

THE BOOGIE BOOTS

MOTOR SKILLS GUIDE



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.

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.

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 (music and lyrics by members of the Boogie Boots team).

- Music video ([link, YouTube.com](#))
- Audio recording ([link, SoundCloud.com](#))
- Sheet music ([link to a PDF-file, jamk.fi](#))

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

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 (lyrics by members of the Boogie Boots team).

- Audio recording (by Eric Lappalainen, [link, panopto.jamk.fi](https://panopto.jamk.fi)).
- Sheet music for the song ([link, PDF-file, jamk.fi](#)).
- Example how to use the song in daily life ([link, panopto.jamk.fi](https://panopto.jamk.fi)).

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.

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 (music and lyrics by members of the Boogie Boots team)

- Music video ([link, YouTube.com](#)).
- Audio recording ([link, SoundCloud.com](#))
- Sheet music ([link to a PDF-file, jamk.fi](#)).

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 broad jumps. The correct technique is demonstrated to the child.

Instructions: We are going to do a broad jump. First, we will watch how it is done. Then, it will be 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):

- The 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.

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 on the in-run.
- 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:

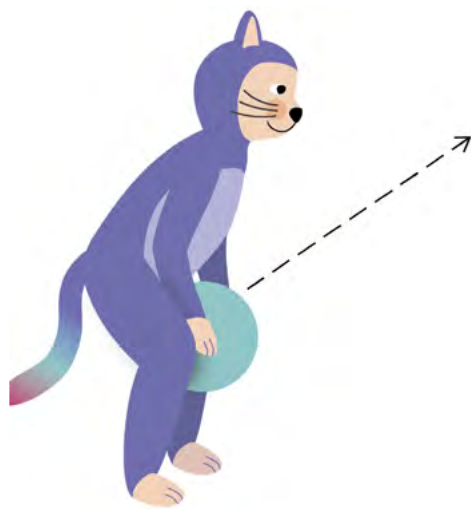
- Jump off with both feet and try to land on a high mat.
- Hold a colorful scarf at the end of a stick, which the children try to grab during the jump while in the air.
- Jump over ropes or pool noodles attached to low cones.

MUSICAL AND PHYSICAL ACTIVITIES

Sandbox Blues (lyrics by members of the Boogie Boots team).

- Audio recording (by Eric Lappalainen, [link, panopto.jamk.fi](https://panopto.jamk.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.

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



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