



The Child or Young Person

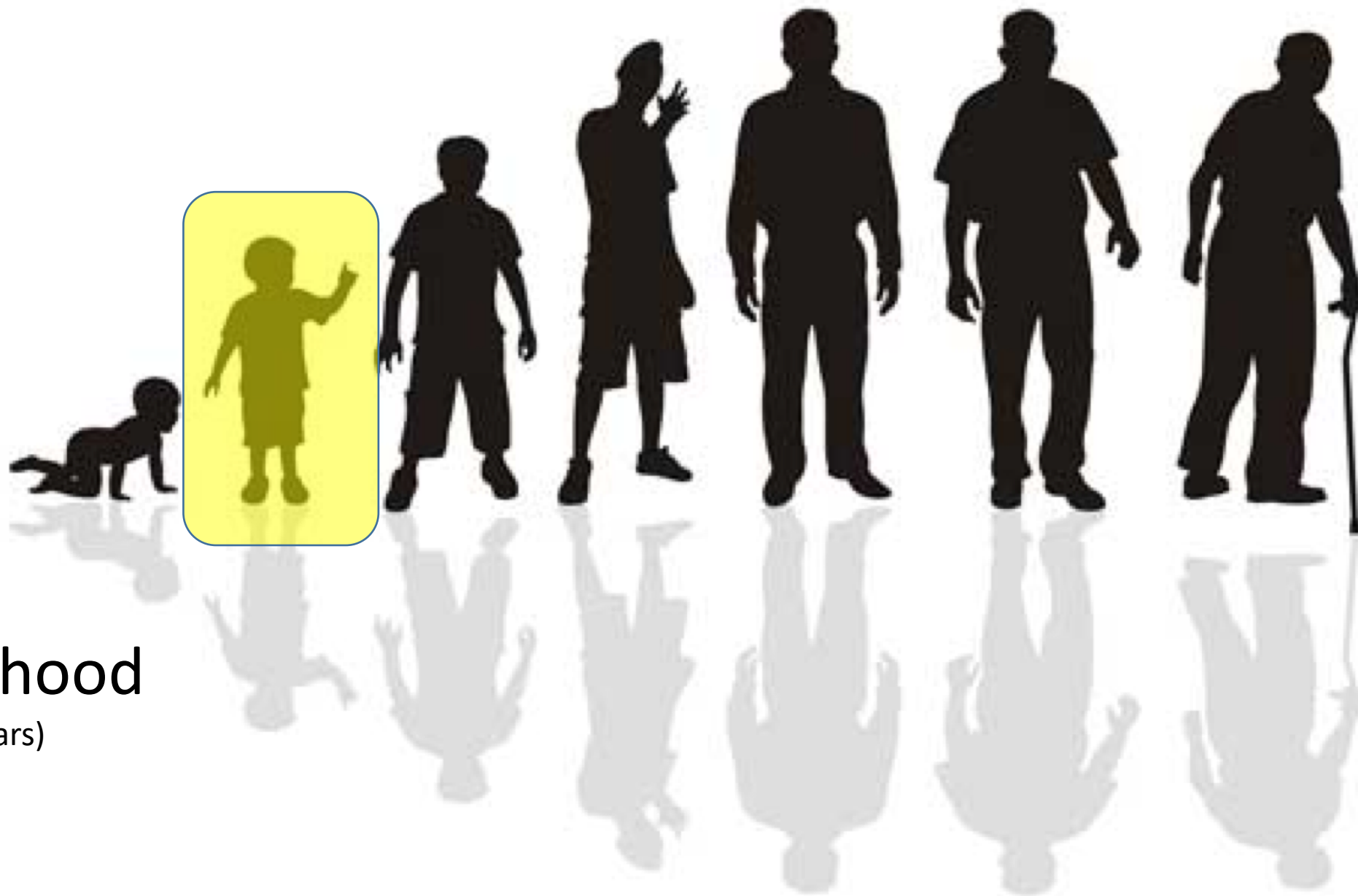
Holistic Development





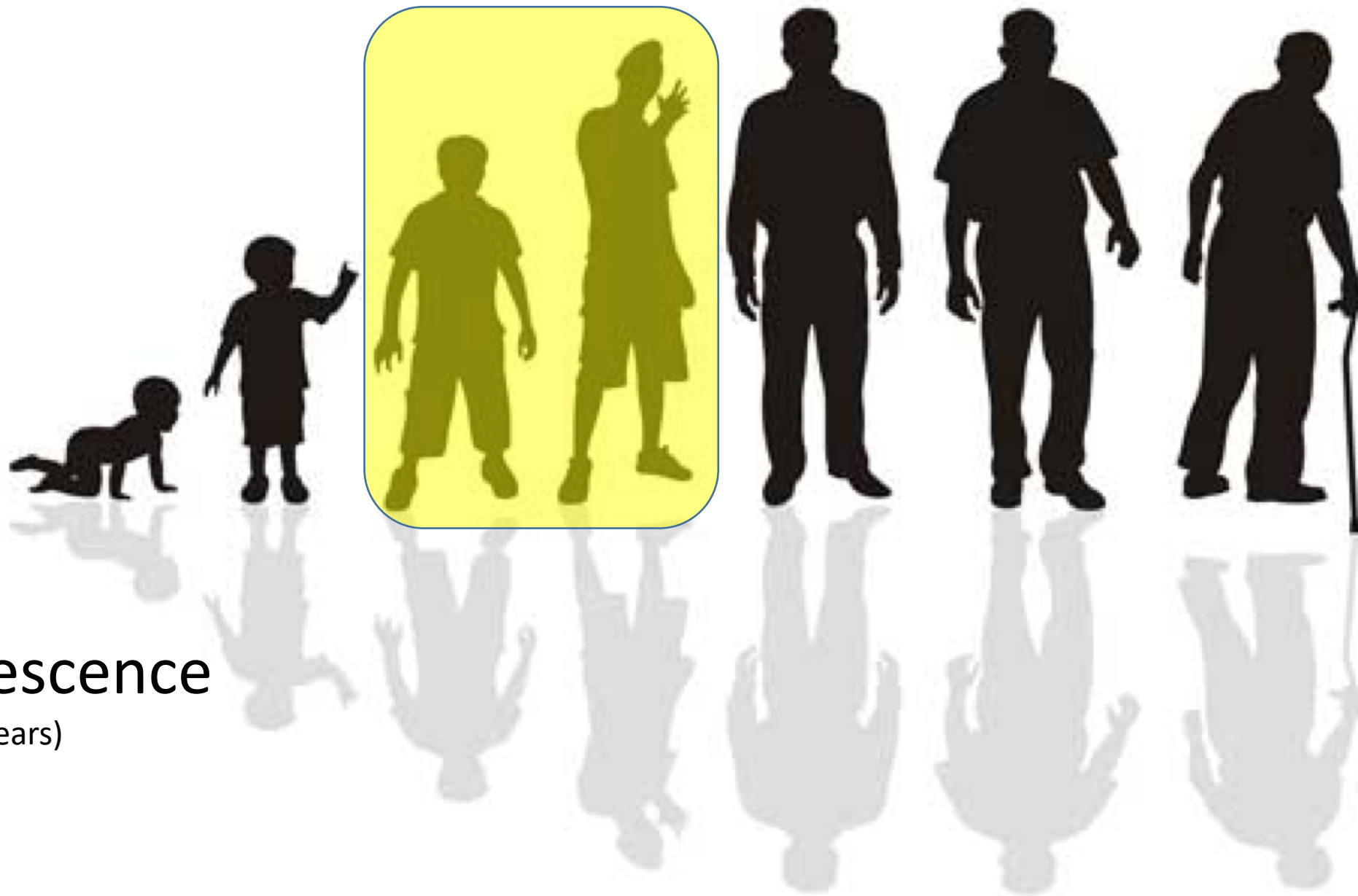
Infancy

(birth – 24 months)



Childhood

(2 – 10 years)



Adolescence

(10 – 20 years)

What do we mean by the terms:

- development
- learning?

