



Move4Life



Session 10

Locomotor Skills

Be a Good Leader



The Commonwealth

WELCOME TO SESSION 10 OF THE MOVE4LIFE SERIES

This session will focus on the **locomotor movement** skills and the life-skill called **be a good leader**. Leadership skills can be developed through participation in sport and are transferable to other aspects of a person’s life. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical and social dimensions and SDG17 – Partnerships for the Goals.



Physical Dimension



Cognitive Dimension

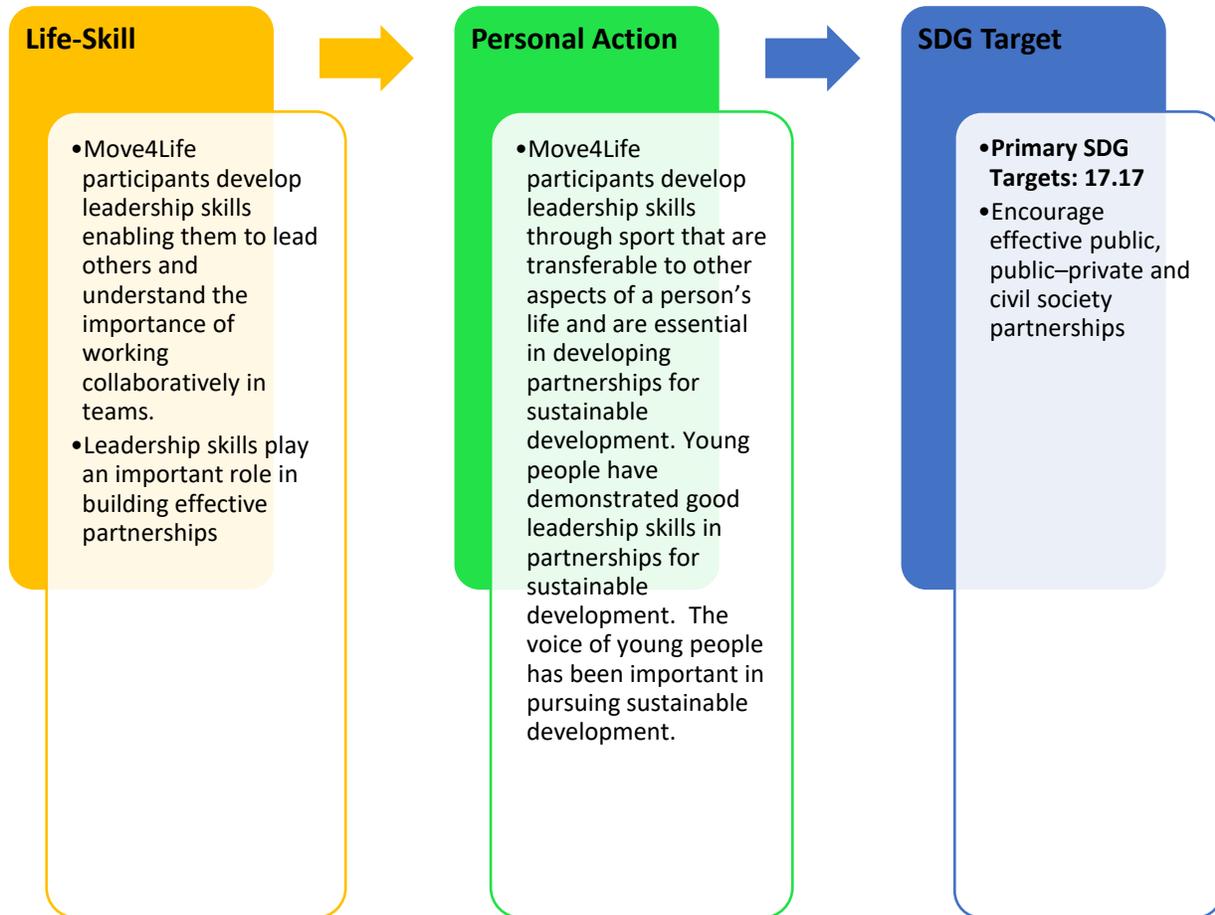


Emotional Dimension



Social Dimension





Click here [Move4Life and the Sustainable Development Goals](#) for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here [Move4Life Safeguarding Advice](#) for further advice on Move4Life and Safeguarding.

SESSION OUTCOMES

By the end of the session, participants will be able to

- (i) List the main locomotor movements.
- (ii) Move from one place to another using different locomotor movements.
- (iii) List the qualities of a good leader.
- (iv) Perform basic leadership responsibilities at home or at the sports field.

KEY MESSAGES

MOVEMENT SKILLS

- Locomotor skills enable children to move through different environments, moving their body from one place to another.
- The key locomotor skills are walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, hopping, and skipping.



