**Movement Components and Skill Development**

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Throughout this chapter, you will be able to identify the basic movement components, create activities that assist with the locomotor, nonlocomotor, and manipulative movement development, understand the levels of manipulative skills, and be able to create activities to be used in the gymnasium as well as the classroom that support development of basic movement patterns.

Our body moves in three ways; 1) Locomotor movements 2) nonlocomotor movements, and 3) manipulative movements.

Locomotor movements, in three levels (beginner, intermediate, and advanced) are movements such as walking, running, gallop, slide, jump, hop, skip, and leap.

Nonlocomotor movements are to bend, stretch, twist, turn, push, pull, rise, collapse, swing, sway, dodge, spin, shake, and balance.

Manipulative skills (also in three levels) are to roll, throw, catch, kick, strike, volley, dribble (hands and feet), punt, set shot, overhand serve, and pass.

As instructors, we should be able to use these movements for student assessment. Students should have body awareness. How does their weight transfer? Are they able to balance or bear weight? Can a student focus on their body action?

Do students have space awareness (where the body moves)? Are students aware of their personal space, general space, directions, levels, pathways, and size (area of space allowed for movement)?

Personal space is the space used while in a stationary or moving position in a very small area. General space is the area students use for activity. If students can safely move without touching anyone (or anything) they are playing in a general space. Direction would be considered up, down, forward, backward, left, right, etc. The levels of space awareness would be those high (above the shoulders), medium (between knees and shoulders), and low (below the knee). Pathways is the invisible path through general space. The three categories this includes are: 1) straight, 2) curved, and 3) zigzagged. Size refers to the amount of actual space being used by the mover.

The qualities of movement include factors of time, effort, and flow.

Time or speed- are the movements quick? Slow? Accelerating/decelerating? Basic beat? Or rhythmic? These skills are important when creating pathways in sport. Help students understand depth-perception while moving to stay safe when someone crosses their path like in a basketball game while offensive player is against someone coming into the zone on defense.
Effort or force of movement is considered- strong to light, firm to fine, and accent. Do you have to strike the volleyball hard to get it over the net while serving or are you just lightly tipping the ball over the net?

Free flow and Bound flow - free flow is a motion that cannot be stopped once it is started. A ball, once thrown will continue to travel through the air until someone catches it. Bound flow can be stopped at any moment. An example would be a defensive move to the left can be quickly stopped and rerouted to the right.

All movement involves a relationship with space, with body parts, with other people on the move, or any equipment.

Classroom teachers should be promoting skill development. Academic needs of students can be addressed in many ways through physical activity. Physical activity can help visual tracking as well as fine motor skills needed for reading and focus. The physical activity in classrooms offers opportunities to develop social and emotional skills as well. It’s important to implement situations for students to work with others whether its partner work, small groups, or large groups. In this tech-engaged day and age, human interaction through physical activity is a must in the classroom!

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