THE BOOGIE BOOTS

MOTOR SKILLS GUIDE



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For the user

The Boogie Boots motor skills guide is a tool for inclusive musical, physical, and dance activities, and for observing children's motor skills in early and pre-primary education settings.

The motor skills guide includes 10 motor skill cards:

- crossing the body's midline
- standing on one leg
- jumping sideways
- running
- skipping
- hopping
- standing long jump
- throw and catch combination
- overhand throw
- kicking.

Each motor skill includes instructional videos:

- Motor skill performed by Movecat
- Motor skill performed by children
- Tutorial video

Observation and assessment of the motor skill includes:

- equipment, observation space, task execution, instructions, qualitative assessment, quantitative assessment

Teaching tips for the motor skill include:

- Suggestions for making the task easier or more challenging.
- Musical and physical activities.

Step-by-step guidance for users:

1. **Choose the motor skill**

Select the motor skill card based on the motor skill you want to practice (e.g., running, kicking).

2. **Familiarize yourself with the motor skill card**
3. **Learn how to observe and assess** the selected motor skill with the support of instructional videos.

- **Tutorial video:** the skill performed by an adult
- **Motor skill performed by children:** illustrates different stages of motor skill development.
- **Motor skill performed by Movecat:** can be shown to children

4. **Carry out the motor skill through musical and physical activities with the children.**

The motor skills and games included in the Musatossut movement guidelines were compiled as part of the Musatossut project in collaboration with experts. If you use this material in teaching, research, training, or other activities, please cite it as follows:

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CROSSING THE BODY'S MIDLINE



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: none

Observation position: in front of the child.

Observe and assess

Task execution: The child and the adult sit or stand facing each other. The movement is performed one side at a time. Show the child the correct way to perform the movement.

Instructions:

- Can you touch your left ear with your right hand?
- Can you touch your right ear with your left hand?

Observe:

- Does the hand move across the front of the body to the ear on the opposite side? (yes / with assistance / no)
- **With assistance:** The adult helps the child understand the opposite side by touching the child's hand and the opposite ear.
- **Clarification:** For a successful performance, the hand moves in front of the head, not behind the head or over the top of the head.
- Observe both sides.

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TEACHING TIPS

- The body's midline is an imaginary line running down the center of the body, dividing it into the right and the left side.
- Crossing the midline refers to the ability to move the hands or feet across to the opposite side of the body.
- Start with a warm-up:
  - Touch the head, knees, and toes with the hands.
  - Swing the arms alternately forward and backward.
- It may be easier to begin practicing midline crossing by touching the opposite shoulder with the hand.
- Drawing large shapes on a big sheet of paper (e.g., a road for toy cars) that the child must trace with one finger without lifting the finger off the paper.

- Make the task easier:

- Touch the child's hand (the one that should reach across) and the ear they should touch, helping them perceive the correct sides.
- Guide the child's hand with your hand and help them bring it to the opposite ear.

+ Make the task more challenging:

- Perform midline crossings with both hands at the same time.
- Touch the left ear with the right hand while crossing the right leg behind the other leg.

MUSICAL AND PHYSICAL ACTIVITIES

Boogie Boots - Multipurpose Music Activity Play (pdf, jamk.fi)

- Boogie Boots - Music video (YouTube)
- Audio recording (SoundCloud)
- Sheet music (Pdf, jamk.fi)

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STANDING ON ONE LEG



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: a timer

Observation position: in front of the child.

Observe and assess

Task execution: The child stands on one foot for up to 30 seconds. Ensure the space is free of distractions. Performed separately on both feet. Show the child the correct way to perform the movement.

Instructions:

- Stand on your right foot for as long as you can.
- Stand on your left foot for as long as you can.

Qualitative assessment (0–5 pts):

- Support leg still, weight on the whole foot.
- Free leg bent backward, not touching the supporting leg.
- Head stable, eyes focused forward.
- Body steady and upright.
- Arms away from the body, no wide arm movements.

Each quality criterion gives 1 point. Total _ /5 pts.

Quantitative assessment:

- Time in seconds the child can maintain balance on one foot.

Right leg __/ 30 s Left leg __/ 30 s

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TEACHING TIPS

- Ask the child to stretch their arms out to the sides, like airplane wings.
- Place a visual focus point at the child's eye level for them to look at.
- Choose a calm space without movement or distractions in the environment (e.g., facing a quiet corner of the room).

- Make the task easier:

- First practice standing on two feet, but with a narrower base of support, for example in a tandem stance with the feet placed one in front of the other.