LIFE SKILLS

- Everybody has the potential to be a leader.
- Understand who the key leaders are in your life. Leaders include your parents, your teachers, the principal at your school, the captain of your sports team, the priest at your church, the president of your country.
- Being a leader
 - helps you to discover your strengths and weaknesses.
 - teaches you how to work with others.
 - helps you to make good decisions in life.
- Good leaders can solve challenges in communities.
- Good leaders have good communication skills.

At Home Activity

HEALTH & SAFETY

- Find a safe area at home where you can practice various locomotor skills safely.
- Your parents, grandparents or siblings can join you in some of the activities, especially the warm-up.
- Some of the locomotor movements can be quite tough on your muscles. Take a break if you need to.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people. Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).

OPENING REFLECTIONS

On your own take a few minutes before starting your session. Think about the following questions:

- (i) What do you think is a leader? If you are alone, talk to yourself. If you are with people, ask the question and after a few seconds share with each other briefly.
- (ii) Who were some of the main leaders in your life up to now?
- (iii) Who were good leaders? Why were they good leaders, do you think?
- (iv) Who were poor leaders, in your life? Why?
- (v) Would you like to be leader one day? What do you want to lead? What kind of leader will you be? How will you behave?



WARM UP

TIME

5 Minutes



EQUIPMENT

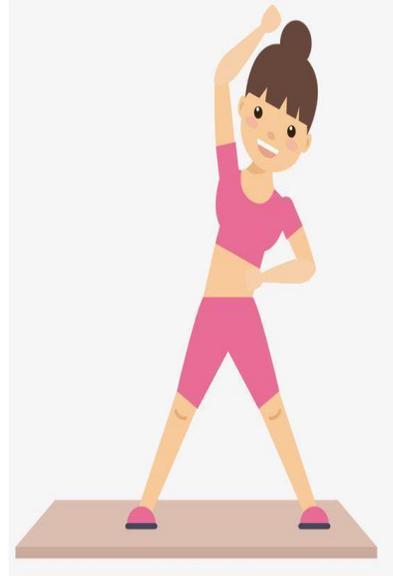
None

SET UP

Enough space for you or a few people at home, to perform simple movements.

ACTIVITY

If you are on your own, perform simple stretches Example.



If you have family members with you play a game of “Simon Says” with simple stretching movements. Instead of “Simon” use your own name. When the command starts with the agreed name, everyone **must** do it. If not, they must not do it and they must stay in the same position e.g. Sachin says, “Stand with your legs apart, hands on your hips”, “legs together”. The person who makes a mistake, gets a chance to be the leader.

MAIN PART

TIME

15 - 20 Minutes



EQUIPMENT

Any objects to mark out a safe rectangular area. Example, plastic bottles, and, chairs, hoops.



SET UP

Mark out an area of about 10X10 paces.

ACTIVITY

You are going to move around the circuit using different locomotor movements.

ACTIVITY 1 –WALKING

Can you think of different ways of walking around the circuit? Examples:

- Normal walk sideways and or backwards around the circuit.
- Walk fast with arms swinging on the side.
- Walk with knees lifting to 90 degrees and stamp your feet. Arms swinging straight forward. (“March like a soldier”).
- Walk on heels soft and quiet. Arms sideways (“Lift your arms up and down and wings of a fairy”).
- Walk on the tip of your toes with arms up (“Grow tall like a giant”).
- Walk with knees bent (“Be as tiny as elves”).
- Walk with arms and legs spread wide (“Be as broad as a pumpkin”).

For a demonstration [click here](#)

ACTIVITY 2 – RUNNING

Can you think of different ways of running around the circuit? Examples:

- Run slowly around the marked-out area.
- Run faster with arms bent moving fast forward and backwards.
- Run with knees up -keep your hands level with your hips and touch the palm of your hands with your knees.
- Run with heels up-keep your hands near your hips and touch your hands with your heels.
- Can you think of other ways?

For a demonstration [click here](#)

ACTIVITY 3 – SKIPPING

Can you skip around the circuit?

- Skip from side to side around the circuit, facing forward and backward.

ACTIVITY 4 – CRAWLING AND HOPPING

Can you crawl or hop around the circuit?

- Crawl from one marker to the next, (on all fours) then hop like a bunny to the next marker.

COOL DOWN

Just walk slowly around your circuit. Concentrate on your breathing. When your heart rate has returned to normal you can start your final reflection.

CLOSING REFLECTIONS

ON YOUR OWN

Write down a few notes in your “Move4Life” Diary. Think back and make a list of all the movements you practiced. If you are with family members, let them also share what they practiced or what they observed you practice. Write it down in your Move4Life diary. When you are at the sports field or at school you are used to being led by a coach. How did it feel to lead yourself?

