

6

LET US IMPROVE OUR NATURAL MOVEMENTS TO PERFORM THE TASKS OF LIFE

You have walked, run, jumped and thrown as signs of growth without any one's influence but with your own. You started walking holding on to your mother or anything around. So are the other movements. You must have seen your younger brother run when he was about one year old. Your mother would have tried to stop him fearing he would fall. The events in athletics are originated from these natural movements.

Walking



Fig 6.1

You know walking is a natural movement. Walking improves with growth. It improves from a toddler to a runner. When we want to carry ourselves from one place to another, we start moving our feet. From the time an infant begins to stand, his next attempt is to move to the place he wants. This movement improves ultimately to a very steady walk. In year six you learnt how walking becomes incorrect according to the way you keep the steps and carry the body. This happens during infancy due to the faulty way of stepping, which becomes stabilized due to constant use, as you grow. The incorrect style of stepping can be corrected at the age of about 3 years. The child is steady on his feet if the elders are wise and conscious.

We walk fast, sometimes slow as the opportunity arises. Whatever speed you walk the basic skills of walking are necessary. Else just as any other movement, we will be wasting our energy with irrelevant movements. Walking is an athletic event. Whether it is race walking or normal walking, one common feature in it is, one foot is always in contact with the ground.

Should we learn how to walk and why? Everyone knows to walk except those who cannot walk due to an ailment or unavoidable reasons. When should we improve our walking ability? You will find the answer if you stand in a corner by the side of a place where you can watch a lot of people walking.

e.g. Places like the bus stand, railway station, shopping mall, a city. You will find that people have different styles of walking and also you will find that some walk very smartly and some walk in very funny ways, some look tired and some heavy. You will understand by this observation that a smart walk is very essential as an added quality for your personality and for pleasant appearance. A funny walk is a disadvantage for appearance.

Activity 6.1

Watch the children in your school and notice the different ways they walk. Find out why they walk in different ways.

Follow the following points for your observation.

- The distance between strides
- Horizontal distance between foot steps
- Which part of the foot is kept first?
- Where do the toes direct on both feet?
- Are the legs stiff or flexed or knees bent?
- The position of the trunk, shoulders and head
- Swinging of hands.
- Movement of the body

Perfect walking style is like an ornament. It is very essential for an individual, just as you need to dress properly. Style of walking can be improved by engaging in various forms of exercises. When you have mastered a wrong style once, specially in a movement like walking where you use it often, it is difficult to eradicate the incorrect

movements. Therefore you must correct your walking at least during this period.

Exercises to improve the correct style of walking are illustrated below.

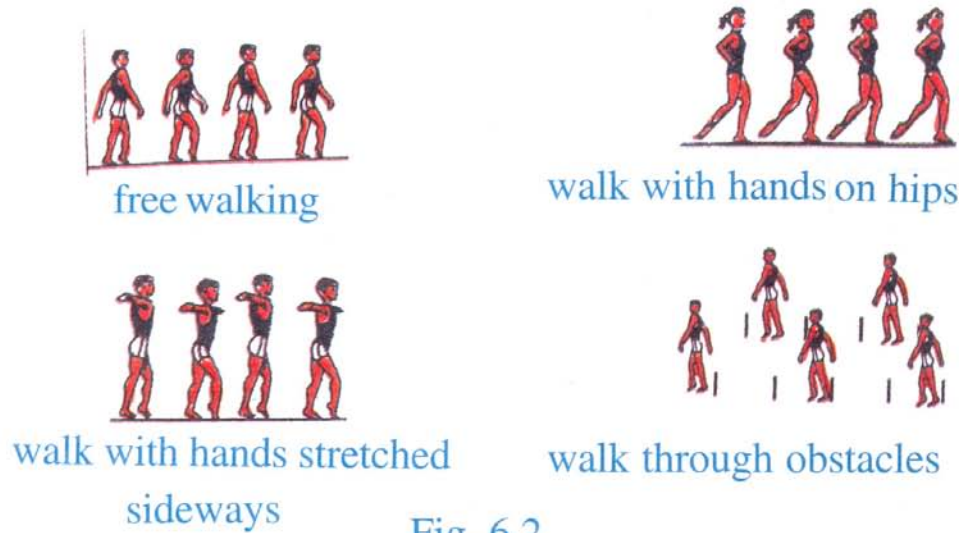


Fig. 6.2

Engage in the exercises you have learnt in the former grades. Recall them. See the illustrations.