+ Make the task more challenging:

- Place an object, for example, a beanbag, on the child's head.
- Perform the task with the eyes closed.
- Stand on a soft surface, for example on top of a pillow.'

MUSICAL AND PHYSICAL ACTIVITIES

Sandbox Blues - jumping and balance play (pdf, jamk.fi)

- Example how to use the song in daily life (in Finnish, panopto.jamk.fi)
- Audio recording (SoundCloud)
- Instrumental audio (SoundCloud)
- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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JUMPING SIDEWAYS



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: a timer, a non-slip mat, or other anti-slip surface with a center mark attached

Observation position: in front of the child.

Observe and assess

Task execution:

The child jumps sideways with a two-foot take-off over the center mark as many times as possible in 15 seconds. The jumps are performed on a non-slip surface. The aim is to use a two-foot take-off and landing, meaning that both feet leave and touch the ground simultaneously.

A difference in the timing of the feet is not considered an error as long as both feet cross the center mark to the opposite side. The center mark must be crossed for a jump to be considered valid. A jump to the side after stepping on the center mark is not a valid performance. If the child touches the center mark, the performance is not stopped; the adult encourages the child to continue immediately ('Just keep going!').

The duration of the test is 15 seconds. Timing starts when the child's feet first leave the surface. The correct performance is demonstrated to the child before the test.

Instructions: Stand with your feet together next to the center mark. When I give the start signal, begin jumping sideways with a two-foot take-off over the mark as fast as you can until I say 'stop'. If you step on the mark, don't stop jumping, just keep going.

Quantitative assessment:

The child jumps sideways with a two-foot take-off over the center mark as many times as possible in 15 seconds. __ / times.

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TEACHING TIPS

- Ask the child to jump over the mark with both feet simultaneously, keeping their belly button always facing you.
- If the child touches the center mark, encourage them to continue ('Just keep going!').
- Encourage and give feedback: with every successful jump, the child earns 'magic points' or 'superpowers'.

- Make the task easier:

- Support the child by holding their hands or at the waist.
- Place colorful tapes or markers on the surface to show where the children should jump.

+ Make the task more challenging:

- Let the children jump in pairs and encourage each other.

MUSICAL AND PHYSICAL ACTIVITIES

Boogie Boots - Multipurpose Music Activity Play (pdf, jamk.fi)

- Boogie Boots - Music video (YouTube)
- Audio recording (SoundCloud)
- Sheet music (pdf, jamk.fi)

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RUNNING



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: two marker cones, a timer

Observation position: from the side and in front of the child.

Observe and assess

Task execution:

Place two marker cones 10 meters apart. Make sure there is free space before and after each cone.

Show the child the correct way to perform the movement.

Instructions: Run as fast as you can from this marker past the other one.

Qualitative assessment (0–5 pts):

- Arm movement is opposite to the leg movement, with elbows bent.
- Both feet are momentarily off the ground at the same time.
- Foot placement through the heel and/or the ball of the foot (not flat-footed).
- Non-support knee bends to almost 90 degrees (close to the buttocks).
- Stepping is straight, with toes pointing forward (minimal rotation is allowed).

Each quality criterion gives 1 point. Total _ /5 pts.

Quantitative assessment:

Time __ / 10 m

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TEACHING TIPS

- Use imagery, for example: “Run like the wind, sometimes fast, sometimes slow, and you can even change direction.” And give technique-oriented instructions such as: “When you run, your legs move you forward, your knees lift, your arms help with balance, and your eyes look where you are going.”
- Tag games usually motivate children to run.
- Run on different or uneven surfaces, e.g., sand, mat, grass, snow.
- Run next to another person, or take turns leading and following (perceiving relationships/ awareness of relations between things).

- Make the task easier:

- First, practice the correct arm movement while standing still.
- Run a straight path without obstacles and at an even pace.

Make the task more challenging:

- Vary the step length (alternating between short and long steps).
- Run along winding, curved, and angular routes.
- Vary the speed during running (slow–fast–slow).
- Run around moving obstacles or other runners, which requires increased awareness of the surroundings.

MUSICAL AND PHYSICAL ACTIVITIES

Fox - Running play (pdf, jamk.fi)

- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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SKIPPING



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: two marker cones

Observation position: from the side of the child at the midpoint of the skipping.

Observe and assess

Task execution:

The child performs continuous alternating skips over a distance of at least 5 meters (at least 4 alternating skips rhythmically in succession within the observation distance). Ensure that there is a clear, unobstructed space before and after the skipping distance.

