



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

An introduction to physical literacy

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Presentation overview

- Physical literacy the development of the concept
 - Definitions
 - Philosophical underpinnings
 - Why does it matter?
 - Lifespan developmental models
-
- Workshop – how does physical literacy apply to you?
 - Physical education, Sport and physical literacy

Historical perspective- (Cairney et al., 2019)

- First mentioned in literature in 1884 by a Captain in the army engineers to describe the physicality of indigenous people dancing



A response to modern technologies....1900s

- “We must prepare for physical literacy as well as for mental literacy. A physically fit America becomes more necessary with modern mechanical inventions.” (Pennsylvania State Education Association, 1930, p. 12)
- Post electronic mechanisation in 1947 – the benefits of medical advances were being outstripped by the decreased physical nature of the population.
- Post the internet in the 1990s - Whitehead’s work, the emergence of the concept that we see in the literature today
- It seems that through history there is a connection between physical literacy and health

Physical Literacy



Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Whitehead, M. 2016.

Defining Physical Literacy for Application in Australia: A Modified Delphi Method

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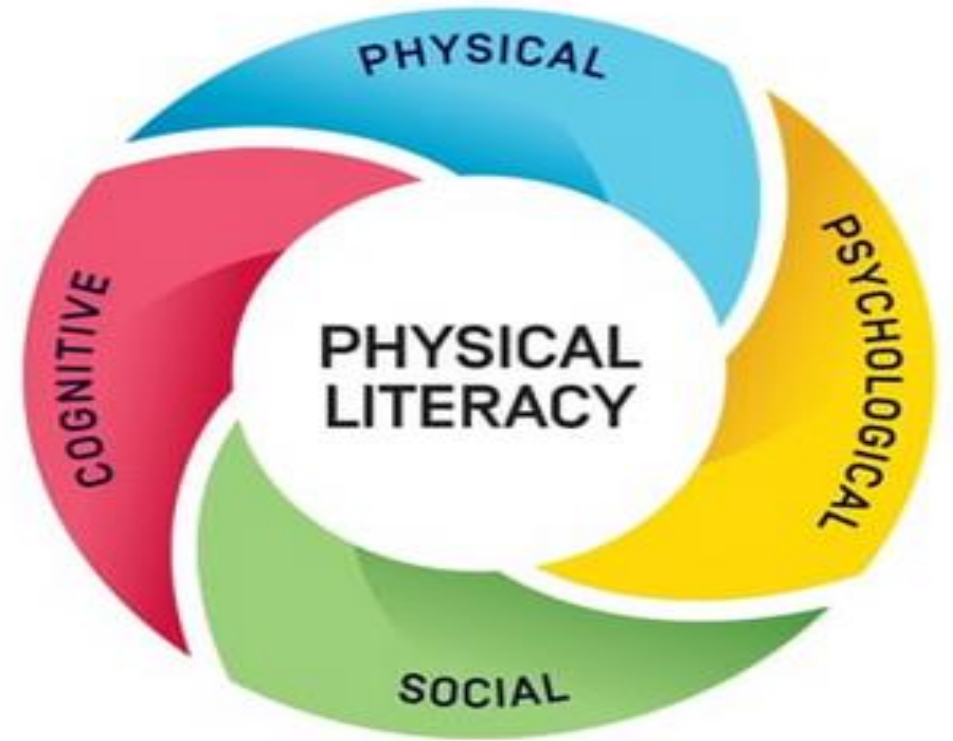
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Australian definition

- Core: Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts.
- Constitution : It reflects ongoing changes integrating physical, psychological, cognitive and social capabilities.
- Importance: It is vital in helping us lead healthy and fulfilling lives through movement and physical activity.
- Aspiration: A physically literate person is able to draw on their integrated physical, psychological, cognitive, and social capacities to support health promoting and fulfilling movement and physical activity - relative to their situation and context - throughout their lifespan





Quest

 **Routledge**
Taylor & Francis Group

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Critical Considerations for Physical Literacy Policy in Public Health, Recreation, Sport, and Education Agencies

Dean Dudley, John Cairney, Nalda Wainwright, Dean Kriellaars & Drew Mitchell

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Definition of Literacy

- The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (UNESCO, 2004)



Physical Literacy

- The ability to **move with confidence and competence** using **all the physical assets they have at their disposal at any given point in time across** varying contexts. **Physical** Literacy involves a continuum of learning **by** enabling individuals to achieve their goals, to develop their knowledge, **movement** and potential, and to participate fully in their community and wider society.
(Adapted from UNESCO literacy definition, 2004)



Commonalities in definitions

- Life long
- Multiple domains – holistic
- Lead full filling lives
- Unique to each person
- Fullfill own potential



Physical Literacy



Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Whitehead, M. 2016.

