

# Workshop 3

## Skills for locomotor and non-locomotor activities

### Workshop focus

Locomotor and non-locomotor skills are two of the fundamental skills of physical activity. This is because almost all of the other more specialised skills involved in physical activity require combinations of locomotor and non-locomotor skills to be performed effectively. While many lower primary physical education classes will focus on these skills, it is important that both primary and secondary students have a good grasp of the basic locomotor and non-locomotor skills if they are to have fun and experience success in physical activity.

Locomotor skills occur when the body travels from one place to another, either across a surface or through space. This would include activities such as walking, running, crawling, rolling, swimming, skipping, hopping or jumping.

Non-locomotor skills require the body to perform a skill while remaining in one spot. For example, this may include balancing on various body parts, pivoting with one foot planted, wiggling the body with the feet planted firmly on the ground, or practising a golf swing without moving the feet.

Knowledge of locomotor and non-locomotor skills will be useful when assisting teachers in school physical activity programs.

### Pre-workshop requirements

*Activity Sheet 3.1 Task cards for locomotor and non-locomotor skills*

Prepare the task cards by photocopying the activity sheet onto card and cutting out each task separately, ensuring that you keep the locomotor and non-locomotor activities in two separate piles. There will need to be enough cards for one locomotor and one non-locomotor task card per pair.

*Suggested pre-reading:*

Australian Sports Commission (1997) *Sport It Teacher Resource Manual* (orders can be made on the [www.ausport.gov.au](http://www.ausport.gov.au) website).

Sport and Recreation Queensland (2003) *Daily physical activity guide for schools Section 4 - Sample activities* has some good ideas for alternative warm up and session activities.

### Materials required

- Large open space
- Gym mats for performing rolls
- Skipping ropes
- Copy of Workshop 3 from the *Participant's Handbook*

### Activity sheets

- 3.1 Task cards for locomotor and non-locomotor skills

### Overhead transparency masters

- 3.1 - Overview of Workshop 3 - Workshop outcomes
- 3.2 - Overview of Workshop 3 - Sequence of activities

*Note that photocopy master sheets for activities and overhead transparencies are found at the end of each workshop section.*

### Workshop outcomes

1. Participants should be able to distinguish between a range of locomotor and non-locomotor activities.
2. Participants should be able to demonstrate a range of skills and strategies to support the development of young people's competence in locomotor and non-locomotor activities.
3. Participants should be able to articulate the elements of good feedback, and provide appropriate feedback on a range of locomotor and non-locomotor skills, using language that would be suitable for students.



## Orientating phase

### Sequence of learning experiences

### Notes for workshop facilitators

#### Show OHT 3.1

Overview of Workshop 3 - Workshop outcomes

#### Show OHT 3.2

Overview of Workshop 3 - Sequence of activities

#### Activity 1 - Warming up for locomotor and non-locomotor activities

Invite participants to take part in the warm up. This could include stretches, as well as a simple game of follow the leader, where the leader walks, runs, balances, skips, hops, jumps, crawls or any other combination of locomotor and non-locomotor activities. Change leaders after roughly 30 seconds.

Explain to participants that this workshop will focus on locomotor and non-locomotor skills.

Explain to participants that the warm up should be fun, get students active, be something that they can experience success in, and involve parts of the body and elements of movement that will be used during the session. Stretching the muscles of relevant body parts (ie those that will be used during the lesson) is an important part of every warm up. Stretches should be held for approximately 15 seconds each (one simple way for participants to know if 15 seconds has passed is to sing the Happy Birthday tune in their head. Once the song is complete, approximately 15 seconds will have passed).

Participants should be encouraged to model warm up activities for children within their level of capacity.

**Approximate timeframe** - 10 minutes

#### Activity 2 - Discussing good practice

Remind participants that it is not good practice to have students warm up and then ask them to sit down while further instructions are given about what they are going to do. Any instructions should be given before the warm up so that students move straight from the warm up into the activity.

Ask participants to share what was easy and what was difficult about the follow the leader activity.

Invite them to discuss what the implications might be when working with students in developing new skills. Participants should record their ideas in the *Participant's Handbook*.

Ask participants to identify a locomotor or non-locomotor skill, and describe how it forms the basis of a particular game, sport or physical activity (eg pivoting forms part of netball, balancing forms part of gymnastics and tai chi)

Participants may wish to make notes in Activity 2 in their *Participant's Handbook*.

You may need to prompt participants that the following things can make the activity difficult, and that there are implications when working with students:

- an inability to see the leader properly (where do you stand so that you can be seen properly by everyone, what implications does this have for group size?);
- the activity changing too quickly (give adequate time for students to adapt to the change);
- level of fitness required for particular activities (balance activities requiring lots of exertion with those that do not, provide adequate rest, shade, water); and
- level of skill required for some movements (the need to balance more challenging activities with easier activities so that everyone can experience success).

**Approximate timeframe** - 10 minutes

## Enhancing phase

### Sequence of learning experiences

### Notes for workshop facilitators

#### Activity 3 - Following instructions

Invite participants to respond to the following questions:

- What words would you use to explain to someone how to walk properly? and
- What words would you use to explain to someone how to run properly?

Suggest to participants that in their own time they should read and make notes on Activity 3 in their *Participant's Handbook* for further information on the techniques of walking and running.

Explain that some technical notes on walking and running have been added. These notes are for the participant's interest and reference only and are not intended to be used with students.