Development refers to “changes in an individual’s level of functioning over time”

(Gallahue, Ozmun & Goodway, 2012, p.12)

“Learning is an internal process that results in consistent changes in behaviour seen as evidence of its occurrence”

(Gallahue, Ozmun & Goodway, 2012, p.13)

Physical

Social



Holistic Child Development

Cognitive

Affective

Domains Of Learning/Development

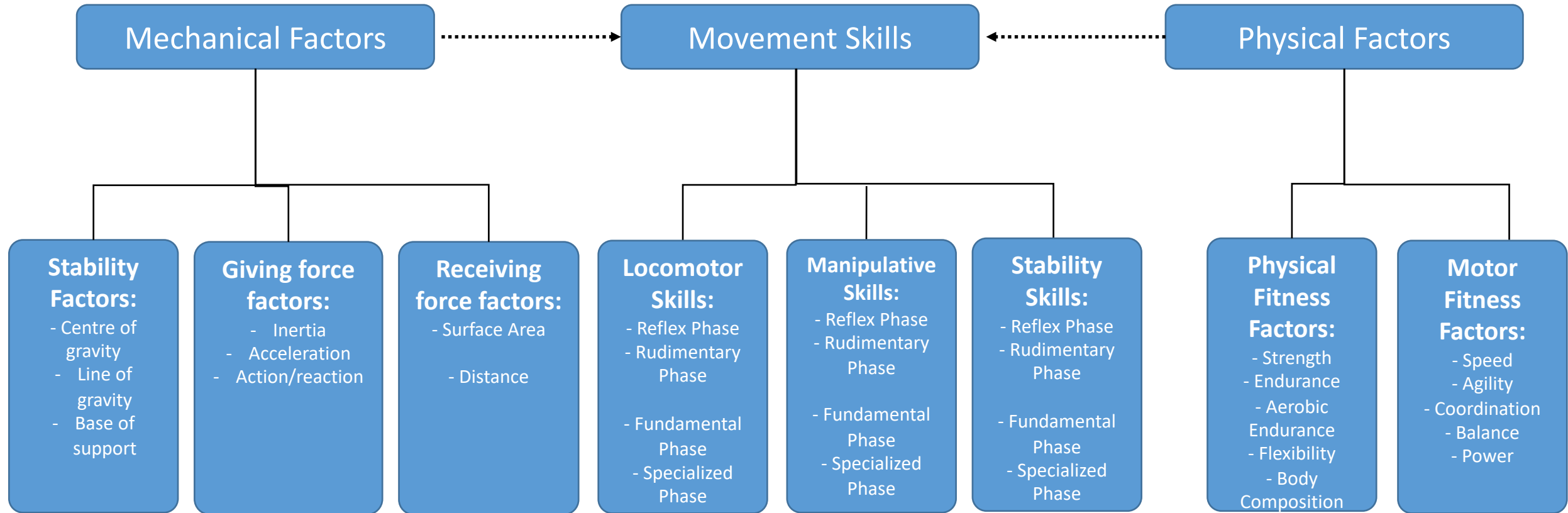
Physical	Social	Affective	Cognitive

Domains Of Learning/Development

Physical	Social	Affective	Cognitive

Task: With a partner discuss and add examples of skills/abilities to each domain of learning

Physical Competence



Physical and mechanical factors that affect the development of movement potential at all phases of motor development (from Gallahue, Ozmun & Goodway, 2012, p.81)

Motor Competence

Motor Learning

Motor Development

Key Terms - Motor

- Motor – underlying factors affecting movement
- Motor Behaviour – change in motor learning, motor control, and motor development brought about by the interaction of learning and biological processes
- Motor Control – underlying neural and physical changes in the performance of isolated tasks
- Motor Learning – underlying changes involved in acquiring and refining movement skills
- Motor Development – Progressive change in motor behaviour throughout the life cycle brought about by interaction among the requirements of the movement task, the biology of the individual, and the conditions of the learning environment

(Gallahue, Ozmun & Goodway, 2012)