Philosophical perspective...

- Drawing on existentialism, Whitehead highlights how it is through physical '*embodiment*' that humans '*create themselves as they interact with their surroundings*' (Whitehead, 2010:26).





Why does physical literacy matter?



It is challenges the dualist objectification of the body



Changes in Physical Activity Engagement- health crisis?

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Health

Exercise levels decline 'long before adolescence'

14 March 2017 Health

f t w e Share



Children opting out of physical activity as young as 7

Many Children Start and Remain Inactive

- Baby prisoners (gadgets)
- Increased time in buggies
- Screen time
- Lack of active transport
- Busy working parents
- Playgrounds are often empty



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Understanding Physical Literacy supports physical activity

- Starts in the early years-developmental process
- Provide supports across all phases of lifespan



Preschool years

Primary School



Secondary School

Adult & Working



Older Adult

Developmental Process

Quality movement in early childhood lays the foundations for **ALL** later development

Sensorimotor
integration



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Basic sensory & motor components that influence learning

- Body awareness
- Motor planning
- Perception of movement
- Fine motor control
- Touch
- Visual skills
- Language processing

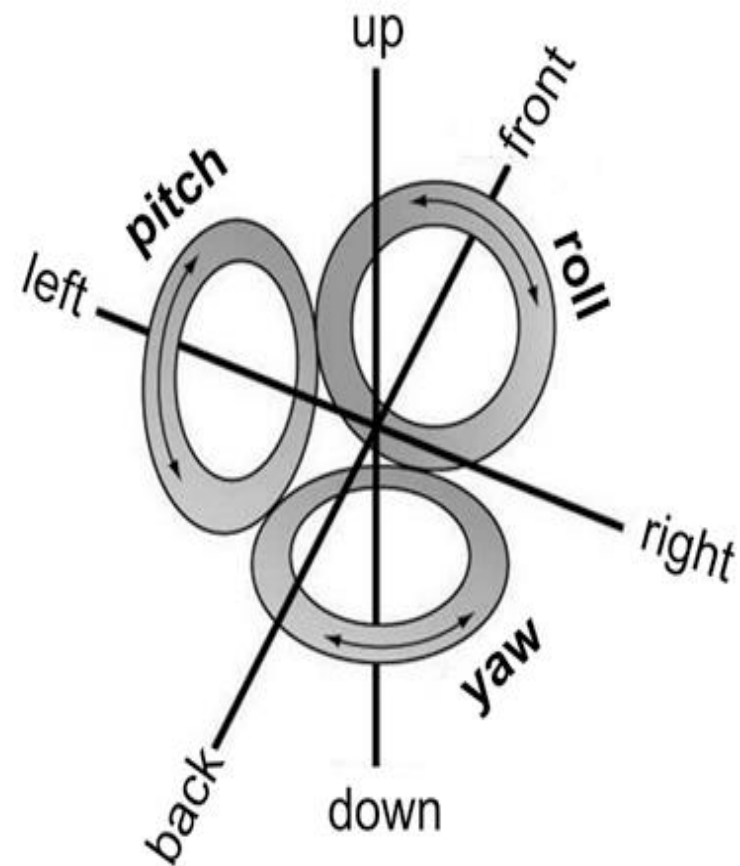
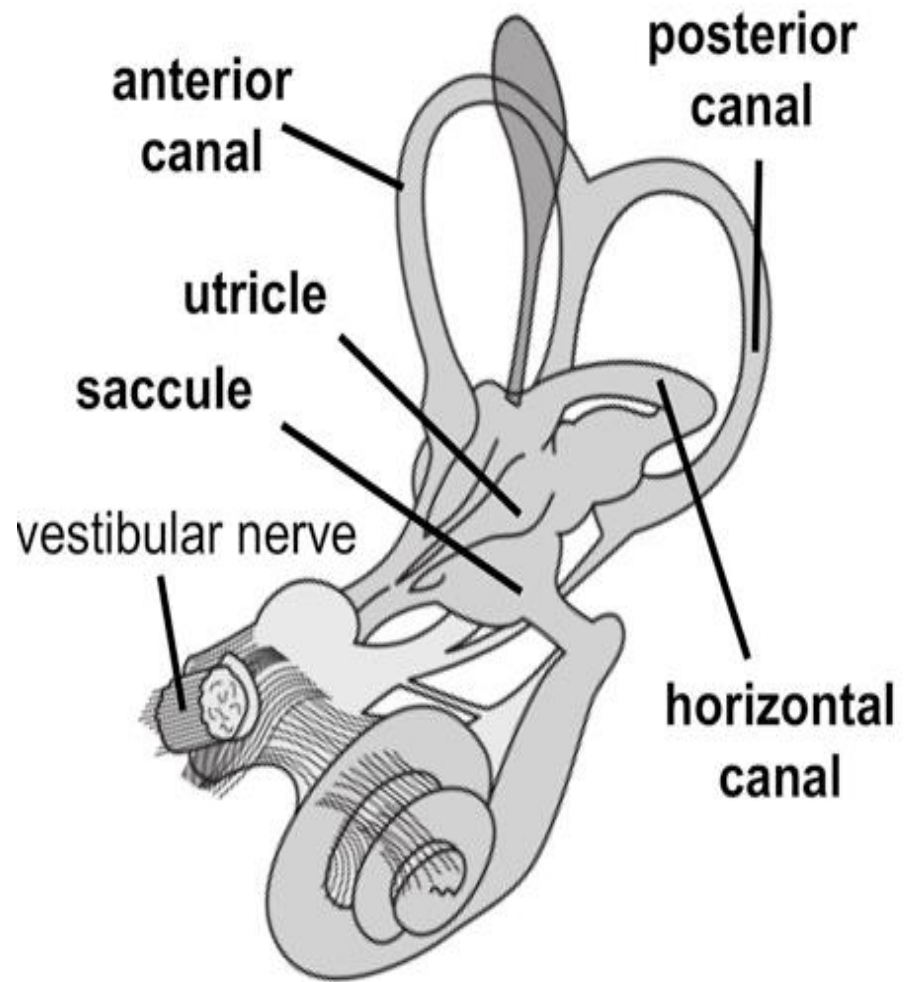
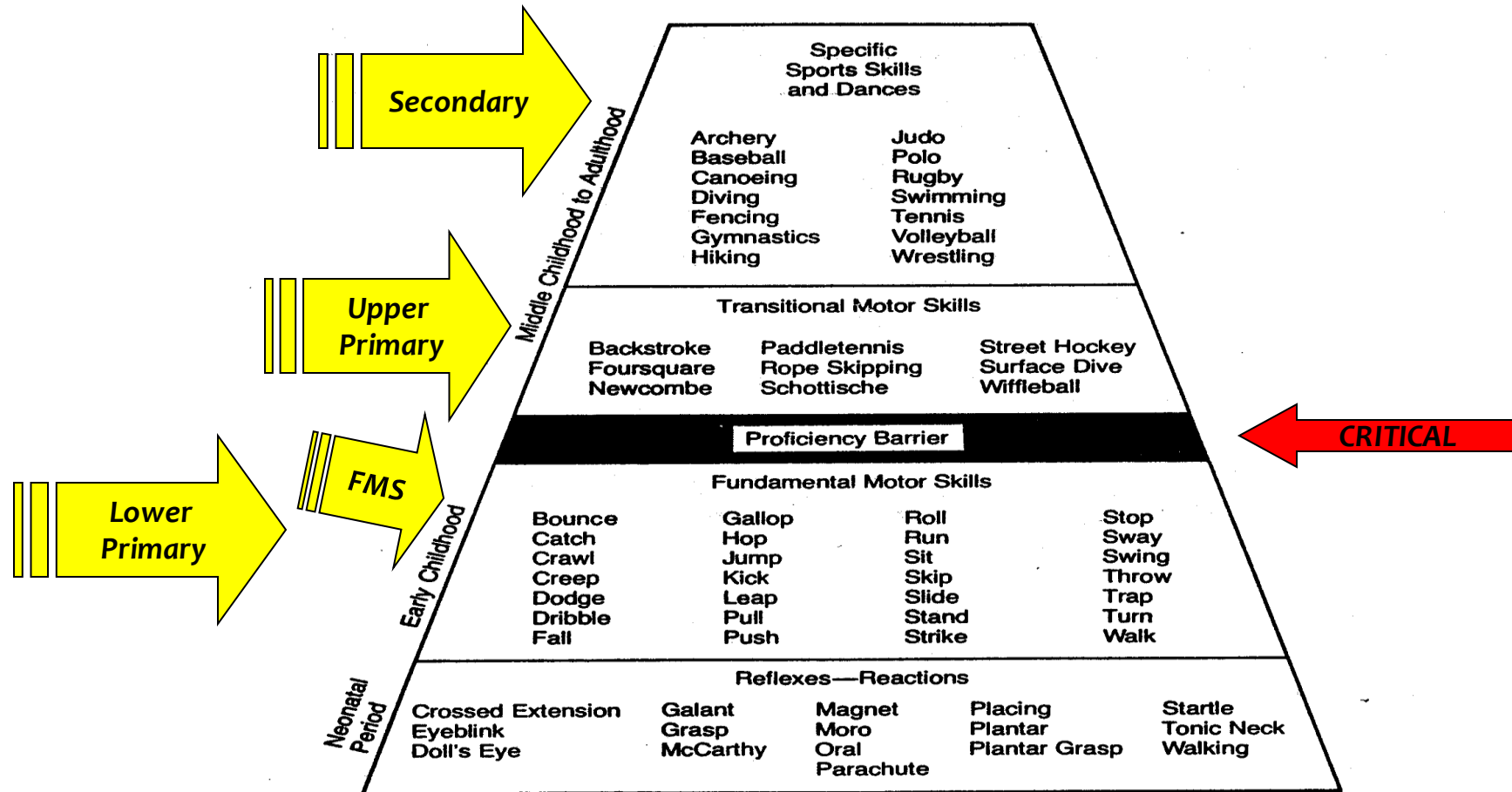
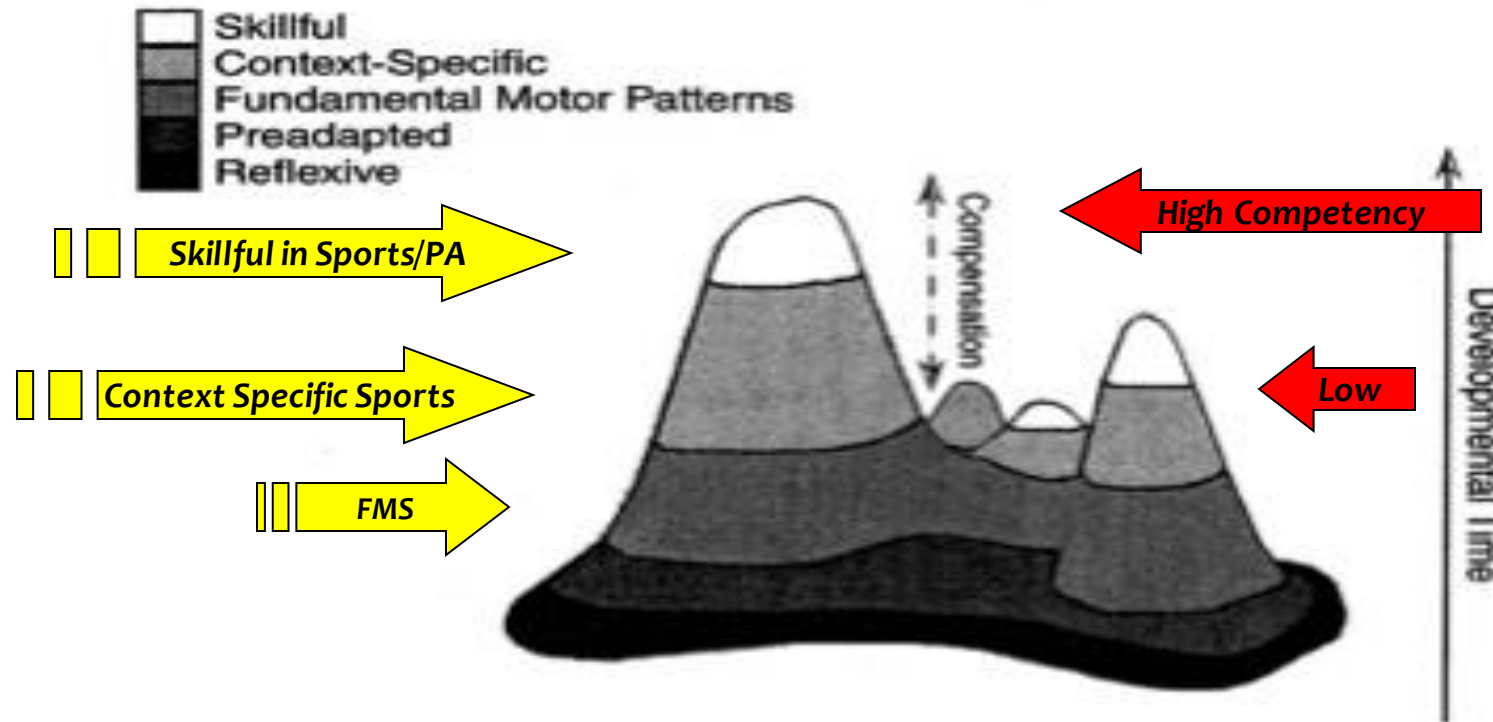


