

Coordination Activities

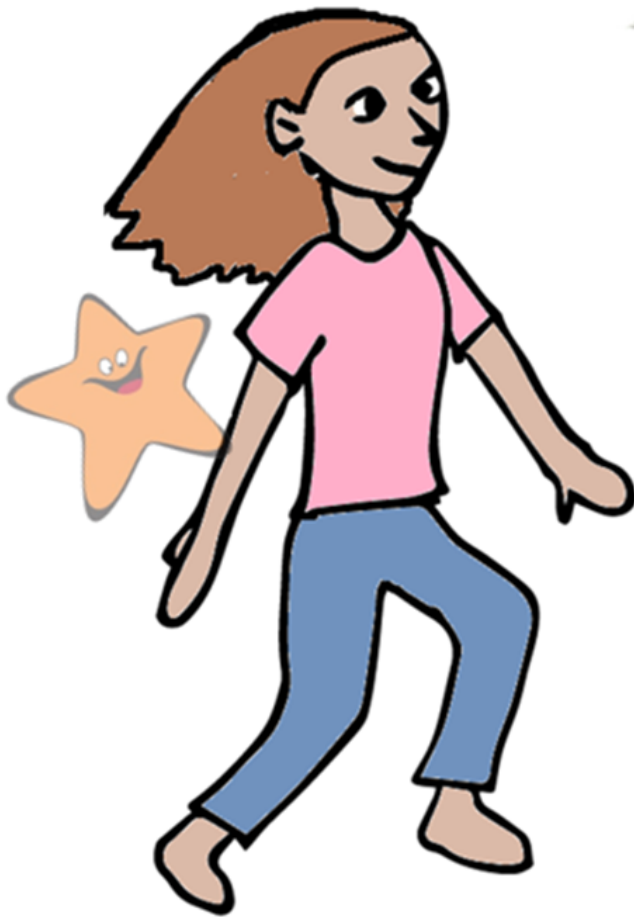
Evidenced Based Learning

Looking for ways to teach little ones some coordinated activities? Well look no further!

These pages will give you an evidenced based approach for strategies to teach any new motor skills.

In addition we will break down some of the common skills from childhood!

Coordination Activities



- 1. Jumping Jacks**
- 2. Skipping**
- 3. Galloping**
- 4. Hopscotch**
- 5. Jump Rope**
- 6. Ball Dribbling**
- 7. Ball Throwing: Overhand**
- 8. Ball Throwing: Underhand**
- 9. Ball Catching**
- 10. Kicking a Moving Ball**
- 11. Kicking a Ball Off-Center**
- 12. Kicking to a Target**

Motor Planning

- **Imitation** - child sees an activity and tries to copy it
- **Ideation** - child begins to figure out how to do something based on past experience with imitation
- **Initiation** - child can begin activity without cues (this is often a hard step)
- **Construction** - child learns how to organize and use space (i.e. building with blocks)
- **Feedback** - child receives information after trying the activity and making a mistake (practice leads to more feedback)
- **Feedforward** - child fixes errors before they occur (they can anticipate what is going to happen)
- **Grading** - child adapts intensity of activity based on environment
- **Timing & Sequencing** - child performs activity in correct order and at correct time based on the situation

Motor Learning Stages

1. **Cognitive Stage (what to do)**- child develops an understanding of the skill
 - a. Environment is ideal for learning (i.e. no distractions)
 - b. Uses visual input (i.e. modeling) to support learning
 - c. Trial and error during repetition/practice is key
2. **Associative Stage (how to do)** - child demonstrates a more refined movement through practice
 - a. Uses proprioceptive input (i.e. feeling the movement) to support learning
 - b. Repetition/practice continues to be key
3. **Autonomous Stage** - child performs skill automatically in any environment/situation
 - a. Very little cognitive involvement
 - b. No longer relies on cueing

Motor Learning Strategies

To be used with all skill breakdowns listed

1. Model the skill/activity
2. Child tries the skill/activity
3. Break down the skill/activity to individual components
4. Begin to put the individual components together one at a time
5. Use visual and verbal cues as needed and drop one at a time
6. Allow repetition at each stage of learning until that stage is refined and/or automatic
7. Go back to a previous stage/step if child begins to struggle
8. Increase either speed or duration of the skill/activity - not both at the same time
9. You may need to start at a previous stage when you try skill/activity again in a different practice session

Jumping Jacks

Breakdown:

- Child jumps feet open then jumps feet closed (2 parts)
 - Can use spots on floor for visual cues (this applies to any step in the breakdown)
- Child jumps feet open and jumps feet closed (1 part)
- Child jumps feet open then claps hands overhead then jumps feet closed then brings hands down to sides (4 parts)
- Child jumps feet open and claps hands overhead (star) then jumps feet closed and brings hands down to sides (pencil) (2 parts)
- Child completes above without a pause between jumps (1 part)
- Child completes two in a row, then three in a row, etc
- Child completes repetitions faster

