

Type: Coaching Research Abstract

Stream: 3- children coaching

Title: A global feasibility study of a movement-oriented games based assessment (MOGBA) resource for 8-12 year olds

The aim of this global project, designed in partnership between Sheffield Hallam University, the Youth Sport Trust and a global sporting brand was to design and assess the feasibility of the Movement Based Games-oriented Assessment (MOGBA) scheme, that would provide coaches with 14 games and associated assessment criteria to assess the Specialised Movement Skills (SMS) of 8-12 year old children in a coaching setting.

It is broadly accepted that Fundamental Movement Skills (FMS) developed in early childhood, most typically between 4-7 years of age, form the foundation for future sports participation (Hands et al., 2012; Barnett, Stodden et al. 2016) and the development of Specialised Movement Skills (SMS) (Gallahue et al., 2012). FMS are grouped into three sub-categories of skills: stability (e.g. one leg balance, walking along a line), object control (e.g. overhand throwing, kicking a ball) and locomotor (e.g. running, hopping, skipping) (Gallahue, Ozmun, & Goodway, 2012).

Following maturation in the FMS phase, children progress onto the SMS phase. SMS are mature stability, object control and locomotor movements that have been refined and combined to form complex movement skills and applied to a sport. Examples of this would be the progression from a two-handed throw to a chest pass in basketball, stationery control of a ball to running and dribbling with the ball in soccer and an overarm throw leading to the overhead smash in badminton. Within the specialised movement phase, improvements are seen in the way in which the child performs the movement skill or pattern with greater accuracy, co-ordination and control (Gallahue et al., 2012).

There exists a broad range of delivery resources and assessment tools to assist coaches in developing and assessing children's FMS. The recent acceleration of perspectives related to the development of physical literacy provides a platform for the contextualisation of children's FMS in relation to a broader, lifelong perspective (Whitehead, 2010). Whilst a coach seems well supported in developing children's FMS, albeit less so in terms of assessing such skills, the level of understanding of supporting a child's SMS is significantly underdeveloped.

40 coaches from 3 countries (UK, USA and Brazil) participated in a six-week feasibility phase using 6 games specifically selected from the MOGBA scheme to establish continuity of children's movement development throughout the scheme in relation to the three movement categories of stability, object control and locomotion. Surveys and focus groups were used to assess the feasibility of the games in assessing children's SMS in relation to an adapted feasibility framework developed by Bowen et al.

(2009) within the domains of acceptability, demand, implementation, practicality, adaptation, integration and expansion. Findings revealed coaches' perceptions of the feasibility of the MOGBA scheme in assessing 8-12 year old children's SMS.

Authors: Professor David Morley, Kate Thornton-Bousfield, Dr Tom van Rossum and Paul Ogilvie

Presenting Author bio: Dave Morley is a Professor of Youth Sport and Physical Activity at Sheffield Hallam University. He was previously a Professor at Liverpool John Moores University after beginning his academic career at Leeds Beckett University. He has led large-scale evaluative projects for a range of UK and international organisations and published in the fields of talent development, children's movement and inclusion. He has a passion for using sport and Physical Education to improve the lives of children and young people.