Figure 1. Progression of Motor Proficiency Skill Levels (from Seefeldt, 1980, p.317)



Competence in FMS are necessary in order to be able to engage in sports & games. Children must break through the proficiency barrier.

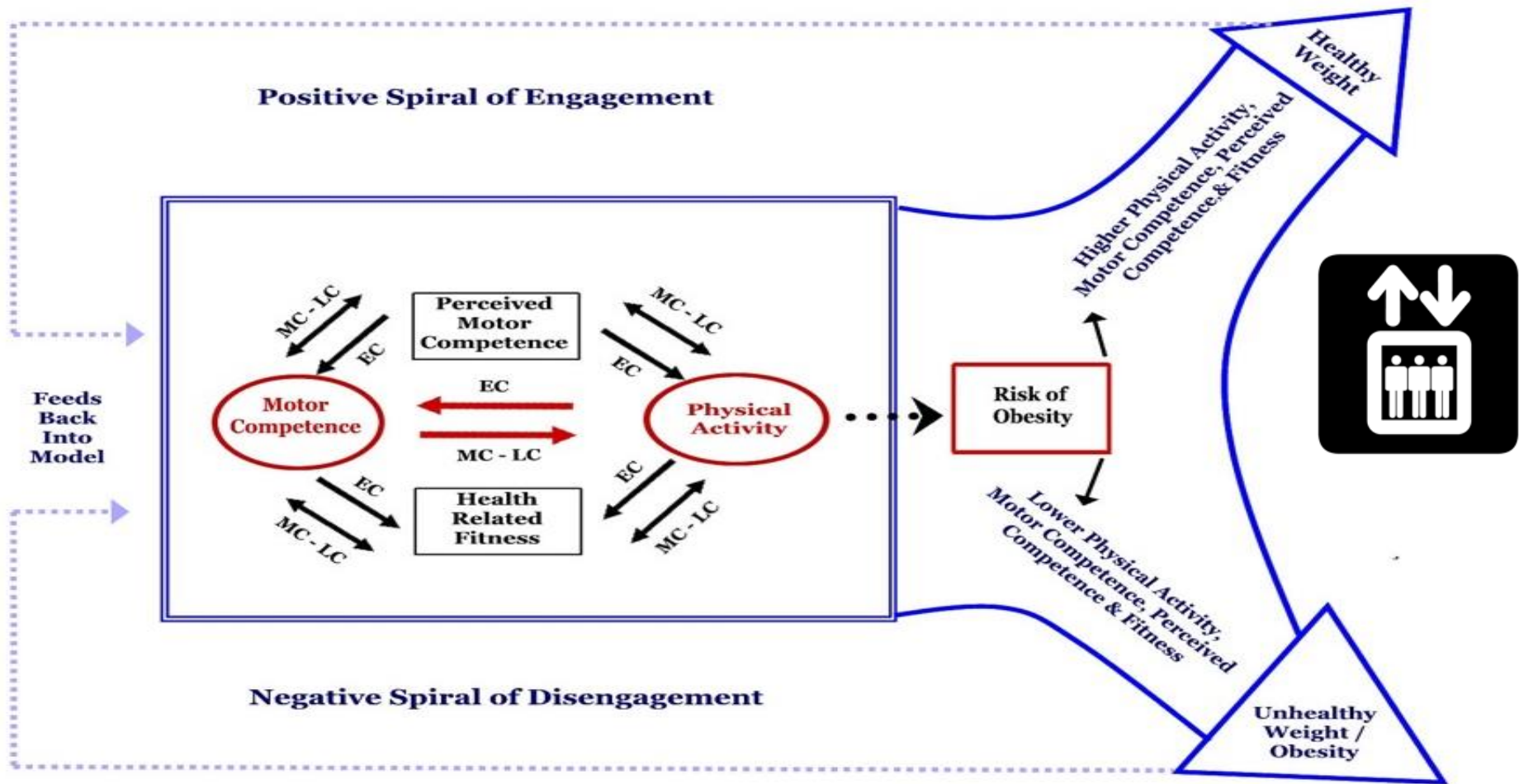
Mountain of Motor Development



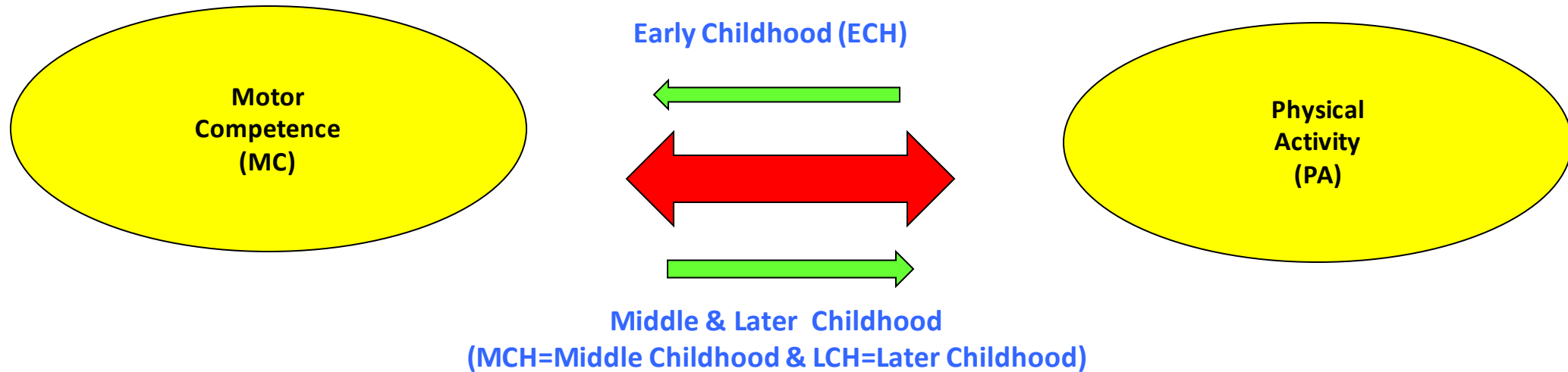
FMS are the “base camp” to the mountain of motor development. Each child needs to develop MC to travel up the mountain to skillfulness.

