



Different Activities – Different Beginnings

Physical literacy, developed through physical activity in the school, is a critical building block for lifetime engagement in healthy physical activity. It's important that schools offer as many different activities in different environments as possible.

Learned locomotor skills can lead to:



On land: Any activities that include running, jumping, wheeling, etc., including everything from running to hiking or bicycling.



In water: Swimming lessons, or activities such as competitive or fitness swimming, scuba diving, water polo and all water sports, such as sailing, canoeing, kayaking, or surfing.



On snow or ice: Safely walking on ice and snow, plus sports and activities such as ice hockey, curling, alpine and cross country skiing, figure skating, or glacier climbing.



In the air: Any activities that include leaving the ground, including high jump, long jump, trampoline, skateboarding, and BMX.

Learned non-locomotor skills can lead to:



On land: Dance and expressive movement, plus balance used in multiple activities including gymnastics, diving, rock climbing, hunting, archery.



In water: Expressive movement in artistic swimming, body orientation in scuba diving, tumble turns in swimming, and body control any time in water.



On snow or ice: Although students may be gliding on ice or snow, they are stationary on skates or skis or sleds or boards, so balance on skis/skates/sleds/boards and body control.



In the air: Understanding of body orientation while in the air, coordination of different body parts, preparing the body for a stable landing. Activities: gymnastics, diving, freestyle skiing, etc.

Learned manipulative skills can lead to:



On land: All ball games: individual (tennis, squash, badminton) or team (soccer, lacrosse, basketball, etc.); throwing games (shotput and discus); or other activities such as fishing.



In water: There are few sports that are based on manipulative skills in water, with water polo being the best known. Any sport that uses an implement in water.



On snow or ice: Ice hockey, curling, ringette, snowshoeing, and broomball are examples of sports in which players must manipulate objects (stick, puck or rock) with skill.



In the air: Many sports and activities have opportunities to send and receive an object while the player is in the air including ultimate frisbee, basketball, and volleyball.

An Optimal Sequence

Step 1: Student learns a skill when participating in physical activity and physical literacy based programs such as a physical education class.

Step 2: Student is able to use the skill in intramurals, or other in-school activity – and develops competence.

Step 3: Competence leads to confidence, and the student seeks out opportunities to use the learned skill in settings outside the school: through informal play with peers, and/or through formal play with a local recreation organization or sport club.

Step 4: Through informal play, or training and competing with a local club or team, the student plays the sport or takes part in the activity for personal enjoyment.

Step 5: As the student matures into an adult member of society, they either remain with the sport/activity, or return to it later in life.

Step 6: Lifelong healthy activity and social interaction is ingrained, becoming a normal part of life.

Without early learning of multiple physical skills, students will be less competent and confident to participate in a variety of activities that are beneficial for life long participation in physical activity that leads to improved overall health and well-being.

Manipulative
skill in the air