Heel first – transfer weight from the heel to the ball of the foot. Distance between steps are equal, length wise and breadth wise.

Which ever exercise you are engage in, remember to step as shown in the illustrations.

When we walk fast in our daily life we call it a brisk walk. A brisk walk is an ability we should possess, improve and maintain throughout our life, as long as we can. It enables to meet tasks in life actively. Walk reveals a person's physical, mental, emotional and social fitness. A perfect walk reveals confidence and discipline of an individual. Walking is an exercise to improve the health. For many ailments doctors advise patients to walk. You would have seen people walking on pavements, parks, play grounds in the evenings. This is a common sight in the city.

Race walking

The style of race walking is quite different from normal walking, because the basic skills of walking are made evident and if you had seen an event you would realize this change. If you compare the illustrations in 6.1 and 6.3 you will realize the difference.



Fig 6.3

There are some exercises to practise brisk walking.



Fig 6.4 walking on a line.

- Walk briskly on a line.
- Walk with wide steps.
- Walk with short steps.
- Walk with quick steps.
- Walk with slow steps.
- Walk on heels – fast – slow
- Walk in twos to a rhythm
- Walk in threes or fours.
- Walk over and in between obstacles.
- Walk with a weight on head (eg. a heavy book)

Attempt to maintain the following postures during the exercises.

- Keep the head, shoulders and trunk straight.
- Eyes directed to the direction of moving.
- Hands swung to rhythm in keeping with the feet.
- Maintain rhythm continuously.

Running

Running is a natural movement, used to move fast from one place to another. In our daily life we find many instances, where a brisk walk is not sufficient to reach the place, we want to, so that we are compelled to run. The speed of running differs according to the demand.

Race Running

Race running is an athletic event. There are different distances included in race running.

Activity 6.2

Name the running events you know in athletics.

Have you heard about sprint races? You must have seen our sprint queen running races. At the same time, athletes running in long distance races. Did you see the difference in the speed? The speed of short distance runners is more than the speed of long distance runners. Do you know that a runner's speed is measured by the time taken to run that distance?



a



b

Fig 6.5

See illustrations in Fig 6.5 a & b.

Do you see a difference in the running style?
Try to understand and identify the differences.

You have learnt in grade six the movement of the hands of a sprinter. Let us study the movement of the feet of a sprinter.



Fig 6.6

The circled areas highlight the function of the feet of a sprinter.

Circle 1 - The foot is bent and raised behind.

Circle 2 - Foot swung forward with raised thigh.

Circle 3 - The lower part of the raised foot is stretched forward and landed.

By practising these specific features one can learn the correct techniques. Practise the following skill drills to learn the technique.

Running drill 1 - Walk or run raising the feet back (bend).



Fig 6.7

- Walk slowly.
- Raise foot to hit the buttocks as you walk.
- First kick one foot as you walk.
- Then kick both.

Drill 2 - Walking with high knees.

Running with high knee.



Fig. 6.8

- Walk slowly
- Every now and then raise one foot till the thigh becomes parallel to the ground.
- Raise both feet alternatively.

Drill 3

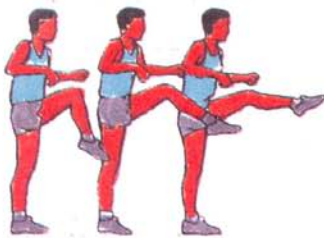


Fig 6.9

- Walk slowly.
- Raise one foot knee high and stretch the knee as you walk slowly.
- Raise both feet knee high and stretch alternatively.
- Raise foot knee high and stretch and when bringing the foot down take it slightly back and ground it.

