

The activities are based on the ABCs of agility, balance and co-ordination and include the following

Agility

- Changing pace
- Patterns
- Changing direction
- Twisting and turning

Balance

- Where's my body?
- Am I stable?
- Changing balance: moving body parts
- Changing balance: producing forces
- Balancing and moving

Co-ordination

- Moving on my own
- Moving on my own - jumping
- Moving with others
- Moving something
- Moving with something

Including young disabled people

- Agility
- Balance
- Co-ordination

ABCs in activities

Games

- Circle permit
- Find-a goal
- Super shooting shuttle

Gymnastics and dance

- Creating sequences, phrases and motifs

Athletics

- Developing fast running
- Running for endurance



Equipment

A range of exciting and appropriate equipment has also been provided. This includes:

- ladders and hurdles
- balance beams and speed bounce
- reaction balls
- target mats
- a variety of throwing equipment.

The ABC matrix

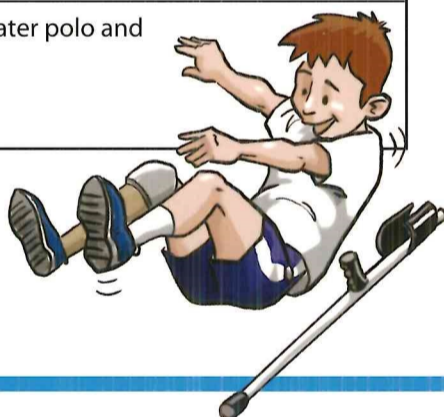
Those responsible for arranging FUNdamentals sessions with children will be able to follow a variety of formats. The three most common will be:

- pure FUNdamentals - where ABCs are developed on their own
- FUNdamentals in activities - where ABCs are developed and then applied in a range of generic sport type activities
- FUNdamentals in sports - where ABCs are developed and then applied in a specific sport context.

This leads to a matrix of activities which the deliverer can then use in a variety of ways to help plan sessions. Most Multi-skill Clubs will focus on the first two types of activity leaving sport specific developments for a single sport out of school hours club.

The planning matrix shows a change in the order of ABC as it is generally considered that a progression in competence is easier if balance and co-ordination activities precede agility.

	Balance	Co-ordination	Agility
Pure FUNdamentals	Where's my body? Am I stable? Changing balance: moving body parts Changing balance: producing forces Balancing and moving	Moving on my own Moving on my own - jumping Moving with others Moving something Moving with something	Changing pace Patterns Changing direction Twisting and turning
FUNdamentals in generic sports groupings	Aquatic, athletic, gymnastic, invasion, net and wall, movement and dance, striking and fielding		
FUNdamentals within sports specific (technical sessions)	Badminton, netball, gymnastics, water polo and rhythmic gymnastics		



Planning sessions using the matrix


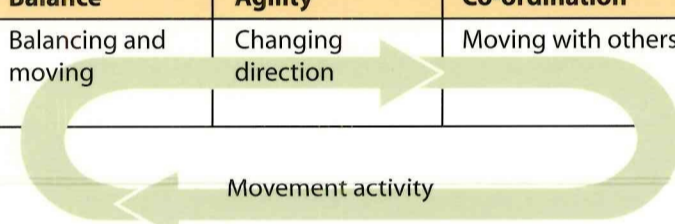
Deliverers will be responsible for planning single sessions and combinations of sessions that may run for as long as ten weeks. The planning matrix can be used to help deliverers include appropriate material in any type of planning.

Progression can be planned in the following ways:

- moving through the progressions within agility, balance or co-ordination
- combining simple activities in balance, co-ordination and agility and then more complex activities
- combining activities in balance, co-ordination and agility with generic sport type activities.

Each card has a section called all round development which links it to other relevant areas.

A progression in a simple movement session is included here as an example -

	Agility		
Pure FUNdamentals	 Changing pace Patterns Changing direction Twisting and turning		
	Balance	Agility	Co-ordination
Pure FUNdamentals	Balancing and moving	Changing direction	Moving with others
FUNdamentals in generic sports groupings	 Movement activity		

A series of sessions based on Pure FUNdamentals may look like this

Balance	Co-ordination	Agility
Where's my body? Am I stable? Changing balance: moving body parts Changing balance: producing forces Balancing and moving	Moving on my own Moving on my own - jumping Moving with others Moving something Moving with something	Changing pace Patterns Changing direction Twisting and turning

Using ABCs when delivering sessions

ABCs can easily be incorporated into any session. In this section two types of session which could include ABCs are considered.

Session type one

- Warm-up.
- Skill development.
- Activity.

When leading towards a specific activity deliverers can now consider how competence in ABCs may affect children's performance. Appropriate development of ability can then take place before the activity. Examples include:

- shooting activities preceded by balance and co-ordination
- sprinting activities preceded by agility
- dance activities preceded by co-ordination, balance or both
- aquatic activities preceded by co-ordination.

Careful analysis of the activity by the deliverer can lead to the appropriate preceding ABC activity being chosen from the resources.

Session type two

- Whole.
- Part.
- Whole.

This type of approach needs even more skilful analysis by the deliverer. During the first 'whole' activity where children are playing, the deliverer can be analysing strengths and weaknesses and can then choose the appropriate ABC for development. This development can then be emphasised when children go back into the game. Examples could include:

- invasion game followed by agility with changing pace followed by game
- net and wall game followed by co-ordination using rackets followed by game
- sprinting activity followed by balance in starting positions followed by competition.

Circuits and ABCs

Circuits are an effective way of delivering ABCs, as they can be easily set up and children will enjoy the challenge. A typical set-up could look like this.

Balance activity	Co-ordination activity	Agility activity
Agility activity	Co-ordination activity	Balance activity

Initially the cards could be used for the activities, but as children become more familiar with the content they could try their own ideas.

Relays and ABCs

Deliverers will find relays an effective way of reinforcing ABCs as they can be made up from combinations of each. Care should be taken that relays are not always linear and children gain experience of running curves, diagonals and different distances.

ABCs and activity

The advantage of circuits and relays is that all children get the chance to be active and out of breath. As children gain competence they will also gain confidence to take part. Deliverers should ensure that one of the benefits of taking part is that children are active for the majority of Multi-skill sessions.