Instructions: We are going to skip. First, we will watch how it is done. Then it's your turn. Skip from this marker past the other one.

Qualitative assessment (0–5 pts):

Legs:

- Performance is a rhythmic step-hop pattern.
- Land on the ball of the foot.
- Knee of the take-off leg bends in preparation for the jump (the movement is elastic, directed forward; the knee does not need to bend much).

Head and trunk:

- Head and trunk are stable; eyes focused forward.

Arms:

- Arms relaxed and swing in opposition to legs.

Each quality criterion gives 1 point. Total _ /5 pts.

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TEACHING TIPS

- Skip cheerfully, elastically, and lightly, pushing off from the ball of the foot (identify the location of the ball of the foot).
- Skip straight forward, along curved paths, in a zigzag pattern, and around various objects or targets (spatial perception / spatial awareness).
- Skip at different speeds and stop in a controlled manner (force perception/awareness of appropriate use of force).

- Make the task easier:

- Perform only arm swings while standing still (imagine the movement of running arms at a slower tempo).
- Perform only knee lifts of the free leg as high as possible while standing still.
- Practice only the step–take-off movement.
- Set the rhythm verbally, for example or "step–hop–step–hop" (note that children's skipping tempo is faster than adults', because children have shorter legs).

+ Make the task more challenging:

- Vary the height and length of the skips: skip quickly while staying low or skip as high and forcefully as possible.
- Skip precisely to the rhythm of the music (music tempo approximately 110 beats per minute).
- Use the hands to help mark the rhythm and hop in the same rhythm.

MUSICAL AND PHYSICAL ACTIVITIES

Little Slippers in a Whirl of Emotions - Creative and Exercise Play (pdf, jamk.fi)

- Instrumental audio (SoundCloud)
- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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HOPPING



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: two marker cones

Observation position: from the side of the child at the midpoint of the hopping.

Observe and assess

Task execution: The child hops over a distance of five meters, performing at least four consecutive hops. Ensure that there is a clear, unobstructed space before and after the hopping distance. The task is performed separately with the right and left foot. The child is shown the correct performance beforehand.

Instructions: We are going to hop on one leg. First, we will watch how it is done. Then it's your turn. Hop from this marker past the other one.

Qualitative assessment (0–5 pts):

Legs:

- Supporting leg bends on landing and straightens during take-off.
- Landing and take-off occur softly with elastic movement through the ball of the foot (it is acceptable to land on the whole foot, but not heel-first).
- Non-supporting leg is bent and assists the movement by swinging in front of and behind the supporting leg.

Head and trunk:

- Head remains stable, eyes focused forward.

Arms:

- Arms are bent and assist in driving the movement forward.

Each quality criterion gives 1 point. Total _ /5 pts.

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TEACHING TIPS

- A prerequisite for learning the skill is being able to stand on one leg first.
- Hop elastically and lightly, pushing off from the ball of the foot (identify the location of the ball of the foot).
- The knee of the hopping leg flexes on landing (imagine a spring under the foot) and straightens when jumping into the air.
- Experiment with how increasing or decreasing the size of the arm movements affects hopping.
- Experiment with how increasing or decreasing the movement of the free leg affects hopping.
- Experiment with how directing the eyes focused forward or to the side affects hopping.

- Make the task easier:

- Hop on the spot, and if necessary, a wall, wall bars, or another person may be used for support.
- Perform short sequences first on one leg and then on the other, for example, R-R, L-L, R-R, L-L, R-R, L-L, etc., first staying in place and then while moving.

+ Make the task more challenging:

- Hop as high and powerfully as possible, using the movements of the non-supporting leg and arms effectively upward and forward in the direction of the hop.
- Try to complete a given distance with as few hops as possible.
- Vary the height and length of the hop: hop quickly forward while staying low or hop as high and forcefully as possible.
- Hop at different speeds and make controlled stops (force perception/awareness of appropriate use of force).

MUSICAL AND PHYSICAL ACTIVITIES

Hopn' Hip - Hopping and Hiding Play (pdf, jamk.fi)

- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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STANDING LONG JUMP



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: a non-slip gymnastics mat

Observation position: from the side of the child.

Observe and assess

Task execution: The child performs two standing long jumps. The correct technique is demonstrated to the child.

Instructions: We are doing a standing long jump. First, we will watch how it is done. Then it's your turn. Stand with both feet together behind the mat's take-off line and jump forward, taking off with both feet, as far as you can.