Clark & Metcalfe (2003)

Motor Competence's Role in Influencing the Physical Activity & Obesity Trajectories of Children



Physical Activity and Motor Competence

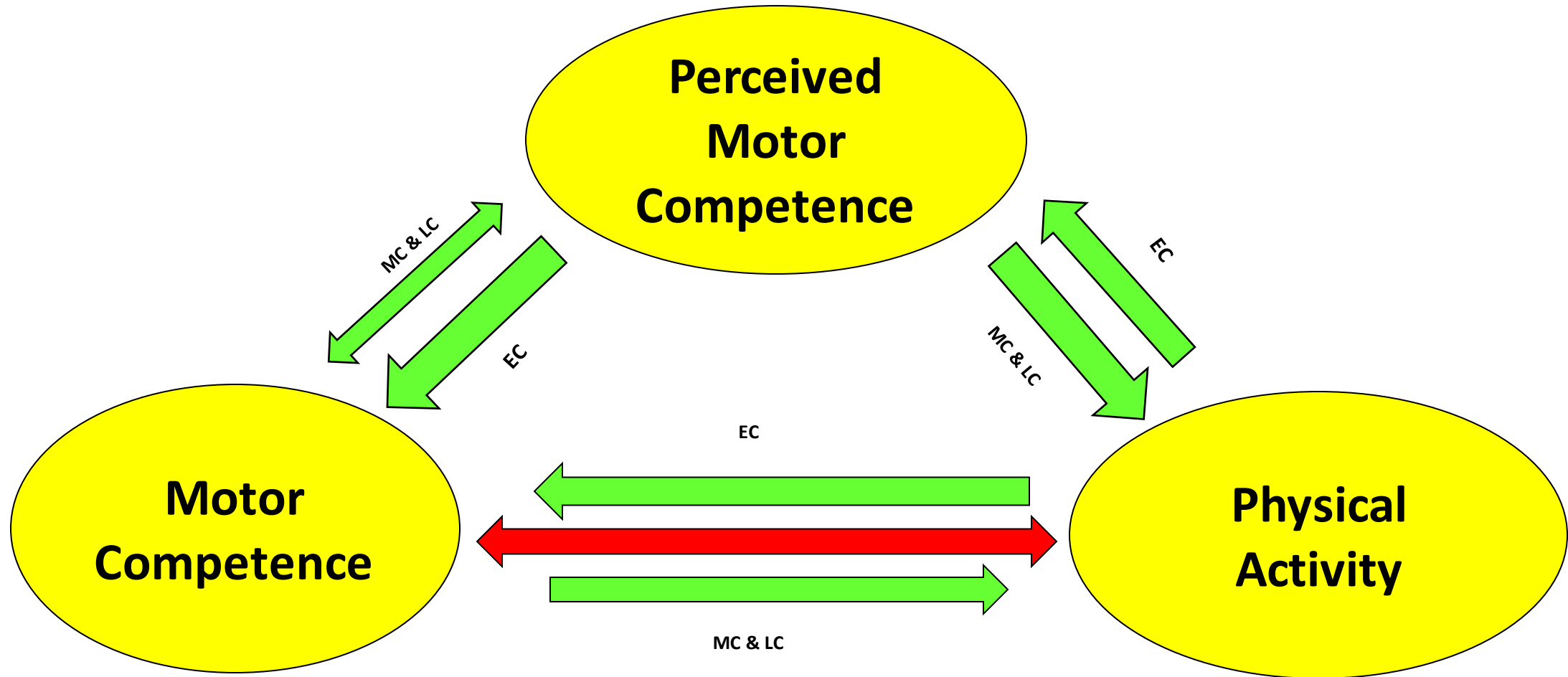


- Movement opportunities in the preschool and early primary school years influences the ability to develop motor competence.
- By middle & later childhood if a child is not motor competent he/she will not chose to be physically active. If she/he is not active then their motor competence will get worse.

