

Presentation Transcript

Topic: D(Ex)2 Your Way Through FUNdamentals

Speakers: Annabelle Ng & Bryan Ng, CoachSG

Annabelle: Hi welcome to D(Ex)2 Your Way Through FUNdamentals. I am Belle, and together with my colleague Bryan, today And we will be sharing with you about My 1st Coach Programme's underpinning principles, which we believe can be helpful for parents, caregivers and educators when helping children to explore different Fundamental Movement Skills (FMS) regardless of their abilities.

To start off, let us share with you a little bit more about our programme. But before we start off, I would like to begin with a question.

Annabelle: Who was your 1st coach? Who was the one who first taught you to walk, throw, catch, kick or run? I believe there is a chat box over there, perhaps you can put your answers there for us to take a look. If I may continue, for most of us, our parents or our caregivers were our 1st coaches, and they were the ones who spend time to guide us in our exploration and discovery of the world and our own bodies when we were young.

Annabelle: So, in that same light, we see the important role that parents play in the lives of their child and through our programme, we hope to help parents to be their child's first coach. In our programme, we tried to equip parents with knowledge and ideas on how to engage and help their child develop FMS, inculcate healthy and active lifestyles, and develop positive values through Sport as well. One of the key objectives of our programme was to help parents understand the importance of FMS,

Annabelle: because FMS are really the key building blocks for physical literacy. And they are essential for our child's lifelong participation and enjoyment of sport and physical activity. For example, if a child can throw and catch, then the child will be able to experience sports like netball, basketball, softball, water polo, volleyball, racket games like tennis, and so much more. Gross motor skills aside, if a child is able to crawl or walk, then they will be able to move around and explore their physical environment independently, which in turn encourages them to develop cognitively, socially and of course emotionally. They will be able to interact with other people and also develop confidence in the process. These skills are really the ABCs of physical literacy and they can be used extensively in many different ways as the child develops.

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Annabelle: Every child is unique, and they develop differently, thus, it is important to allow the child, with or without disabilities to develop at their own pace and at their own time. One might use these skills to eventually become a bike, or an aero plane, and we should let them have the benefit to explore on their own.

Annabelle: So, everyone has different strengths, they have boundless potential if we choose to focus on the possibilities through honing their abilities rather than focusing on their disabilities. So, as parents, caregivers and educators, we can help to shape their future and the possibilities. We can help them develop these basic building blocks so that they can not only enjoy being physically active, but also enjoy the social, emotional, cognitive and health benefits that come along with sport.

Bryan: Cool Belle! So, as you know, My 1st Coach Programme has a lot of underpinning principles. So today, we hope to share with you about the FUN and DREAM design in helping persons with disabilities explore Fundamental Movement Skills. We are going to focus on FUN and DREAM. I think that will suffice, because if we touch on the rest, it will be too much. Let's begin.

Bryan: So, the FUN design, it is really about making it FUN for our kids to learn the fundamentals through games and providing nurturing feedback. If there is no Fun in it, who would learn or who would want to do it? So, the focus today is to make it FUN. The FUN design is about 'F', it is about the Fundamental Movement Skills, they are the ABCs of the physical literacy. So what physical literacy means, it is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activity for life.

Bryan: Here is a graph that shows the motor development phases of a child. All kids begin their lives like a bare piece of paper with some reflexes. They eventually acquire simple movements and basic movement skills as they explore their environment and gain knowledge of their bodies. Face different challenges, little problems sometimes and therefore, try and learn new ways to solve these problems. Through practicing, they eventually strengthen their muscles to be able to acquire other skills as well. For example, what something most parents do not know is that most children start off with tummy time, to strengthen their neck muscles and eventually move on to roll over and eventually sit up on their own. As the child starts to get more curious and wants to get to things without the help of their parents, they start to learn to crawl, or try to crawl and reach out for something. After that, they start to cruise and squat to get to the objects and eventually their leg muscles grow strong enough to walk unassisted.

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As a child grows, FMS forms the foundation for sports and games and therefore an active lifestyle in the future. And as you can see there is a critical age for the development of FMS and that lies between 2-8 years of age.

However, we are not saying that there will be no development after 8 years old. This is just a good time, a critical age. There will still be development further. We understand that there may be some disabilities that may make it difficult to achieve certain FMS. However, we should aspire to help a child explore what they are able to do and maximise their potential.

Bryan: So, what exactly are FMS? There are 3 main categories of FMS. Locomotor, Non-Locomotor and Manipulative. Locomotor. Basically, things like walking, running, hopping, jumping, leaping, skipping, galloping and sliding. Anything that is movement, movement of your own body. Non-Locomotor is about not moving; stability skills. That includes balancing, turning, twisting and bending. And manipulative or object control skills that consist of, rolling, throwing, catching, striking kicking, bouncing and dribbling of objects.

