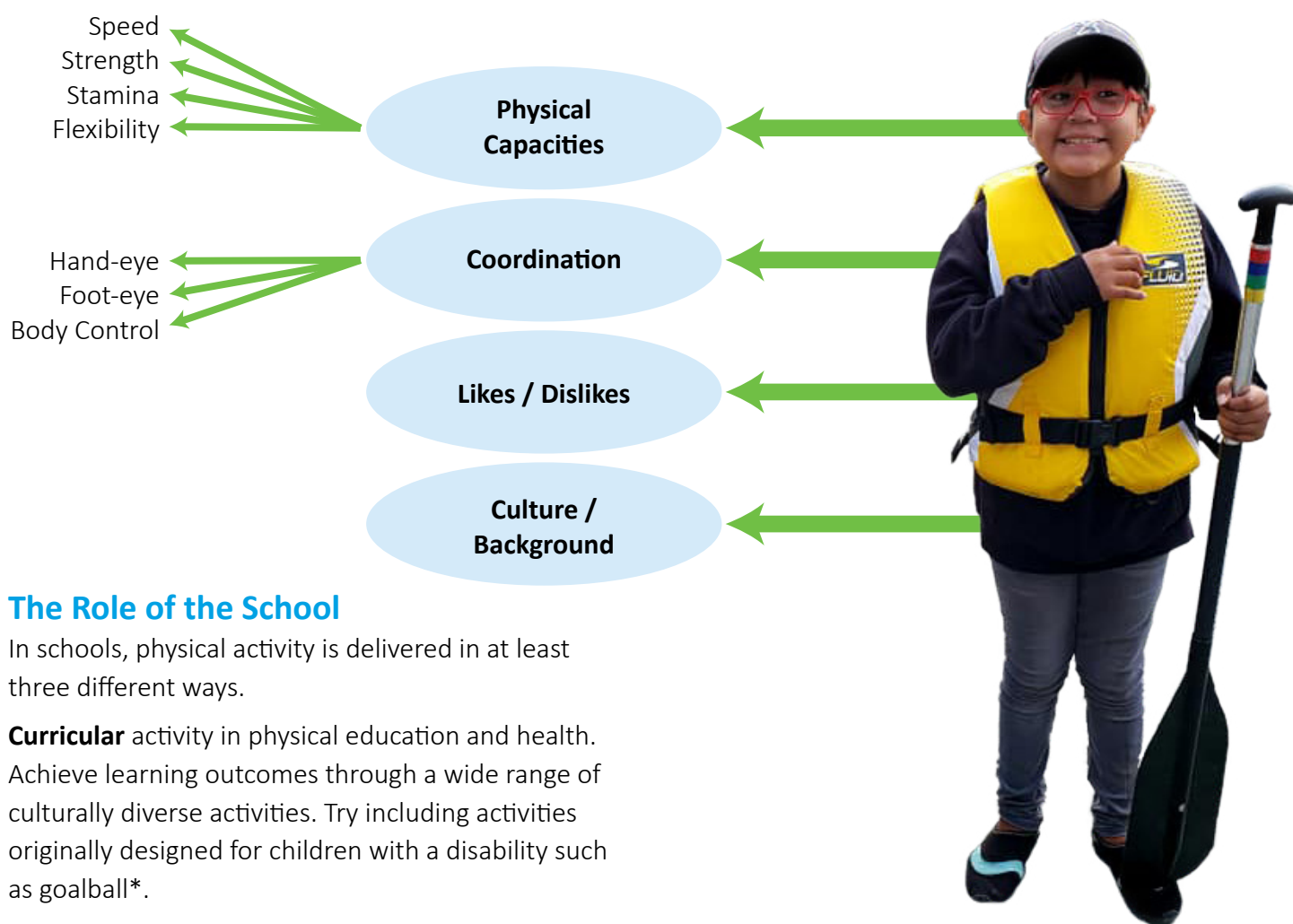


Predispositions

Predisposition is not destiny. Every child is unique and has their own strengths and weaknesses when it comes to physical activity and sport. However, there is no way to tell how good at any sport or recreational activity any child will be, or what they will eventually enjoy participating in for health and personal enjoyment.

This means that elementary school must be a place where every child has the greatest opportunity to discover and explore an activity they love – and that means giving every child the opportunity to take part in as many different activities as possible.

Among many other things, a child's predisposition to any activity may be influenced by their:



The Role of the School

In schools, physical activity is delivered in at least three different ways.

Curricular activity in physical education and health. Achieve learning outcomes through a wide range of culturally diverse activities. Try including activities originally designed for children with a disability such as goalball*.

Intramurals and informal competitions. Don't just offer the traditional sports. Try little-known sports or sports from different cultures so that different students have the opportunity to excel.

Recess and free-play. Provide novel equipment so that students can experiment.

The widest range of physical activities provides the greatest opportunity for students with different predispositions to find activities they love or at which they can excel.

*www.bcblindports.bc.ca/graphic/sports/goalball

Building on Predispositions

Habits of early activity, and the competence and confidence that come from enjoying and learning physical activity, have a lifelong impact on every student. What happens during elementary school is part of the overall approach to building a more active and healthier Canada.

As educators you can start the students on the right path.

About Practice

With physical skills, the brain consolidates what it learns after practice stops for the day.

For this reason, practice a skill, and come back to it the next day, several days later, and then from time to time thereafter. This is called distributed practice.

The opposite of this approach is called massed practice. This is where all of the practice occurs at one time (e.g., if a class only works on skills once a week during their single gym class).

Distributed practice is better than massed practice for young learners, for less motivated learners, and for activities that fatigue the learner.

Correcting Errors

We often hear that “practice makes perfect.” This is **wrong**.

Practice makes permanent, and that means needing to help students perform activities correctly. A couple of things to think about:

- Tell students what they need to change to improve skills – for example, “follow through towards the target when you throw,” rather than “you’re not following through with your throw.”
- Provide feedback to students as soon after they have made a mistake as possible.

	Day 1		Day 2	Day 3	Day 4
Distributed Practice					
Massed Practice					