Key Terms - Movement

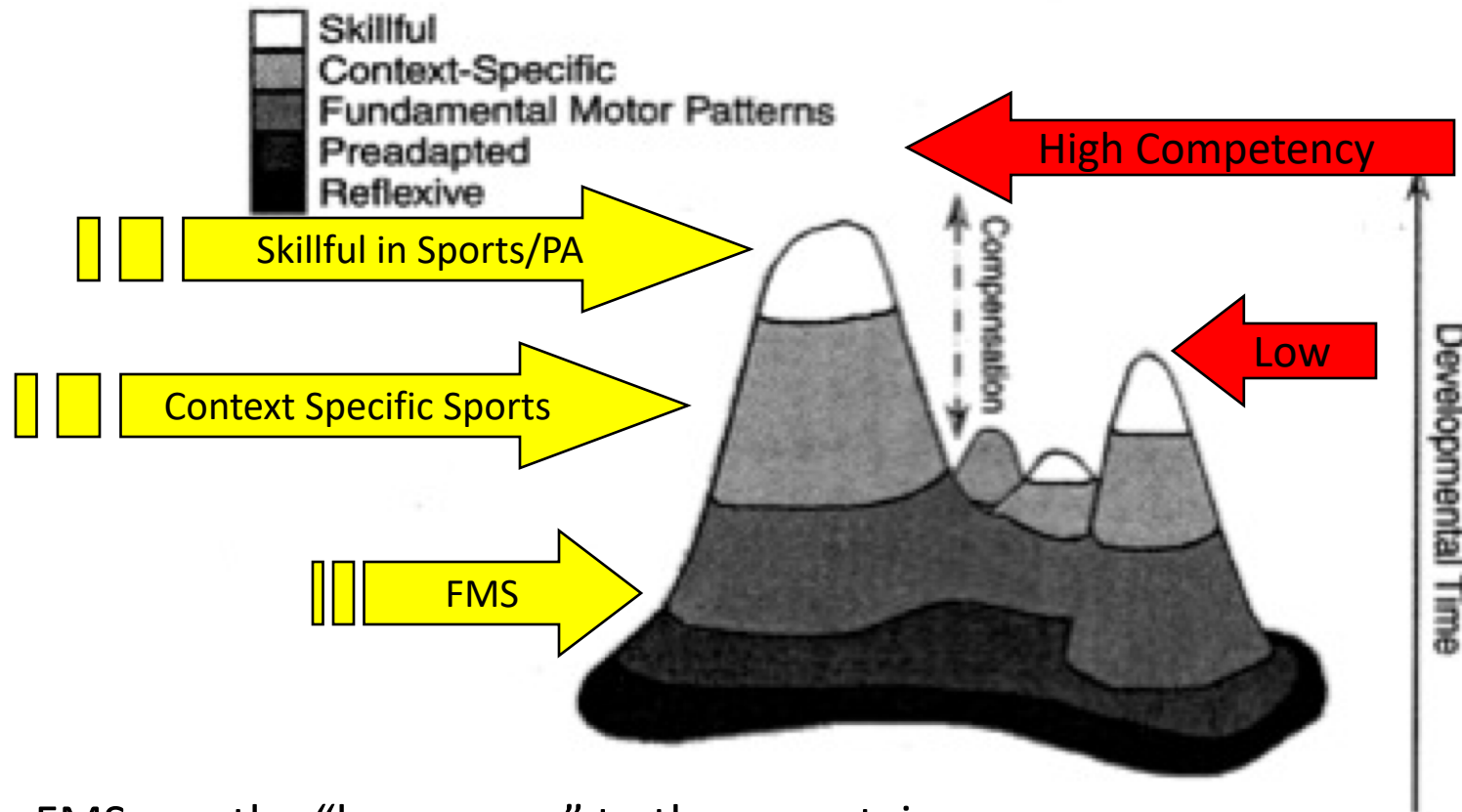
- Movement – the observable act of moving
- Movement patterns – an organised series of related movements (e.g., a sidearm pattern)
- Fundamental movement pattern – an organised series of basic movements (e.g., striking)
- Specialised movement skill – form accuracy, and control in performance of a movement (e.g., striking an oncoming object or splitting wood)

Fundamental Motor Skills (FMS)

- Manipulative/object control:
 - Throw
 - Catch
 - Kick
- Locomotor:
 - Run
 - Gallop
 - Skip
 - Jump
 - Hop
- Stability:
 - Balancing
 - Twisting

(Gallahue, Ozmun & Goodway, 2012)

Mountain of Motor Development



FMS are the “base camp” to the mountain of motor development. Each child needs to develop MC to travel up the mountain to skillfulness.

Clark & Metcalfe (2002)

Benefits associated with FMS

- Review of associated benefits of FMS in children and adolescents.
- 21 articles identified that assessed eight potential benefits (i.e. self-concept, perceived physical competence, CRF, muscular fitness, weight status, flexibility, physical activity and sedentary behaviour).
 - Strong evidence for positive relationship between FMS competency and PA in children and adolescents
 - Positive association between FMS and CRF
 - Inverse association between FMS competency and weight status

Lubans *et al.* (2010)

Motor Competence & HRF

- Systematic review of motor competence (MC) & health related physical fitness in youth
 - MC inversely associated with body weight (27/33 studies).
 - MC positive associated with cardiorespiratory fitness (12/12 studies) & musculo-skeletal fitness (7/11 studies)
 - MC – flexibility uncertain

