

Healthy Active Living

TEACHER'S MANUAL



SAMPLE COPY – FOR REFERENCE ONLY

Ted Temertzoglou

with contributions by

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Healthy Active Living 2.0

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Introduction

There is no course in school that affects the lives of our students more than Health and Physical Education—unless students' health and personal well-being are maintained, other areas of their lives will suffer and adversely affect their learning. The sole purpose of Health and Physical Education is to give students the tools and strategies they need in order to lead healthy, active, happy lives—which, in turn, will benefit their academic performance, mental health, and social development.

Healthy Active Living 2.0 (HAL2.0) is a resource developed for students in Grades 9 and 10 in Ontario. Its creation has been influenced by the needs of students, teachers, and parents/guardians, as well as by input from several key organizations and associations such as the Ontario Association for the Support of Physical and Health Educators (OASPHE), Ophea, and the United Nations Education, Scientific and Cultural Organization (UNESCO), to name a few. (A detailed list of the various organizations that provided advice or inspiration appears on pages ix to xii in the student textbook.)

Simply put, HAL2.0 provides all the information and all the tools to enable students to get the most out of their Grades 9 and 10 Health and Physical Education classes.

The student textbook is designed to stimulate students' desire to learn and to help them develop and apply analytical, creative, critical thinking, and decision-making skills to concepts related to human movement, personal fitness planning, healthy eating, intimate relationships, personal safety, and positive mental health, among many other topics. In addition, the textbook aims to foster enthusiasm among students of all backgrounds and abilities for the cultivation of physical literacy and life-long healthy, active living.

The new Digital Classroom includes a digital HAL2.0 interactive student textbook. Also included is the Digital Teacher's Resource that, along with the Digital Classroom, will save you time and energy and make implementing HAL2.0 a customized experience for you,

your students, and their families. (For more information about Thompson Educational Publishing's new Learn. platform, visit <http://thompsonbooks.com/learn/kto12/overview/>)

The HAL2.0 Teacher's Manual (in print form) is designed to help get you started. It provides a high-level overview of how to implement the various components, and it breaks down key teaching and learning strategies for each section of the student textbook. By helping to both streamline and differentiate instruction, its ultimate purpose is to help more teachers and students succeed in Health and Physical Education and truly enjoy their H&PE experiences both as teachers and as learners.

If HAL2.0 is used every day, I believe that healthy, active living will significantly improve the quality of our students' lives. It will also send a strong message to parents, guardians, policy makers, and the community at large that we H&PE teachers—our nation's Health and Physical Education professionals—are doing everything we can to help our students learn how to make sound health-related decisions and lead healthy, active lives not only today but also in the years to come.

Ted Temertzoglou

Healthy Active Living 2.0

Go Digital. Take Your Course to the Next Level, Online

The HAL2.0 Digital Teacher Resource

The Teacher's Manual you have in your hands is only a part of the resources available to you. The **HAL2.0 Digital Teacher's Resource** comes with all the tools you need to build and deliver an engaging, interactive, and inclusive Health and Physical Education course. Contact us for a free virtual tour and to activate your yearly subscription.

All Your Teaching Materials and Textbook Content... at Your Fingertips

The Digital Teacher's Resource comes fully populated with all of the essential teaching material contained in this binder. It also gives you access to the **Digital Textbook**—where you can easily browse by chapter and section, highlight and take notes, and preview chapter and section quizzes.

All-New Interactive Activity Builder

The Digital Teacher's Resource also provides you with access to the all-new interactive **Activity Builder**. This system allows you to build your very own interactive activities by combining custom content (text, images, video) with questions (from our question bank, or create your own!). You can also explore the **Activity Centre** to browse through pre-built activities. Once your activity is complete, you can export it to hand out as a hard copy, or share it with your students—as a Test, Practice Quiz, or Worksheet—all within your online classroom!

Create and Manage Unlimited Online Classrooms

Creating your very own **Online Classroom** is easy, and it provides a unique online environment where you and your students can connect around course content in an engaging, interactive, and fun way. As part of your Digital Teacher's Resource, you can create unlimited online classrooms and your students can join, for free! Simply create a new classroom and share its unique enrollment link with your students.

There are several key features of your online classroom that will make your course come to life.

- **Classroom Calendar**

The class calendar will help you and your students stay organized and on top of important dates throughout your course. In addition to being able to create both personal events (only visible to you) and classroom events (visible to you and your students), any interactive activities that you share with your classroom will appear as clickable links in your calendar.

- **Classroom Bulletin**

The Classroom Bulletin is where you can post messages and share content with your students. Easily send reminders to your students, share interesting links, or post a video for your students to watch. The Classroom Bulletin is a great way to quickly share interesting or important information with your students to keep them engaged!

- **Activities**

The Activities section of your classroom is where you can access all of the activities you have shared with your class. Clicking on the activity will take you to the Activity Summary page, where you will see an overview of the activity with each student's result/progress. Click on an individual student result to get a detailed view of their work!

