and fingers controlling the bounce	Following through in the direction of force put on the ball	Pushing the ball slightly forward if walking or running while dribbling	Keeping the height of the bounce of the ball below the waist	Comments



	Striking with	their feet					Trapping with	h feet or body				
earner's name	Standing behind the ball and slightly to one side	Keeping eyes on the ball	Stepping forward, placing the non-kicking foot next to the ball	Swinging the kicking leg back, bent at the knee and bringing it through fast to kick the ball	Hitting the ball on the shoelaces for a low ball, with the front of the foot for a high ball and with the inside of the foot for a ground ball	Following through in the direction of the target	Moving the body directly in the path of the ball	Using a large surface area to trap the ball	Letting the ball meet the body and deflecting it downwards	Keeping eyes on the ball until contact is made with the body	Body 'gives' with the trap to absorb the impact	Comments



Learner's name	Gripping the object correctly	Keeping eyes on the ball	Starting with the feet spread apart and knees flexed, shifting the weight from back to front and adjusting the swing	Making contact with the ball when arm is completely extended	Following through in the direction of the swing	ments of the skill. Moving the object directly in the path of the ball	Comments

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	learner is competent Showing a wide base of	Using a large surface for	Keeping eyes on the ball until	The hands holding the	
Learner's name	support	trapping and blocking	contact is made	implement 'give' on contact	Comments
				to absorb the impact	



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