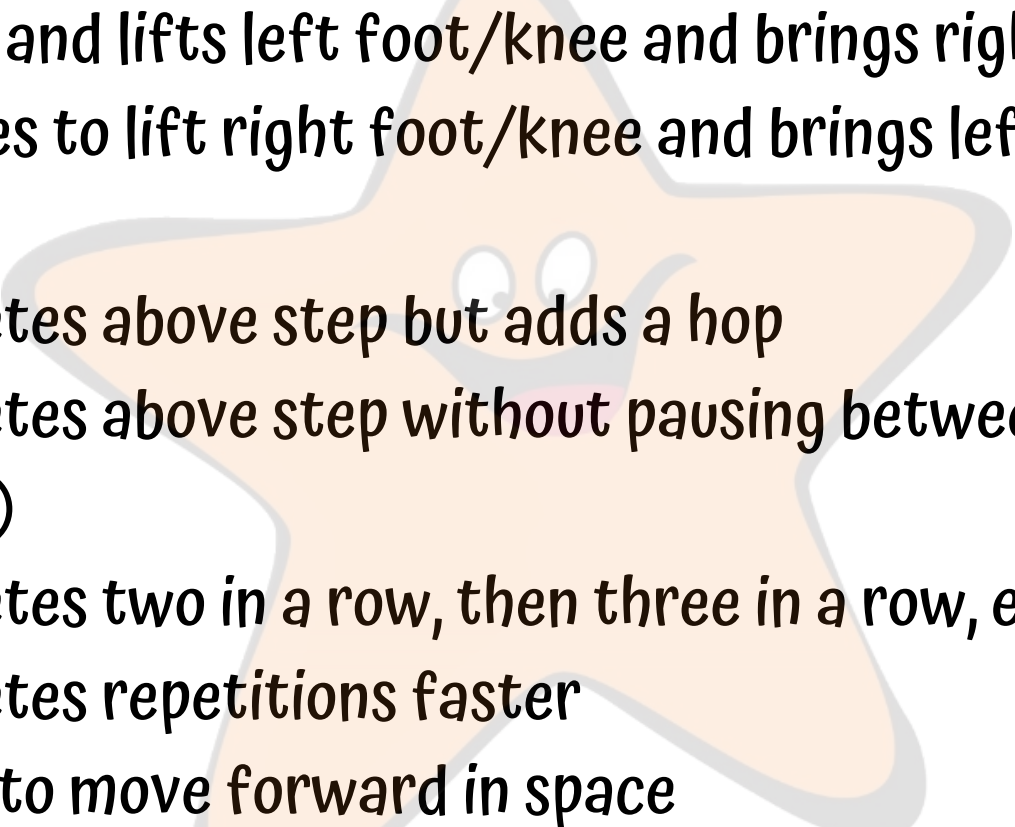
Skipping

Breakdown:

- Child steps with right foot then hops on right foot, then steps with left foot then hops on left foot (4 parts)
 - Can use spots on floor for visual cues (this applies to any step in the breakdown)
 - Verbal cues are 'step-hop, other leg, step-hop, other leg'
- Child steps with right foot and hops on right foot, then steps with left foot and hops on left foot (2 parts)
- Child completes above step without a pause between sides (1 part)
- Child completes two in a row, then three in a row, etc
- Child completes repetitions faster
- If you are ready to add in arms go to the next page

Skipping with Arms

Breakdown:

- Child stands and lifts left foot/knee and brings right arm forward then switches to lift right foot/knee and brings left arm forward (2 parts)
 - Child completes above step but adds a hop
 - Child completes above step without pausing between changing sides (1 part)
 - Child completes two in a row, then three in a row, etc
 - Child completes repetitions faster
 - Child begins to move forward in space
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Galloping

Breakdown:

- Child starts with their preferred side
- Child steps forward with preferred foot and then slides other foot forward (you can use phrase 'step-slide')
- Child completes two in a row, then three in a row, etc
- Child completes repetitions faster
- Child adds in the jump/hop component (may need to go back to one at a time)
 - This is similar to skipping except they are always leading with the same foot
- Child completes multiple in a row then completes repetitions faster

Hopscotch

Breakdown:

- Set up a hopscotch board (often easy to start with a 1-2-1-2 pattern but you can change this around)
- Child starts with jumping in the squares and pausing between each jump (put both feet together in the 1 square and when you jump to the 2 squares open the feet so one is in each square)
- Child completes above step without pausing between each jump

Hopscotch

Breakdown continued:

- Child jumps in the squares and pauses between each jump but only one foot goes in each square (hop on one foot in the 1 square and then jump to the 2 squares with open feet so one is in each square)
- Child completes above step without pausing
- At any point in the above sequences you can add the turn around jump in the last square
- Once these are all mastered try playing hopscotch!