First engage in these exercises while walking and then while running. When you engage in these exercises you will comprehend that if you had any incorrect ways of stepping or pacing, they will enable you to correct yourself. At the end of this training you will improve your walking and running abilities.

Remember your toes, knees, trunk, shoulders and head should be directed and face towards the direction of moving.

Jumps

You learn to jump as you find yourself strong and steady on your feet. You must have seen kids climbing up and jumping down. As you grow in weight, you must learn the skills of jumping down specially because with your weight, incorrect landing will cause injuries to your ankles, knees or spine. Jumping is a skill that you use often like running (see fig 6.10). Study these illustrations.



Fig. 6.10

Activity 6.3

List out various situations that you have to use jumps.

At this age you jump even if it is not necessary and injure yourself.

e.g. : When going down a flight of steps, most of you, either run down or jump down or will not use the steps at all but jump down a few steps. Most of you would have sprained your ankle. Why? It is because you have not learnt how to land.

Jumping and landing skills

You should learn these skills to face the tasks of life prevent injuries and as a motivation to learn the techniques and participate in competitions. These skills are divided into four categories in athletics. They are long jump, high jump, triple jump and pole vault. These events directly involve jumps. But there are many games from minor games to major games that give you enough opportunity to learn jumping and landing. Major games are volleyball, netball, elle, foot ball, etc.

Jumping is categorized mainly into two. They are horizontal jumps and vertical jumps. Follow the list and attempt to understand why they are called so.

Horizontal jumps	Vertical jumps
<ul style="list-style-type: none">• Standing broad jump• Long jump• Triple jump	<ul style="list-style-type: none">• Jump and reach• High jump• Pole vault

Study the illustrations.



(a)standing broad jump



(b)running long jump

Fig. 6.11

See the position of the body at the start.

See the position of the body when landing.

You should practise these and experience the techniques as well as the thrill of jumping and landing.

Remember

When landing, first the toes and then the pad /ball of the foot should touch the ground, before the heel. As you land, relax the legs. Knees flexed (slightly bent) see fig. 6.11

Correct ways and methods of jumping.

Recall what you learnt in Grade 6. Build up many activities from the following methods and enjoy jumping.

- Jump over obstacles (See fig. 6.13)
- Jump to various places marked.
- Jump -taking off from both feet and land on both (see fig 6.11a) take off from either foot and land on the other. (see fig.6.13)
- Hop

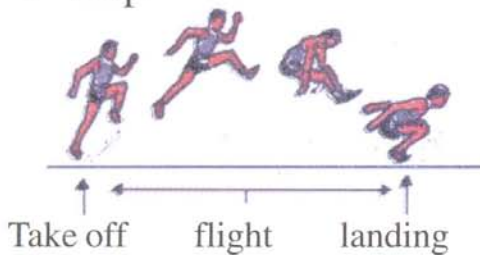


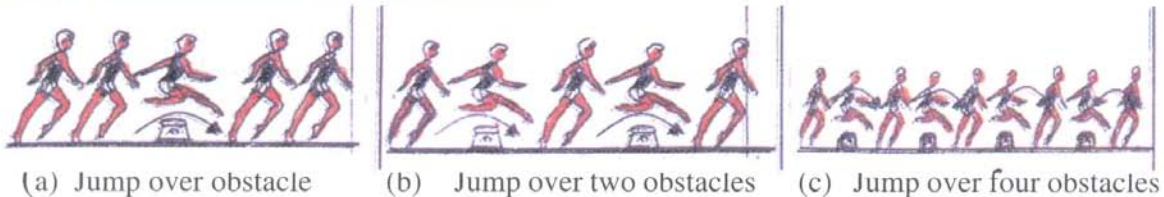
Fig 6.12 – stages of a jump.