Qualitative assessment (0–5 pts):

- Knees bend, and the arms generate momentum from behind the body (during the preparation phase, the arms move behind the line of the legs).
- Take off with both feet simultaneously.
- During take-off, the ankles, knees, and hips extend.
- During take-off, the arms swing forward; during the flight phase, both arms are at least at shoulder height.
- Landing on both feet with knees flexed (support may be taken with the hands in front. Taking support from behind [feet, hands, or buttocks] = 0 points).

Each quality criterion gives 1 point. Total _ /5 pts.

Quantitative assessment:

- The result is measured from the point where the body part closest to the take-off line touches the surface. Of the two jumps, the longer one is recorded as the result.

Jump length in centimetres: __ cm.

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TEACHING TIPS

- Jump with both feet together over low objects or shapes, into them, and out of them (e.g., hoops, squares, triangles, and circles made of rope, laminated pictures taped to the surface).
- Place ropes on the surface in a V shape and let the children choose the distance they want to try to jump over. During the take-off phase, you can use the image of a ski jumper.
- During the flight phase, you can use the image of reaching for stars in the sky or apples from a tree. During landing, you can use the image of a frog stopping still after a jump, or a motorcyclist (knees bent and arms slightly in front of the body).

- Make the task easier:

- Jump down from a low platform.
- Jump with both feet together onto a low platform (a soft mat). Take off with both feet to jump upward; an adult may assist by lightening the jump by lifting the child at the waist or under the arms.

+ Make the task more challenging:

- Jump off with both feet and try to land on the high mat.
- Hold a colorful scarf at the end of a stick, which the children try to grab during the jump while in the air.
- Jump over ropes or pool noodles attached to low cones.

MUSICAL AND PHYSICAL ACTIVITIES

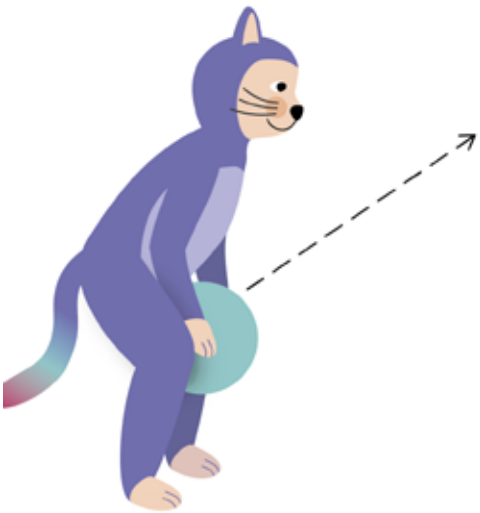
Sandbox Blues - jumping and balance play (pdf, jamk.fi)

- Example how to use the song in daily life (in Finnish, panopto.jamk.fi)
- Audio recording (SoundCloud)
- Instrumental audio (SoundCloud)
- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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THROW AND CATCH COMBINATION



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: a soft, bouncy ball (approximately 20 cm in diameter), 2 cones, and a marker line

Observation position: from behind and slightly to the side of the child.

Observe and assess

Task execution: You can place a visual marker at approximately the child's eye level to serve as a guideline for the throwing height. The throwing line is marked 2 meters from the target. The correct technique is demonstrated to the child.

Instructions: Throw the ball against the wall and see how it bounces back! You may step over the line and catch the ball wherever it bounces. Throw the ball 10 times.

Qualitative assessment (0–5 pts):

- The ball travels in the intended direction.
- The child uses an appropriate amount of force to throw the ball.
- During catching, the child's body and arms yield (absorb the force), while the child otherwise remains relaxed.
- The movements of the body and limbs are directed towards the ball (moving to catch it) and in the direction of the ball's movement (yielding).
- The child anticipates the ball's trajectory and, if necessary, moves forward, sideways, or backward to catch the ball.

Each quality criterion gives 1 point. Total _ /5 pts.

Quantitative assessment:

- Throw the ball underhand against the wall 10 times and catch the ball after it bounces. For children under 5 years of age, the ball may bounce on the ground twice before being caught.

Number of successful throwing-catching combinations: __ / 10 points.

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TEACHING TIPS

- Place a visual target on the wall and instruct the child to look at it when throwing the ball at the wall.
- Instruct the child to throw the ball underhand with both hands.
- Ask the child to follow the ball with their eyes until they catch it.