Jumping Rope

Breakdown:

- Child holds jump rope ends in each hand with rope behind them
- Swing rope over head and then step over the rope, repeat
- Swing rope over head and then jump over the rope, repeat
- Swing rope over head and jump over rope without pausing
 - This may look like a skipping jump (one foot at a time)
 - Work towards a two footed jump
- Slowly add more jumps in a row without pausing

Jumping Rope

Other Ideas:

- Have someone hold each end of the rope and swing it back and forth on the ground so child can just focus on timing of jumping
- Have someone hold each end of the rope and swing it overhead so child can continue to focus on timing
- Child holds the rope in both hands without swinging it and just practice jumping up and down on a spot

Ball Dribbling

Breakdown:

- Place a spot on the ground and have child stand with their back to the wall and bounce the ball on the spot and then catch it. Try moving away from the wall.
 - Start with 2 hands bouncing it and then catching it and then progress to 1 hand bouncing it and then catching it
 - If child leans forward to move closer to the ball instead of letting it come up to them start with a larger ball like a therapy ball for the above step

Ball Dribbling

Breakdown continued:

- Next repeat the above step and have the child dribble it with 2 hands, 2 times in a row. Then progress to 3 and then slowly go up to 10. Try moving away from the wall
- Next repeat the above step using only 1 hand. Try moving away from the wall.
- Now let's try moving. Using 2 hands to start try taking 2 steps while dribbling. Then increase to 3 and slowly move up to 10.
- Next repeat the above step using only 1 hand instead of 2.
- Once they get to 10 moving dribbles with 1 hand you can work on speed.

Ball Throwing: Overhand

Breakdown:

- Place a spot on the floor so child knows where to stand and have a target to throw to about 5 feet away (bucket, you, taped x, etc)
- Ask child to bring the ball up to their ear and then throw it
- Next is trunk rotation. Stand behind them and have them move the ball from their ear back until it taps your hand and then throw it
- Next place a second spot on the ground (slightly in front and diagonal) to encourage taking a step forward while throwing.
- At this point we are still pairing words to the actions (ear, back, step, throw) so the movement is slightly choppy
- As cues decrease work on increasing speed. This will show you what components disappear so you can go back and practice!

Ball Throwing: Underhand

Breakdown:

- Follow general ideas/steps from throwing overhand but try some of these tricks to encourage the underhand position
- Put a target on the ground (bowling pins, bean bag toss, etc)
- Stand in a corner of the room so their back is slightly in front of the wall and their tossing arm is next to a wall. This provides a cue for bringing the arm back as well as a cue for keeping the arm from going into a flinging motion
- Use a weighted ball or heavier item and have them toss it onto a spot on the ground (or into a bucket)
- Toss a light ball or beanbag up to try to hit the ceiling
- Stand 5 feet in front of them (or closer) and have them toss to you
- Lots of rolling activities (bowling, down ramps, etc)

Ball Catching

Breakdown:

- The type of ball you use can make a difference. Here is the order we like: partially deflated Gertie Ball, inflated Gertie Ball, o-ball, soft light baseball, tennis ball
- Use a spot on the floor for child to stand on
- Stand as close as needed to be successful. This may involve dropping it into their hands to start.
 - After 10 successful catches move back a bit
 - Start with underhand until they are consistent with 10 catches from 5-10 feet away
- Then move to overhand but very slow (again almost dropping it in) and repeat the above process
- Next would be to work on having them catch a ball slightly off center and then progress as needed!

Kicking a Moving Ball

Breakdown:

- Start with a stationary ball and have the child kick it
- Use a spot on the floor for child to stand on as needed
- Once consistently kicking a stationary ball slowly roll the ball to them from <5 feet away
 - As consistency increases move further away or roll faster but don't change both at the same time
- Once they are kicking a rolling ball move close again (<5 feet away) and slowly kick the ball to them
 - As consistency increases move further away or roll faster but don't change both at the same time

Kicking a Ball Off-Center

Breakdown:

- Use spots on the floor to show where the ball will be going to
 - Child stands on one spot and another spot is a foot or so away from them off to a diagonal
- Slowly roll or kick the ball to the spot off to the diagonal giving the child enough time to move to the ball
 - As consistency increases increase speed
- You can add in a second spot or a third spot as well so they have to pay attention to where it is rolling
- Take away the spots and start with rolling it slowly to a consistent location.
- Continue to progress speed and number of locations as consistency allows

Kicking to a Target

Breakdown:

- Pick a large target (like a wall or a large net) and start with a stationary ball no more than 5 feet away
- Once they get the hang of this begin to narrow the target or move them further away. Don't do both at the same time!
- Once they have this skill down, combine all of them and you can pass the ball back and forth!