As participants describe the elements of running, demonstrate what they are saying and ask them whether it is what they meant. Reinforce that when providing instructions to children they need to be very clear. Instructions should be simple, short, easy to understand and not too many in number. Often it is far more effective to demonstrate and provide an example, rather than trying to communicate in words only. Remind participants that if they cannot demonstrate the skill themselves, then they should always ask a capable student to demonstrate for the class.

Advise participants that simple diagrams of some locomotor and non-locomotor activities are included in their handbooks.

**Approximate timeframe** - five minutes

#### Activity 4 - Practising giving feedback on locomotor and non-locomotor skills

Invite participants to form pairs and hand out one locomotor and one non-locomotor skill to each pair from the options available on task cards from Activity Sheet 3.1.

Each pair identifies the elements of the skill and role plays how they would teach it to a class. Each person should take turns to practise teaching the skill and providing feedback.

In pairs, participants discuss what the elements of good feedback are, and why. Record these under Activity 4 in the *Participant's Handbook*.

Emphasise that feedback is important in learning a new skill. Elements of good feedback may include:

- Being positive, focusing on what the person can do rather than what they cannot do. This helps build self-esteem and makes the experience more rewarding.
- Being specific about how a skill or action can be improved. This provides a focus for improvement.
- Providing immediate feedback. This gives the person the opportunity to apply it straight away, and may avoid unsafe practices.

**Approximate timeframe** - 10 minutes

## Synthesising phase

### Sequence of learning experiences

### Notes for workshop facilitators

#### Activity 5 - Teaching skills and providing feedback

Invite the pairs to teach their locomotor and non-locomotor skills to the class, giving them an opportunity to practise and provide feedback to participants.

As a class group, discuss what they consider the elements of good feedback to be and why.

Ask participants to complete Activity 5 in their *Participant's Handbook*.

Remind participants that they will not necessarily be teaching skills to a group of students, however it is important that they know some of the elements necessary for successful performance of each skill, and how to provide appropriate feedback.

**Approximate timeframe** - 20 minutes

#### Activity 6 - Discussing the strategy of working in pairs

Facilitate a discussion with the group about the advantages and disadvantages of working in pairs to teach and learn new skills (peer tutoring), and to give and receive feedback. Discuss what implications this might have when working with groups of students.

Ask participants to record the important points from this discussion in their *Participant's Handbook*.

Participants could identify the following positive points about working in pairs:

- increased time on task
- individualised instruction (provided it is correct!)
- the opportunity for immediate feedback
- the ability to learn and practise a skill with just one other person watching.

**Approximate timeframe** - 10 minutes

#### Activity 7 - Concluding activity / warm down

Explain to participants the importance of a concluding activity / warm down after physical activity.

##### Balances

Challenge students to balance in a variety of ways using the number of bases (parts of the body touching the ground) as directed by the teacher. See if they can hold each balance for a count of three, five or even 10 seconds.

Explain that this is just one example of a warm down activity. Brainstorm with the group some other activities that could be used for warm down.

Ask participants to record the importance of a concluding activity in their *Participant's Handbook* and write down examples of other warm down activities.

Ask each participant to share with the group something new that they have learned today. This may be recorded in the *Participant's Handbook*.

The last few minutes should be used to round off the lesson by repeating the main points and praising the students for their effort. If the activity has been particularly demanding, a warm down allows the students time to settle down after the excitement of the lesson. It is also important for physiological reasons (prevent lactic acid build up, minimising any stiffness or muscle soreness) to allow the body to return to normal in a controlled manner.

This activity is slow, relatively quiet and is related to the previous activities.

Remind participants that the warm down should be enjoyable and engage all participants.

More examples can be found in the Australian Sport Commission's *Sportstart* and *Sport It* resources and Sport and Recreation Queensland's *Daily Physical Activity Guide for Schools*.

**Approximate timeframe** -10 minutes

## OHT 3.1 Overview of Workshop 3

### *Workshop outcomes*

1. Participants should be able to distinguish between a range of locomotor and non-locomotor activities.
2. Participants should be able to demonstrate a range of skills and strategies to support the development of young people's competence in locomotor and non-locomotor activities.
3. Participants should be able to articulate the elements of good feedback, and provide appropriate feedback on a range of locomotor and non-locomotor skills, using language that would be suitable for students.

## OHT 3.2 Overview of Workshop 3

### *Sequence of activities*

**Activity 1** - Warming up for locomotor and non-locomotor activities

**Activity 2** - Discussing good practice

**Activity 3** - Following instructions

**Activity 4** - Practising giving feedback on locomotor and non-locomotor skills

**Activity 5** - Teaching skills and providing feedback

**Activity 6** - Discussing the strategy of working in pairs

**Activity 7** - Concluding activity / warm down

# Task cards for locomotor and non-locomotor skills

## Activity Sheet 3.1

### Locomotor skills

### Non-locomotor skills

Running (forwards and backwards)	Balancing on one foot
Jumping for height	Balancing on two feet and one hand
Jumping for distance	Pivoting
Log roll	Skipping on the spot with a rope
Egg roll	Seesaw (children sitting)
Skipping	Juggling bean bags (one, two or three)
Hopping (practise left foot hopping and right foot hopping)	'Digging' a ball in volleyball from a stationary position
Leaping	Frog balance (two hands only on the ground)
Galloping	A counter-balance (front or back)