



Locomotor: Gallop – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Hula-hoop
 - Used to help athlete keep their hands in place
 - Helps give tactile area for how far forward and backward they should place their feet
- Sound source
 - Audible target for athletes to gallop towards
- Tactile map
 - Tactile map of where they are starting and to where they are galloping
- Tactile galloping diagram
 - High contrast diagram of galloping body movements made tactile using puffy paint
- Artist's Figurine
 - Used to break down and demonstrate body movements of galloping
 - Athlete can feel and mimic the body movements

Video Script and Commentary:

- Video opens with Elwin (athlete) and Kirsten (teacher) standing side-by-side in a gymnasium.
 - “My name is Kirsten and I am a teacher.”
 - “And my name is Elwin and I am an athlete. “
- Slide of NWABA logo.
- Slide introducing video reads ‘Locomotor Skill: Galloping’ while voiceover reads the slide.



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- Camera pans over equipment that will be used in this video. All of the equipment is laying in a line on the floor of the gymnasium. Voiceover describes the equipment as it appears on screen.
 - “Picture of hula hoop, sound source, tactile map, tactile galloping diagram, artist’s figurine.”
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. Kirsten has a hula-hoop, a tactile galloping diagram, artist’s figurine, and tactile map in her hands. Kirsten will pre-teach Elwin the skill of galloping using the tactile galloping diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “Now we are going to learn the locomotor skill of galloping, where Elwin is going to be moving in space with one foot leading and another foot following.”
- Kirsten hands the tactile galloping diagram to Elwin. Elwin follows along with his fingers as she explains the body positions of galloping.
 - “Elwin, I am going to show you the tactile diagram. It is made tactile using puffy paint, and it is of a person galloping.”
- Slide reads ‘Use a tactile diagram along with a tactile map to help demonstrate the movement’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium. Kirsten hands Elwin a tactile pushpin map and he follows along with his fingers.



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- “Elwin, I am going to hand you a tactile map that is pushpins on cardboard, and there are three pushpins that are all in a straight line. And that is the line we are going to be galloping on.”
- Kirsten hands Elwin a hula-hoop, puts down the tactile map and picks up the artist’s figurine. She takes the hula-hoop from Elwin’s hands and offers him the artist’s figurine.
 - “I am going to put the tactile map down, and I am also going to pull out our artist’s figurine.”
- Slide reads ‘Use an artist figurine with the athlete to help demonstrate the movement’ while voiceover reads the slide.
- Video transitions to Elwin and Kirsten standing side-by-side in the gymnasium. They both work together, forming the artist’s figurine into the proper galloping form. Kirsten prompts Elwin with questions to ensure his is grasping the concept.
 - “Do you want his left foot or right foot to be leading?”
 - “Left foot.”
 - “Okay, so we are going to bend the left foot. His left knee is bent at a 90-degree angle.”
 - “Okay, and this one’s farther back right? Yes, and so he takes a step, and his right foot comes together behind, and I want you to feel how his feet are right now. Are they next to each other, shoulder-width, or are they fairly in-line with each other?”
 - “They are fairly in-line.”
 - “Yeah, they are pretty in-line with each other.”



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- Kirsten takes the artist’s figurine and Elwin begins practicing proper foot placement for galloping. Kirsten provides verbal feedback as necessary.
 - “So, right now what I like about your feet is your right toe is almost where your left arch is. And so, that is when you know the toe of your trailing foot is right by the arch of your leading foot, then that is as close as they need to get, okay?”
- Kirsten puts the artist figurine in her pocket, and orients Elwin in line with the poly spots on the gymnasium floor. Kirsten places a hula-hoop over Elwin’s body and he holds it across his chest. Kirsten describes the positioning of his elbows and toes while galloping.
 - “So, I am going to put our artist’s figurine in my pocket, and what we are going to do is, I want you to take two steps back and sweep your feet around until you find the poly spot on the ground. Then you are going to face me. I am going to put a hula-hoop over your body, and you are just going to hold it out in front of you, as if you are holding reins. Your elbows are bent at 90-degree angles, and they are casually by your side. So now, you want your left foot to be leading foot and your right foot to be trailing, correct?”
 - “Yes.”
 - “All right, so we are going to stand on, and you can do it the opposite way, but right now you are standing in a ready position, where your left foot is leading and your right foot is trailing. We are going to stand on the balls of our feet. So,



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close to our tippy toes, not all the way up, but just casually so that all of our weight is on the balls of our feet, okay?”

- “Okay.”
- “So, now what we are going to do is, I am going to describe it, and then you are going to follow.”
- Slide reads ‘Use these cues to help your athlete learn the skill of galloping’ while voiceover reads the slide.
- Slide reads ‘Step’ while voiceover reads the slide.
- Slide reads ‘Together- behind’ while voiceover reads the slide.
- Video transitions to Elwin and Kirsten standing side-by-side in the gymnasium, their right hips point toward the camera. Elwin is holding the hula-hoop so it is around his body. They start lined up behind the sequence of poly spots. Kirsten models the steps of galloping using the specific verbal cues of “step, together-behind”. Elwin asks some clarifying questions.
 - “So, I am going to take a step with my left foot and bring my right foot, together-behind. So, it is step, together-behind. Step, together-behind.”
 - “Drag it or actually step it?”
 - “Your trailing foot is going to be- I am going to do it so that my right foot is leading and my left foot is trailing. I am going to take a step with my right, and it is a little hop with my trailing foot.”
- Kirsten moves so Elwin and she are on opposite sides of the line of poly spots and are standing across from each other. Kirsten gives an auditory target by knocking on the ground to help Elwin orient



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his body in line with the poly spots. Elwin performs two gallops along the poly spots while holding the hula-hoop.

- “Okay, so what I want you to do is take two gallops straight ahead, and I am going to give you a knock on the ground to orient. All right, so it is step, together-behind. Nice job!”
- Slide reads ‘Be patient, it may take several attempts for the athlete to fully grasp the skill’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten lined up at the sequence of poly spots. Elwin is holding a hula-hoop so it is around his body. Kirsten helps Elwin get his hands and elbows in the correct position. Elwin’s hands are in front of him holding the hula-hoop. Kirsten moves to the opposite end of the poly spots and gives Elwin an auditory cue by knocking on the ground. Elwin gallops across along the line of poly spots.
 - “I am going to have you bring your hands out a little bit. Bend your elbows; elbows at your side. All right, I am going to knock on the third poly spot (knocking). All right, you are good to gallop. Nice job Elwin!”
- Slide reads ‘The skill should increase in difficult as the athlete progresses’ while voiceover reads the slide.
- Video transitions back to Elwin and Kirsten standing side-by-side in the gymnasium facing the camera
 - “And so that was the skill of galloping, and you can extend the skill to higher levels by creating a more difficult path on a tactile map for the student to link up multiple gallops



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together or have them follow an audible target around a space to continually gallop around an environment.”

- Slide reads ‘For more, visit the Sports Adaptations page at www.nwaba.org. Thank you for watching!’ while voiceover reads the slide.
- Slide of NWABA logo.

Extending the Skill of Galloping

- Teaching Upper Level Skills
 - Changing Direction
 - Use sound source as a target
 - Move target to north, south, east, west, etc. and have the athlete follow while galloping
 - Use tactile map
 - Show the athlete on tactile map where they traveled while galloping
 - Create a difficult path, containing some zigs and zags, with the poly spots and make a tactile map of the path on the cardboard tactile map. Walk through the path, using the tactile map, with the athlete and describe the path in detail. Have the athlete complete the path while galloping and see how closely they can follow the path.