Bryan: The FUN design is not just about Fundamental Movement Skills, but also teaching the kids with games, and helping them to learn and understand their physical literacy. If you just let them play and play and play, and it's all fun, but they don't learn, then it kind of defeats the purpose of your fundamentals. So, you need to teach them for understanding, so that they understand by playing games, and not just playing games, but teaching for understanding. This will help them learn to know when and why they apply these skills.

So, what type of environment do you think would be fun for our kids to learn and enjoy themselves? It will definitely be through a nurturing environment with lots of praises and positive feedback. Who doesn't like positive feedbacks or who doesn't like praises? However, be careful. If something is not doing so well, by being positive, it's not lying. But being positive may be saying, "that was okay, but you can do this better." (Describe) how they can do this better by giving them specific feedback. Praise them when you see effort, and you see them trying their best.

So, to guide you in making Fundamentals FUN, we have come up with an innovative pedagogical approach to develop Fundamental Movement Skills and athlete skills.

Annabelle: So, we have created a DREAM to guide parents and caregivers in helping that child develop FUN fundamentals.

Annabelle: If you look at 'D', it stands for develop ambidexterity. Alright, so if you look at the part in blue, it says a DEX. And what DEX stands for is to Discover, Explore and Experiment. So, at a young age, you should not focus on just developing one dominant site. And therefore, the child develops only one kind of skill, but to help the child develop a repertoire of skills by

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letting them discover, explore and experiment. Just to give you an example, if I have a ball, (and) if you give a child this ball on their own, they will really want to see, “Oh, what can I do with this?” So, they can perhaps start off with tossing the ball, then you can encourage them to go a little bit, maybe a bit higher? Maybe experiment using a different hand? That’s where we develop ambidexterity, right? Maybe alternate hands? Maybe include certain actions in between? And, really letting them discover the equipment, discover their own bodies will really help them to have fun, and to enjoy themselves in the process of acquiring some of these skills. So, this is just a sample example. It can be applied to catching, kicking and the other skills as well.

Annabelle, Of course, then we move on to ‘R’. ‘R’ stands for repetition without repetition.

So, at this point I would like to show you a demonstration on what Bryan and I can do, in terms of repetition without repetition. So, you can do a pass for example, and you can do it in many different ways. And in the process of it, a child is challenged, and they have fun as well.

‘E’ is for Engineering Early Success, which is really important for the child. So, it helps them to build their confidence and to be able to do a skill will really help them to want to explore further. So how can we do that for a child? So, in the same example, we use a fluff ball. Perhaps a fluff ball might be difficult for them to catch, because it’s moving too quickly, then what we can do is to introduce, perhaps, a scarf, a cloth. And what happens is that because of the surface area, it’s easier to catch, it takes longer time for it to come down. And therefore, it’s easier to grip as well. The other thing you can do with a cloth, for example, is to tie a knot, or make it a bit heavier, and then it comes down a little bit faster. This is just an example. We can even use things around the house, like a plastic bag, a big plastic bag, where you can blow air into it. You can use balloons; you can use many different things. Another equipment that we think is really good to use is a weave ball. So, when it’s a little bit bigger, the child will be able to see it more clearly. When it has holes in the ball, it’s easier for the child to grip with the fingers, for example. So, this is just an example of how modified equipment can be useful to engineer early success. And then of course, moving on, there is also ‘A’ which stands for active participation. And what better way for a child to learn than to see what the parent or the adult is doing. So, when we participate actively with the child, they enjoy themselves so much more. And it’s not about really doing the optimal, having the optimal movement patterns really, it’s not about you doing everything right, it’s about you are having fun together with them. And in that way the child will want to play well, want to learn more. So next, Bryan will share with you a little more about ‘M’.

Bryan: So, what’s ‘M’?

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Bryan: Modifying using T.R.E.E.S. So, the tree model is a practical tool designed to adapt and modify an activity to become more inclusive for students, like all your kids with a range of abilities. This includes a range of suggested methods that can assist in the implementation of inclusive sport experiences. Basically, the T.R.E.E.S acronym stands for: 'T' – teaching style, 'R' for rules and regulations, 'E' for equipment, 'E' for environment and 'S' for safety. Looking at the first one, 'T' for teaching style, it really is about the communication, delivery strategies and ideas to assist students achieving their success. So, teaching style refers to the way the game is communicated to the students. The delivery to a group can have a significant impact on how inclusive it is. Using a combination of strategies will help ensure that communication is effective and appropriate. Examples include keeping instructions simple and concise. Use visual aids, demonstrations and whistles. Encourage participation, teamwork and problem solving. Use questioning to check student understanding. Don't ask things like, "Do you understand?", that is not a very good question. Maybe a question like, "What the cues that you have learnt for a pass?" Then that's a better question.

Bryan: So, there is a spectrum, there is a teaching spectrum from A to Z. But on one end, it is focused on the coach, the other end is focused on the students or the athlete. So, this spectrum is actually used by a lot of PE teachers in schools. But as a caregiver, or parent or educator, you still can use this in developing a repertoire of professional behaviors that embrace the objectives needed to connect with and to educate our kids.