Write down a few sentences in your Move4Life diary from your opening reflection, on leadership. E.g. How does a good leader behave. What leader do you want to be one day?

ADAPTATIONS

- The space available at home will differ from home to home.
- Consider these activity instructions to be guidelines.
- You should adapt the guidelines to suit your environment and the space available to you.
- The activities should also be adapted to suit the age of the participants you get to join you. You should encourage any family to join you in physical activity but make sure the activities are not too strenuous for them.

At the Sports Field

HEALTH & SAFETY

- The facilitator should ensure a safe area in which to perform the locomotor movements.
- Do not make the area too big. You should be able to control the pace and duration of the activities quite easily.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people. Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

OPENING REFLECTIONS

The facilitator forms a circle with the learners. Remember, the facilitator is part of the circle.

Facilitate a conversation with the participants, using “open questions”. Examples:

- What do you think is a leader?
- Who were some of the main leaders in your life up to now?
- Who were good leaders? Why were they good leaders, do you think?
- Who were poor leaders, in your life? Why?
- Would you like to be leader one day? What or who do you want to lead? E.g. a leader in sport, like a team captain, a school principal, a community leader, a world leader?
- What kind of leader will you be? How will you behave?

Give different participants an opportunity to share. To ensure everybody participates and to save time, let them pair up and share with each other.

WARM UP

TIME

5 Minutes



EQUIPMENT

None

SET UP

Mark out a space of about 15 X 15 m with cones. Get a few two participants to “lead” the marking out process.

ACTIVITY

By now most of the participants will be familiar stretching routines, especially those that also play sport. Ask for a volunteer to lead 1 stretching routine, and then another. During this session, the facilitator must create as many opportunities as possible for the participants to lead a part of the session.



Now play a game of “Simon Says” with simple body movements. Instead of “Simon”, the participants must use their own name. If the command starts with an agreed name, everybody must do it. If not, they must remain still and stay in the same position. E.g. Sachin says, “Stand with your legs apart”, “hands on your hips”, “legs together”. The person who makes a mistake, gets a chance to be the leader. (NB This is different from the norm, if people make mistakes they are “OUT”, in this case they are “IN”) This means they may tend to make mistakes deliberately so that they can have an opportunity to be a leader. This will add to the fun element but be a good teaching moment. In life, we try to avoid making mistakes. Did they try to make a mistake deliberately? Why?

Other simple body movements could include:

- Straddle jumps
- Star jumps
- Pretend skipping
- Run on the spot
- Stand on one leg.
- Raise your left hand.
- Sit, stand etc.

For a demonstration [click here](#)

MAIN PART

TIME

20 Minutes



EQUIPMENT

Cones



SET UP

Mark out an area big enough for the number of participants, about 15 X 15 m as per the warm-up.

ACTIVITY

Each time choose a different “leader” to start the activity and everyone follows them.

ACTIVITY 1 –WALKING

Can you think of different ways of walking around the circuit? Examples

- Normal walk sideways and or backwards around the circuit.
- Walk fast with arms swinging on the side.
- Walk with knees lifting to 90 degrees and stamp your feet. Arms swinging straight forward (“March like a soldier”).
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- Run slowly around the marked-out area.
- Run faster with arms bent moving fast forward and backwards.
- Run with knees up -keep your hands level with your hips and touch the palm of your hands with your knees.
- Run with heels up-keep your hands near your hips and touch your hands with your heels.
- Can you think of other ways?

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COOL DOWN

TIME : 5 MINUTES

By now the participants would have been exposed to the concept of cool down and a few examples. Ask one of the participants to lead a cool down activity, e.g. a stretch or a slow walk. Change the leader and do another activity. Make sure the activities are not strenuous at all and allow the learners to cool down. Intervene and change or adapt the activity if necessary.

For demonstration [click here](#)

CLOSING REFLECTIONS

Facilitate a conversation with the group.

- List the different movements we did today (give different participants an opportunity).
- Which movements were easy, and which were difficult?
- Who had an opportunity to lead an activity today? How did it feel?
- How did it feel to be led by somebody else?
- What did you like about this session?
- What could you improve if you were the coach? Ask the participants to give you feedback on the session. What did they enjoy, what did they find difficult? Do they have any suggestions?
- Close the session, make any announcements, confirm time of next session, etc.

ADAPTATIONS

- Move4Life sessions are based on Sport for Development principles. The “facilitator” has an interactive training style and tries to involve the participants as much as possible.
- Unlike formal sport coaching sessions, in the Move4Life sessions, the rules may be adapted on the spot to suit the needs of the participants and make sure everybody feels included.
- Adapt the space to suit the participants. You could have an “Inner” space to make it easier for less mobile participants?