

### 3 PRIME activity: Coordinated movement

Movement control is fundamental to the acquisition of any sports or physical activity skill; these activities look at movement involving the whole body

#### What do you need?

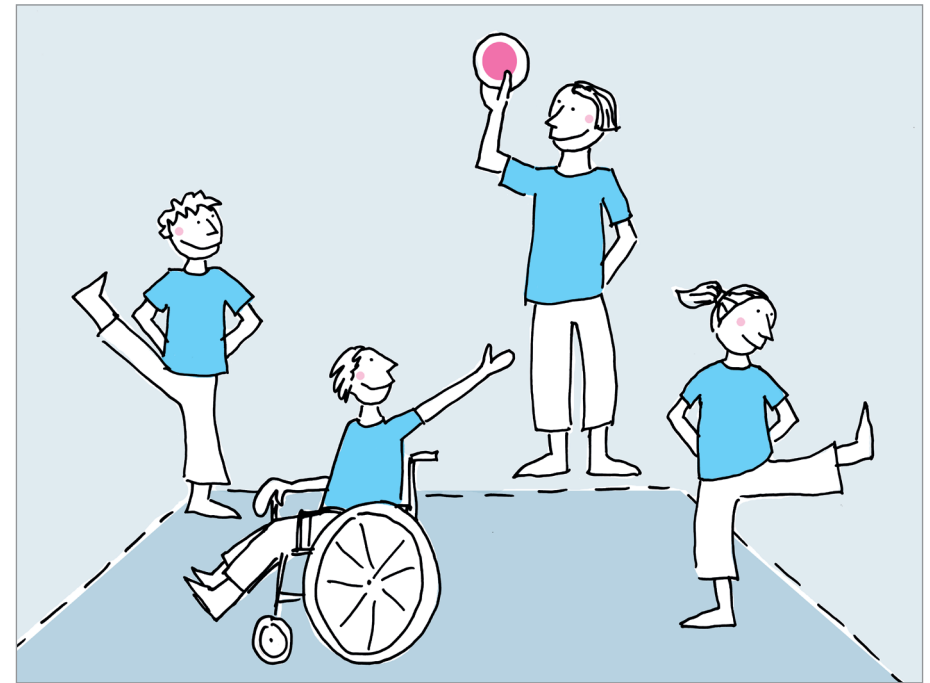
- Space, appropriate to the size of the group, enabling individuals to move in any direction.
- Throw-down markers, small cones or marker discs to create courses and movement trails.

#### How do you play?

- Begin with an unstructured warm up by asking learners to show how many ways they can move around the activity space.

#### Traffic Lights warm up

- Learners spread out around the activity area.
- The coach (or a senior learner) holds up coloured marker discs (or similar) to indicate specific ways of moving:
  - **Green** = move in any way, in any direction
  - **Red** = Stop (like a statue)!
  - **Pink** = Stretch one of your extremities in any direction
- Begin with these two options, then gradually add more colours/directions; take suggestions from the group:
  - **Blue** = change direction
  - **Yellow** = move backwards/in reverse
  - **Orange** = move in a curve or arc.
- Other instructions can introduce different ways of moving; e.g., high position (on tip toe, head high) or low position (crouching, head low); or large strides (pushes if in wheelchair), small, short steps (pushes).
- Introduce martial arts specific movements; e.g., punches, kicks, stable balance.



# 3

## Coordinated movement

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>S</b>	<ul style="list-style-type: none"> <li>• Change the space to challenge the learners in different ways; e.g., a larger playing area encourages movement; a smaller space creates more interaction between the learners.</li> <li>• Invent movement courses/trails that the learners can follow:               <ul style="list-style-type: none"> <li>– a series of cones spaced out; learners move between each cone in a different way – walking/slow moving, running/fast moving, jumping/big pushes and so on;</li> <li>– an 'obstacle' course, including small low barriers or lines on the floor which must be stepped, jumped or moved over/around; or suspend a rope or a sheet under which learners move, crawl.</li> </ul> </li> </ul>
<b>T</b>	<ul style="list-style-type: none"> <li>• Challenge the learners to move in lots of different ways; straight lines, curves, zig zags, turning 180° and continuing in the same style.</li> <li>• Speed play: whether whole body movement or specific limbs, the coach asks the learners to try moving at different speeds; fast, steady, slow, very slow (slow-motion).</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• If marker discs or throw down spots are unavailable, use empty plastic water bottles, paper cups or pieces of masking tape to define the space or courses.</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>• Support vision impaired learners in movement games or mirroring by providing them with a sighted guide or buddy; they can be in physical contact or the guide can provide verbal cues.</li> </ul>

### Extension activity: Coordination with others – mirroring

- In pairs, ask learners to try and mirror each other's movements.
- Facing each other, one learner takes the lead, moving a single limb in a slow and predictable way; the partner follows the movements by mirroring (not the same limb, but the limb opposite their partner, as if looking in a mirror).
- The movements can gradually become more complex and involve more limbs and the whole body.
- Change roles frequently; the follower becomes the leader.
- Move towards sports-specific movements; e.g., punches, blocks, kicks.
- The group size can be increased with each learner in turn leading for a few minutes.