A jump can be sectioned into 3 stages.

They are :- Take off – flight – landing (see fig 6.12)

Jumping is fun.

Jump in twos, threes, groups.



(Fig. 6.13)



correct position of landing.

Fig 6.14

Study the illustration carefully. Ball of the foot touch the ground first. Legs relaxed (not stiff). Knees slightly bent. Curve of the spine in the lumbar region is maintained. Body relaxed.

Throwing

Throwing is a natural activity that begins when you are a toddler. Infants start throwing things when they are matured enough to throw. Watch how they throw. Throwing is a skill that you must learn because there are various ways of throwing, depending on the object and the place you throw and to prevent injuries specially at the shoulder joint and the elbow and wrist joints.

Activity 6.4

Design some activities to improve throwing. Think of different ways of using the hand to throw different objects.

- To throw**
- over the head
 - over the shoulder
 - under arm
 - from the side
 - implements of various weights
 - to various directions
 - while running
 - to various places / at a target
 - over various heights
 - through rings, hoops
 - different equipment
 - between each other
 - among three, four etc
 - between groups

In athletics throwing is an event. There are 4 kinds of throws—put shot, discus throw, javelin throw, hammer throw.

Games that need throwing are cricket, football, basket ball, elle, netball and throw ball. In our daily life we throw – stones to the water, to trees – a rope over a branch – poles to pluck fruits. We learn these through experience and if you had learnt the techniques of throwing, you will hurl poles to fruits better than others. Starting

position, action and follow through are the basic factors in the art of throwing. Study the illustration Fig. 6.15

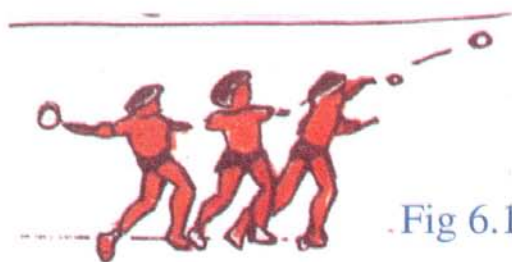


Fig 6.15 - Throw after a run.

For throwing we can use rubber balls, tennis balls, net balls, volley balls, basket balls, wooden poles, tennekoit tings, hoops.

When practising throwing, an important thing to remember is to be very careful about the object and the people around. See illustration 6.16.

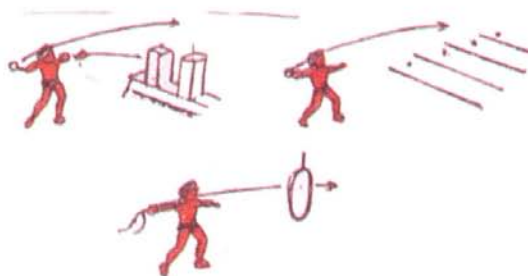


Fig 6.16 - Throw at a target.

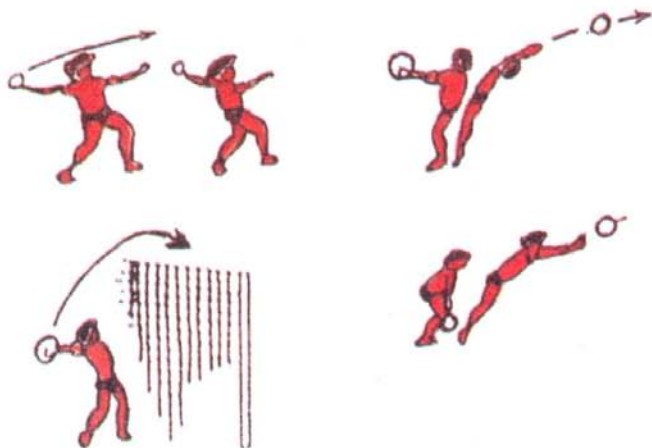


Fig 6.17 - Throwing to different directions.