Bryan: So, with these three classes of disabilities, understanding them and becoming learner-centered is crucial in teaching a focusing on achieving the outcomes, some of the general tips, we have to put it in blue. However, we also want to encourage you to understand, again, the learner or your child or your kid, because again, all these are very generic. And for you, you need to really be asking your kid, "How can I better help you through this to achieve the outcomes WE set together?" Not me, not a parent setting, but a child and I setting it together. Of course, we want to put the learner first and therefore, achieving what the learner wants to achieve. So the others will be 'R', Rules. Simplifying or changing rules to basically help the game be more fun or inclusive. Equipment, 'E', using different sizes, shapes, colors, textures, or weights of equipment, like what Annabelle just shared on the different sizes ball. If the ball is too fast, change it to a fluff ball, if it's too hard to catch, use a weave ball. So, these are some modifications of equipment you can do. 'E', the other 'E' will be environment. Varying the length, the height, the zones, the floor, and maybe sometimes sitting or standing conditions of a playing area. So, this is the T.R.E.E. However, there is the 'S' which is, remember that a tree is only as safe as its roots. Because if the roots are not deep or good, there is no good foundation, the tree will fall. However, as a parent or even as a teacher, as an educator, safety is the main priority, the number one priority and we cannot compromise it.

Annabelle: So, here are some additional things that we can consider in getting a child with special needs in the exploration of FMS. So, one of it of course, is to remove barriers, it may be physical barriers, attitudinal information or communication barriers. Then next, of course, to ensure there are appropriate activities, consider their age, their interests, and also strengths. Not to forget, of course, the mode and type of instruction needs to be appropriate and also the task variation and progression. So, we need to ensure that there is simple scaffolding. We start with something easier, something that they can achieve first before we move on to something more difficult. Also, allow time for familiarity. So, don't try to over-plan, just do something and let the child explore and experiment. Next thing that we feel might be very important is to promote eye contact. We need to ensure that the child is engaged, and they understand what you're saying. The other thing of course, is to use simple, clear languages and analogies. For example, you can use beanbags that are shaped like animals use analogies like, "this beanbag is a turtle", for example. And when you encourage them to toss it into a pail, for example, then let them know that you want to get the turtle into the pail, because the water is there, and they can survive, but if they drop outside of the pail, then it might be difficult for the turtle. So, they can then be motivated, and you will have a story that will encourage them to achieve the objective. Next thing, of course, is to be aware of sensory preferences. And also balance social skills training versus physical activity objectives. So is the aim to, for the child, to interact with other people? Or is it to acquire a certain skill or have a good workout. So, that will be important to know as well.

Other things we can do is the use of prompts to guide them. And of course, do consult the caregiver and healthcare providers to know what's suitable for the child. And always communicate and listen to the child's perspective. Last but not the least, be open to adopting simple adaptations. So, I wanted to show this picture of Stephen Ludwig, who is actually a basketballer. And he has, as you can see in the picture, certain modifications or adaptations to help him be able to overcome his condition where the left side of his body is a bit underdeveloped as compared to the right. So, that allows him to play with his friends in school and also outside of school. So, with that, we would like to share with you a video that we have done, and we would like to really emphasize on the important and crucial role that you play as a parent, a caregiver or educator, be it through your words or your actions. So, thank you and enjoy.

My 1st Coaches would bring my siblings and I to the swimming complex, then I would just play in a baby pool, alone. I asked my 1st Coaches if I could learn to swim properly. My 1st Coaches have helped me to realize that I love swimming, I love being in the water. And throughout the years, I've also learnt a lot from being in the water. So, I'm really thankful that we took that first step. Water is the ticket to my freedom. At the Beijing Paralympics, I raced 2 events, the 50 metres freestyle and the 50 metres backstroke. After the event, I got a silver. I was slightly disappointed. When I hugged my mom and said that I was going to get a gold next. She didn't say anything to me. (Laughs) I think she was.... she didn't want to pressure me as well. My parents are my 1st Coaches and my biggest cheerleaders. For that, I'm very grateful that they have always just been very supportive, and by my side throughout this whole journey. Ever since I've started on this journey of competitive swimming, they've never given me much pressure regardless of when it comes to studies or swimming or anything. They have always trusted me to make the right decisions. They've just been so supportive. They've been to every Paralympics. When I have to go for competitions or training camp, when I'm rarely at home, they are still, always just a phone call away. I feel that it's important for parents to do activities with our kids, not only for the benefit of the child, but also to be able to build a stronger bond. And you'll never know where that might lead. My active parents, my 1st Coach.

Annabelle: Now we have come to the Q & A segment. So, if you have any questions regarding our presentation, do feel free to put your questions in the chat box and then we will get back to you.

Thank You!