



## **Workshop 3**

### Skills for locomotor and non-locomotor activities

# Workshop 3

## Skills for locomotor and non-locomotor activities

### Purpose

Participants should be able to:

- distinguish between a range of locomotor and non-locomotor activities;
- demonstrate a range of skills and strategies to support the development of young people's competence in locomotor and non-locomotor activities; and
- state 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 young people.

### Activity 1

#### Introductory activities / warming up for locomotor and non-locomotor activities - "Follow the leader"

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.

### Activity 2

#### Discussion on introductory activities and warming up

Reflect on the activity you have just completed and answer the following questions:

What was easy for you when following the leader?

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What was difficult for you when following the leader?

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What were the experiences of some of the other participants?

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What are the implications when working with young people to develop new skills?

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### Activity 3

#### Following instructions

In the space below, write down what words you might use to instruct someone on how to walk properly.

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In the space below, write down what words you might use to instruct someone on how to run properly.

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When the instructor demonstrated what you had said, what misinterpretations occurred?

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Listen carefully to other people's explanations and add any other words that you could have used.

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What extra information did you gain when an example was provided as well as the instruction?

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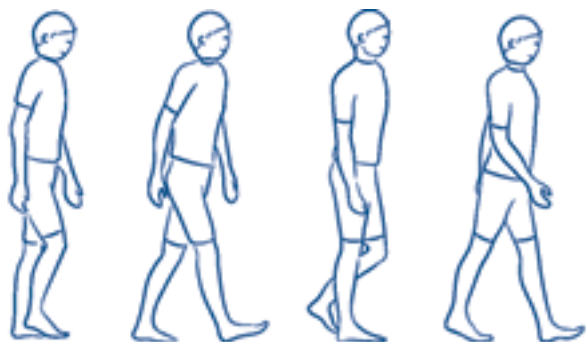
## Locomotor and non-locomotor activities

The following information on walking, running and is provided for your interest and reference. The 'technical' description refers to the language used when teaching young people what to do or providing feedback on what they are doing incorrectly.

### *Walking*

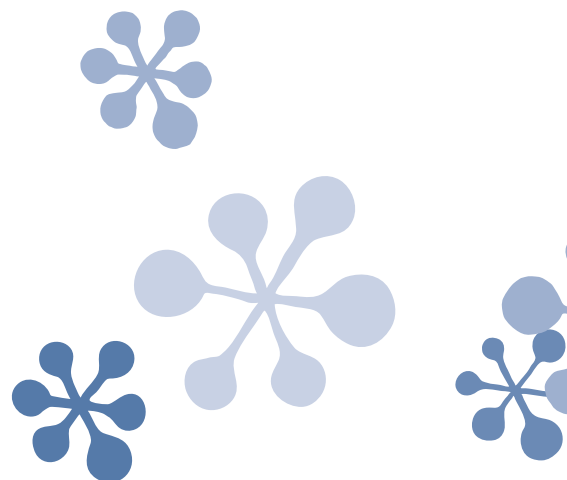
Walking is achieved by alternate movements of the lower limbs, with one foot in continuous contact with the ground. Walking is a fundamental erect locomotion skill.

Young people adopt a mature pattern of walking at approximately seven years onwards.



### **Technical description**

- Smooth rhythmical action.
- Consistent stride length.
- Arms and legs move in opposite directions.
- Feet swing close to each other.



## Running

Running is similar to walking in limb patterns and weight transfer from one foot to another. A running pattern will not normally develop before the age of 10 months.

Young people adopt a mature pattern of running at approximately seven years onwards.



### Technical description

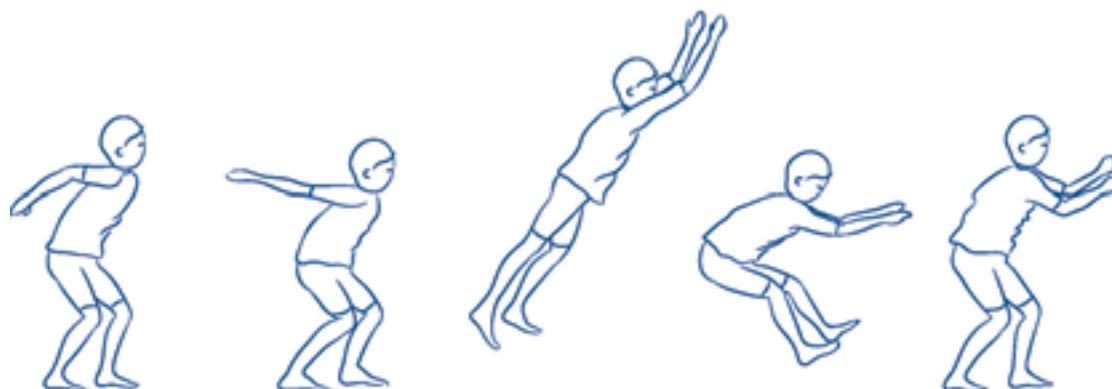
- Maximum forward progression.
- Slight lean of the trunk.
- Extension of back leg at an angle of 45 degrees to the ground.
- Followed by high knee-raise during the swing phase of the forward leg.
- The back foot lifts high off the ground.
- Arms swing opposite to legs in straight line forward and back with bent elbows.
- Foot placement the same as walking with more extension from ground.



