

### 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