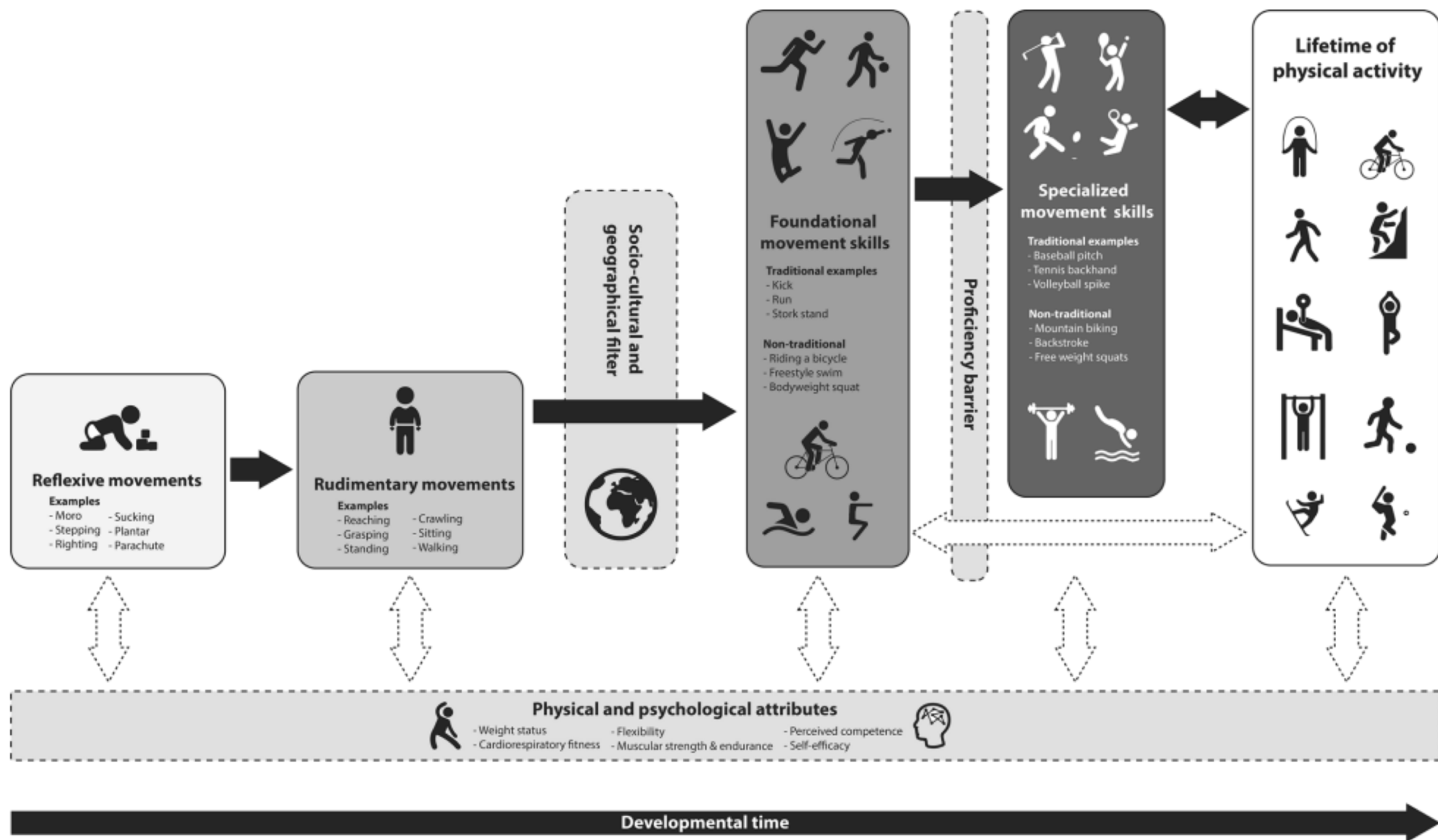


Fig. 1 Development of foundational movement skills for physical activity across the lifespan. *Black arrows* indicate previously hypothesized pathways; *white arrows* and *dotted boxes* indicate newly hypothesized pathways/components unique to this conceptual model

Hulteen et al.
(2018)

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Image References

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