Sliding

Sliding is a sideway movement where the lead foot takes one step to the side, followed by the other foot stepping next to it closely, without it crossing over the leading foot. Both feet are kept close to the ground with the lead foot always on the side of the direction of travel.

Sliding is one of the most common skills used in games like tennis, badminton, basketball and soccer where players make anticipatory side to side moves to dodge opponents or to change movement directions. Good dynamic balance and body control is crucial when sliding. Sliding is also used in many dances.
Developmental Phases

Sliding

**Initial**

- Irregular pace.
- Both feet do not travel side by side, but cross over during flight phase.
- Feet land flat on the ground.
- Ineffective use of arms to balance or to produce body lift.

**Transition**

- Movement gains moderate speed but still appears stiff and awkward.
- Trailing leg may lead during flight phase but lands next to lead leg.
- An exaggerated upward lift (feet off the ground) can be seen.
- Contact with ground is made with either heel-toe or toe-toe combinations.

**Mature**

- Able to slide smoothly and rhythmically with a moderate tempo.
- Trailing leg lands next to lead leg which takes off just before trailing leg lands.
- Both legs bend slightly at the knees. A low-flight phase can be seen when both feet are off ground.
- Contact with ground is made with front of the feet.
- Arms are not needed for balance; they may be used for other purposes (e.g. holding a ball, bean bag).

**Approximate Age of Development (in years)**

<table>
<thead>
<tr>
<th>Developmental Phase</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Strategies

Sliding

What to do if your child...

... has difficulty coordinating the sliding movement?

- Demonstrate with verbal cues: “Step, together, step, together”. Child to follow accordingly in both directions.
- Increase speed progressively.

... needs to slide smoothly?

- Play ‘crab in the mirror’. Slide like a crab alternating between slow and medium speeds, while your child mirrors accordingly.

... does not lift feet during slide?

- Introduce ‘foot tag’. Lead foot springs off as other foot steps next to it and tries to catch up. Do this continuously. No crossing of feet.
# Variations

“Can your child slide...?”

<table>
<thead>
<tr>
<th>How the body moves</th>
<th>Force/Effort</th>
<th>Time</th>
<th>Flow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• flat-footed as if wearing heavy boots</td>
<td>• quickly as if on ice</td>
<td>• three steps like a dancer and three steps like a robot</td>
</tr>
<tr>
<td></td>
<td>• like a penguin</td>
<td>• with alternate small and big steps</td>
<td>• keeping his hands behind his body</td>
</tr>
<tr>
<td></td>
<td>• like a floating balloon</td>
<td>• according to fast-slow signals</td>
<td>• around space and stop on ‘freeze’ signal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• around a hoop</td>
<td></td>
<td>• like a grumpy old crab</td>
</tr>
<tr>
<td></td>
<td>• in between the cones</td>
<td></td>
<td>• with knees bent and hands on waist</td>
</tr>
<tr>
<td></td>
<td>• around a table</td>
<td></td>
<td>• on tiptoe like a tall ballerina</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direction/Pathways</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• left to right, right to left</td>
<td></td>
<td>• as if he was a merry-go-round</td>
</tr>
<tr>
<td></td>
<td>• as if he was a merry-go-round</td>
<td></td>
<td>• like a crab which doesn’t want to be caught</td>
</tr>
<tr>
<td></td>
<td>• like a crab which doesn’t want to be caught</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels/Extensions</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• as if he was a merry-go-round</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• on tiptoe like a tall ballerina</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self (body parts)/People</th>
<th></th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• with his feet apart</td>
<td>• waving a scarf/towel</td>
</tr>
<tr>
<td></td>
<td>• with left/right foot leading</td>
<td>• while dropping and catching a ball</td>
</tr>
<tr>
<td></td>
<td>• facing you in the same/opposite direction</td>
<td>• around a hoop</td>
</tr>
</tbody>
</table>

## COMBINATIONS

- Quickly like a runaway crab, with his hands behind his body
- As if wearing heavy boots with knees bent and hands on his waist
Activity 1
Sliding

WHAT YOU NEED
- Recycled materials, such as empty bottles or boxes, to serve as markers

HOW TO PLAY
- Slide together with your child.
- Try sliding in different ways:
  - Face-to-face
  - Back-to-back
  - Holding hands
  - Clapping
  - Try a combination of the various ways of sliding at different speeds

BE AWARE
- Open and close legs to travel sideways first. Gradually increase the speed. Eventually, the sliding movement will happen.

PRACTICE MAKES PERFECT
- Consider doing this activity just before you put your child to bed.
- Instead of routinely walking your child to his bedroom, slide there together.
Activity 2
Sliding

WHAT YOU NEED
- Materials, such as a pillowcase, a handkerchief or strips of paper, to serve as tail
- Two non-slip mats, to serve as markers

HOW TO PLAY
- Place two non-slip mats a distance apart to serve as boundaries. Stand behind one, and get your child to stand behind the other. Remain behind your respective boundaries during play.
- Tuck the ‘tail’ at both sides of your child’s shorts, making sure at least half of each is visible. Do the same for yourself.
- As the grabber, your child must slide sideways in his attempts at grabbing your ‘tail’.
- As the avoider, you must slide sideways in your attempts to prevent the ‘tail’ from being taken.
- Switch grabber and avoider roles.

BE AWARE
- For your child to reach for your tail, he will need to slide with speed. Encourage him to push off with the ball (front) of his lead foot. This will help with a quick take-off and maintain momentum of the movement.

PRACTICE MAKES PERFECT
- Is your child bored with the playground equipment? Then do this activity with him there! The ample space allows ease of movement.
Activity 3
Sliding
LOCOMOTOR SKILLS

WHAT YOU NEED
• Objects found at home, such as stuffed toys, cushions or stationery

HOW TO PLAY
• Role play with your child. You are a “dragon”, and he is “Robin Hood”. Place the objects (dragon’s treasures) behind you. “Robin Hood” must sneak up behind the “dragon” and steal one treasure at a time. He must do this by sliding slowly and gently towards the “dragon”, without waking it up.

• Sometimes, the “dragon” sneezes. This means it is about to wake up. “Robin Hood” must then slide faster. Whenever the “dragon” wakes up, “Robin Hood” must freeze. If he does not freeze in time and the “dragon” spots him, he must return all the treasures and start stealing all over again.

• Activity ends when all the treasures are successfully stolen.

BE AWARE
• This activity requires “Robin Hood” to keep his eyes on the dragon as he slides to steal the treasures.