- Make the task easier:

- Start by using soft, slow-moving, and large balls.
- Break the task into two parts: at first, the child can try to catch the ball they drop from their lap to the ground, or a ball rolled or thrown by an adult. The child throws the ball underhand with both hands.
- Reduce the throwing distance.

+ Make the task more challenging:

- Increase the challenge by introducing balls of different sizes and weights.
- Reduce the size of the ball or increase the distance

MUSICAL AND PHYSICAL ACTIVITIES.

Magic Ball - Ball Throwing Play (pdf, jamk.fi)

- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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OVERARM THROW



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: a small ball, for example, a tennis ball

Observation position: from the side of the child, on the side of the throwing hand.

Observe and assess

Task execution:

You can place a visual marker as a target slightly above the child's eye level. The throwing line is marked at a distance from the target that encourages a forceful throw.

The correct technique is demonstrated to the child.

Instructions: Throw the ball with one hand as hard as you can!

Qualitative assessment (0–5 pts):

- Eyes focused on target area throughout the throw.
- Side opposite the throwing arm leads toward the throwing direction.
- Throwing arm starts the throw from behind the line of the shoulders.
- Leg opposite the throwing arm steps forward, and the body rotates.
- Throwing arm follows through, swinging relaxed in the direction of the throw.

Each quality criterion gives 1 point. Total _ /5 pts.

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TEACHING TIPS

- Let the child pick up the ball on their own. This also allows you to observe the development of hand dominance.
- Mark a fixed target for the child to look at when throwing the ball.
- Instruct the child to throw the ball toward the marker as hard as they can.
- The size of the objects should allow the children to grip them comfortably with their fingers (not with the palm). An object that is too large is difficult for a child to throw correctly.
- If the child has difficulty with balance while throwing, instruct them to raise the non-throwing arm higher and point (aim) with it toward the target.

- Make the task easier:

- To begin with, use beanbags, soft balls, scarves, crumpled paper formed into a ball, or socks rolled into a ball for throwing.
- Reduce the distance.

+ Make the task more challenging:

- Increase challenge by introducing balls of different sizes and weights for the children to try.
- Increase the distance.

MUSICAL AND PHYSICAL ACTIVITIES

Snowmen's Clean-Up Storm - Ball Throwing Play (pdf, jamk.fi)

- Instrumental audio (SoundCloud)
- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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KICKING



Instructional videos

Skill performed by Movecat

Skill performed by children

Tutorial video

Equipment: a small ball, for example, a tennis ball

Observation position: from the side of the child, on the side of the throwing hand.

Observe and assess

Task execution:

You can place a visual marker as a target slightly above the child's eye level. The throwing line is marked at a distance from the target that encourages a forceful throw.

The correct technique is demonstrated to the child.

Instructions:

Throw the ball with one hand as hard as you can!

Qualitative assessment (0–5 pts):

Eyes focused on target area throughout the throw.

- Side opposite the throwing arm leads toward the throwing direction.
- Throwing arm starts the throw from behind the line of the shoulders.
- Leg opposite the throwing arm steps forward, and the body rotates.
- Throwing arm follows through, swinging relaxed in the direction of the throw.

Each quality criterion gives 1 point. Total _ /5 pts

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TEACHING TIPS

- Instruct the child to keep their eyes on the ball throughout the entire kick, for example by asking the child to kick a marked spot on the ball.
- Mark a starting point on the ground about one step away from the ball. The child steps forward, placing the supporting foot next to the ball, and kicks it.
- Use a verbal cue such as "step forward, kick" to help the child develop rhythm and power.
- Place the ball on a beanbag. This makes it easier for the child to get their foot under the ball and touch it with the instep.

- Make the task easier:

- Use soft and lightweight balls, such as beach balls or balloons. Instruct the child to kick from a stationary position.
- Let the child hold onto a partner's shoulder or a nearby chair while the supporting foot is placed next to the ball.
- Ask the child to swing the kicking leg backward and then forward to kick the ball.

+ Make the task more challenging:

- Increase the challenge by introducing balls of different sizes and weights.
- Kick a rolling ball coming toward the child.
- Challenge the child to hit a "goal" with the ball, for example, between cones.
- Increase the distance from the goal.

MUSICAL AND PHYSICAL ACTIVITIES

The Hares' Giant Berry Soup - Ball Kicking and Throwing Play (pdf, jamk.fi)

- Instrumental audio (SoundCloud)
- Boogie Boots Activity Cards (pdf, oomc.fi)
- Boogie Boots Equipment Cards (pdf, oomc.fi)

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