TAKE HOME MESSAGE

- **We need structured physical activity programs for young children that focus on developing fundamental motor skill competence.**

Relationship Between PA, MC & PMC





CURRENT OPINION

Development of Foundational Movement Skills: A Conceptual Model for Physical Activity Across the Lifespan

Ryan M. Hulteen¹ · Philip J. Morgan¹ · Lisa M. Barnett² · David F. Stodden³ · David R. Lubans¹

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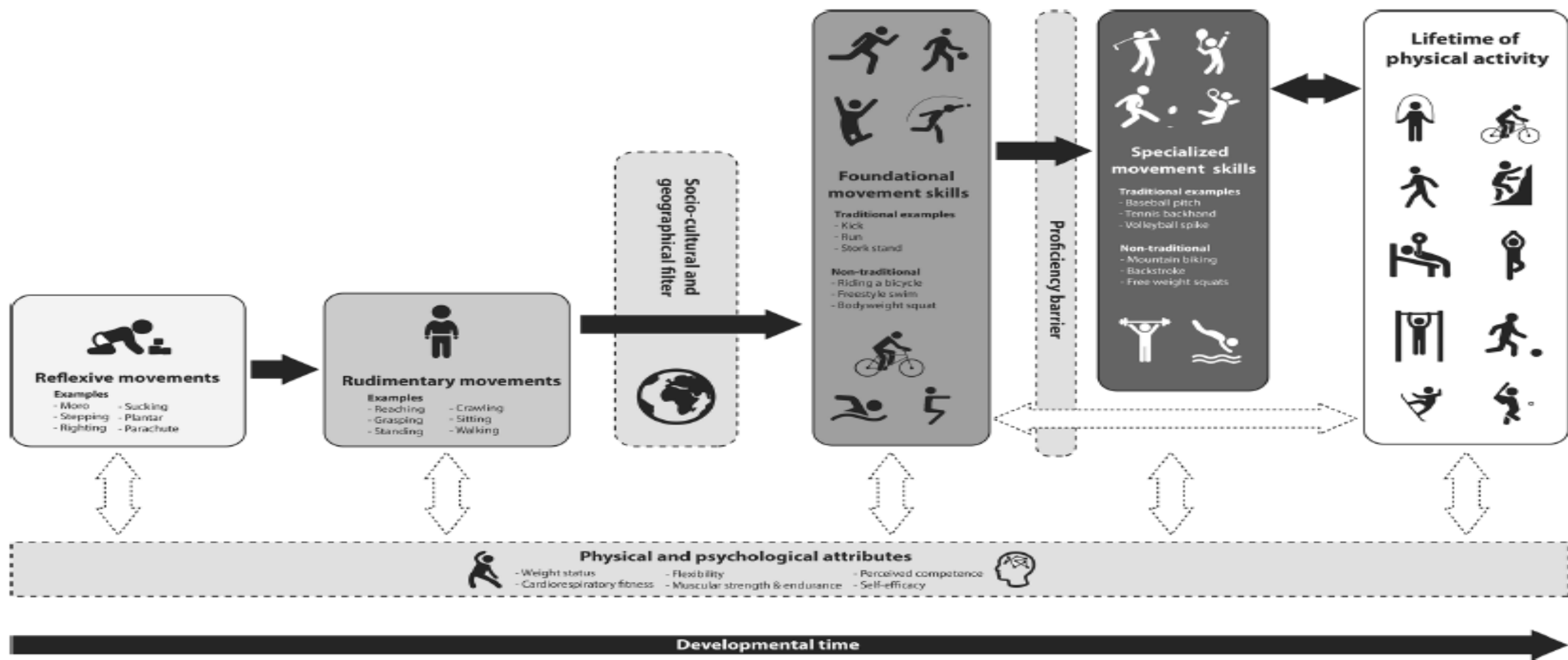


Fig. 1 Development of foundational movement skills for physical activity across the lifespan. *Black arrows* indicate previously hypothesized pathways; *white arrows* and *dotted boxes* indicate newly hypothesized pathways/components unique to this conceptual model

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Physical literacy is an individual journey

- Many things influence our progress through the model
- Time for a break before we consider this further



Task...

- Look at the physical literacy journey from Sport Wales
- Draw your own physical literacy journey
- Identify key people and events on the journey that enabled your development and also those that hindered it – Identify any key transitions
- Share and discuss this with people sitting near you

Physical Education, sport and Physical Literacy

- Thinking about your journeys that you have discussed, what is the relationship between PE, Sport and Physical literacy?
- What is the difference between Physical Education and Physical Literacy?
- How can you support the development of physical literacy for yourself and others?

Thank you - Questions

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