

# DESTINATION MOVEMENT

## BASIC SPORTS SKILLS FOR PRIMARY SCHOOL

### Basketball:

- ☐ **Dribbling:** Controlling the ball while moving, using both hands.
- ☐ **Passing:** Sending the ball to a teammate with precision (chest pass, bounce pass, overhead pass).
- ☐ **Shooting:** Executing shots at the hoop from different distances and positions.
- ☐ **Rebounding:** Recovering the ball after a missed shot.
- ☐ **Defending:** Guarding an opponent, blocking shots, and stealing the ball.
- ☐ **Pivoting:** Consists of keeping one foot fixed on the ground (the pivot foot) while moving or rotating the other foot in any direction, without lifting the pivot foot from the ground.

### Soccer:

- ☐ **Dribbling:** Controlling the ball with the feet while moving.
- ☐ **Passing:** Sending the ball to a teammate with precision using different parts of the foot.
- ☐ **Shooting:** Kicking the ball towards the goal with power and precision.
- ☐ **Receiving (Controlling):** Cushioning and controlling the ball coming through the air or on the ground.
- ☐ **Defending:** Guarding an opponent, intercepting passes, and stealing the ball.

### Volleyball:

- ☐ **Serve:** Putting the ball into play from behind the end line (underhand, overhand/tennis serve).
- ☐ **Reception (Forearm Pass):** Controlling the ball after an opponent's serve or attack.
- ☐ **Setting (Fingertip Pass):** Preparing the ball for an attack, sending it precisely to a teammate.
- ☐ **Spike (Attack):** Hitting the ball powerfully over the net to land in the opponent's court.
- ☐ **Blocking:** Intercepting the opponent's spike at the net.
- ☐ **Defense (Falls and Dives):** Recovering difficult balls that are about to hit the ground.

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## Rubric for Evaluating Specific Sports Motor Skill Progress

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Movement Skills</b>	The student performs fundamental motor skills or specific sports skills in isolation or in very small-sided games, showing consistent difficulties in these skills and inconsistent overall performance.	The student <b>occasionally</b> applies fundamental skills. They feel more comfortable performing the skill in small groups and in modified games.	The student consistently demonstrates specific skills in competitive game situations.	The student applies and adapts complex skills with confidence and autonomy in various sports contexts. Their performance is consistent and efficient, even under pressure, demonstrating advanced motor control and the ability to apply skills in dynamic and competitive situations.
<b>Recommendations by Level</b>	Use visual aids (videos, posters, demonstrations). Provide modified equipment (e.g., lighter balls, smaller rackets). Conduct exercises with clear instructions. Avoid competitive games.	Use modified or recreational games. Keep students in small groups (3-4). Offer continuous support with rules and roles. Allow participation in games with peers at the same stage.	Encourage independence. Create leadership roles (peer coaching). Monitor behavioral issues. Allow participation in games with peers at their Level 3 and Level 4.	Keep these students grouped during competitive game situations (if possible). Create learning opportunities for them to help or guide peers in Stages 1 and 2. Encourage leadership roles during class activities. Monitor behavior, but allow independence in practice and play.