## *Jumping*

It is important when jumping to ensure that this activity is conducted on a soft surface. When executing stationary jumps, use a long jump pit. Movement jumps should only be across grass surfaces.

### *Horizontal jump*



#### **Technical description**

##### Take off

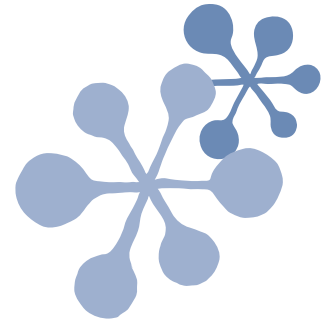
- Eyes and head looking straight ahead.
- Arms extended behind body.
- Bend hips, knees and ankles.
- Body leaning forward.
- Drive off ground with extended legs.
- Arms will also extend forward.

##### Flight

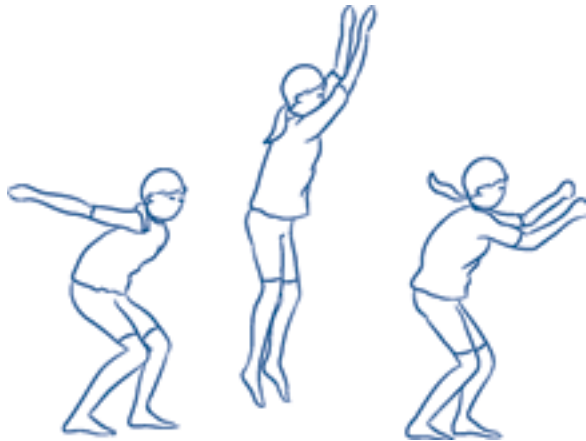
- In air, with body momentum going in an upward and forward direction for distance.

##### Landing

- Balls of feet will come into contact with ground first, eventually landing on full foot.
- Ankles, knees and hips bend to cushion impact.
- Feet at about shoulder width.
- Eyes and head need to be forward and straight.
- Arms will swing back past body on landing.



## *Vertical jump*



### **Technical description**

#### Take off

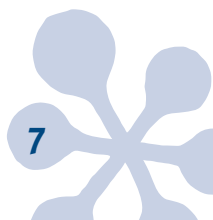
- Eyes and head stable.
- Arms extended low and behind body.
- Bend hips, knees and ankles.
- Drive off the ground with extended legs.
- Arms will drive up.

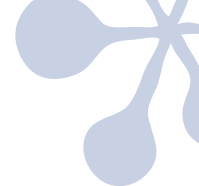
#### Flight

- In air, with body momentum going up in a vertical direction for height.

#### Landing

- Balls of feet will come into contact with ground first, eventually landing on full foot.
- Ankles, knees and hips bend to cushion impact.
- Feet usually shoulder width apart.





## Activity 4

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

Record the locomotor skill written on your task card. \_\_\_\_\_

What elements of the skill would you need to teach young people about?

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As you practised the skill, what feedback did your partner provide?

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Based on the feedback you received, what things will you have to keep in mind for your future work with young people?

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Record the non-locomotor skill written on your task card. \_\_\_\_\_

What elements of the skill would you need to teach young people about?

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As you practised the skill, what feedback did your partner provide?

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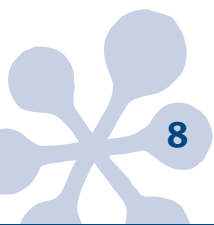
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Based on the feedback you received, what things will you have to keep in mind for your future work with young people?

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## Activity 7

### Concluding activities / warm down

Record below why a concluding activity or warm down is important.

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Brainstorm some other activities that could be used as suitable concluding activities or warm downs and record these below.

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### Reflection

Imagine yourself in the class and ask "Did I have fun?"

Try to think about why you did or did not have fun during this workshop. Record the things that made the workshop enjoyable for you below.

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Could you have participated more? What things may have stopped you from participating as much as you could have?

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Did you learn anything new during this workshop?

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Did you learn something that you could use later?

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