- **Markbook**

The Markbook is where you will find a listing of student results for each activity that was shared as a Test. The Markbook has many layers, so you can click to dive into as much detail as you wish.

- **Assign Digital Textbooks to your students**

You will have the option to purchase and store Digital Student Textbook credits in your account. These credits can be assigned to students (1 credit per student per course) in any of your HAL2.0 online classrooms, providing each student with immediate access to the textbook content in their account. Simply top up your credits each year (or buy in bulk!) and assign as needed.

The HAL2.0 Digital Student Textbook

The **HAL2.0 Digital Student Textbook** provides your students with access to textbook content and study tools, on-the-go. It's a great way to put course material in your students' pockets, so it's available whenever they need it. Full textbook content, highlighting and note-taking, and end-of-section interactive review quizzes, at their fingertips!

HAL2.0 DIGITAL QUICK-START GUIDE

1 Activate your Digital Teacher's Resource

2 Create your Online Classroom
(and, when you're ready, invite your students)

3 Purchase and assign Digital Student Textbooks to your students

4 Inspire your students to lead healthy, active lives!

Contact us for more information on how you can take steps to reimagine your Health and Physical Education program using the HAL2.0 resource package. Email us at info@thompsonbooks.com, or call **1.877.366.2763**. We're here to help!

Chapter 2

2

Movement Competence Teaching & Learning Strategies

By Ted Temertzoglou

PHILOSOPHY AND BACKGROUND

Each chapter opens with a real-life profile of an inspiring young Canadian who is contributing to the well-being of the community in which they live. Each life-story links directly to the content covered in the chapter. These links serve to forge a closer connection to the Health and Physical Education curriculum so that students can see how becoming physically educated and developing health and physical literacy skills can help them and their friends and family members stay healthy and fit for life.

Chapter 2 opens with an inquiry question associated with firefighter Mike Doherty's experiences: "How can you develop and work toward your own personal level of movement competence?" This question helps frame the chapter content on a personal level for students.

The chapter ends with a quote from Mike related to his lived experiences that reflects the importance of building movement competence: "Understanding how the body moves makes my job as a firefighter much easier and safer. I know how to get maximal force with minimal effort in tough situations, such as breaking down walls with an axe or rescuing someone using the Jaws of Life."

Mike's full story and live interview along with digital worksheets (that can provide evidence for and as learning) are included in the **Learn** platform within the HAL2.0 Digital Classroom. You can assign these worksheets to your students digitally whenever you see fit.

Chapter 2 focuses on why movement matters, and the factors—personal, environmental, and task-related—that influence how we move. It introduces students to a concept known as the "demands capacity framework" and discusses how developing our movement competence can build our capacity to balance the demands—all the movements and activities involved in daily living—imposed on us. Students learn how to build their capacity in order to move as safely and effectively as possible.

To make this learning relevant, look for opportunities to draw students' attention to the many ways in which improving their movement competence will make performing tasks, activities, games, and sports safer, more effective, and more enjoyable for them.

This chapter introduces students to key movement features and fundamental movement patterns. It shows them how key features and movement patterns relate to both everyday movements (e.g., carrying knapsacks, brushing teeth, lifting objects off the ground, walking, mowing the lawn, shovelling snow, hiking, and so on) and movements associated with physical activities and sport (e.g., throwing, catching, sprinting, using resistance training equipment, and so on). Students learn that all these movements consist essentially of push, pull, squat, lunge, and hinge patterns. Each of these fundamental movement patterns is illustrated and described in the context of everyday activities along with sport and recreational activities.

Chapter 2 also discusses how we learn movement skills. It looks at the various phases of performing a skill: preparation, force production, critical instant, and recovery and follow-through. It analyzes how movement skills can be transferred to other activities, games, or sports, and how skill transferability can open a gate to active participation for everyone.

Students will learn how applying (biomechanical) movement principles can help enhance our movement competence in a wide variety of environments. The first principle discussed in the chapter relates to whole-body stability, and the two other principles relate to production of maximum force.

Additionally, Chapter 2 introduces students to the Teaching Games for Understanding (TGfU) framework. This framework outlines the basic strategies and tactics associated with territory, net/wall, striking/fielding, and target activities, and it promotes the development of movement

competence through individual pursuits and outdoor activities as well. The chapter concludes with a brief discussion of how to modify games and activities to make them as developmentally appropriate, safe, and inclusive as possible.

The purpose of this chapter is to help students gain knowledge and understanding of how applying key movement features, fundamental movement patterns, and movement principles can help everyone become more competent, confident movers in all areas and stages of their lives.

MAKING MEANINGFUL CONNECTIONS FOR HEALTHY LIVING

To engage students in learning about movement competence, movement skills, and movement principles and their connections to various aspects of their lives, consider using these strategies at the beginning of the chapter to make connections to individual student needs and interests:

Have students generate *open-ended inquiry questions* related to movement competence or provide inquiry questions and have students select the one that is of greatest interest to them. Give students opportunities to record information learned throughout the chapter that is relevant to their selected question. Near the end of the chapter, provide students with an opportunity to investigate their selected question further to find answers, which can then be shared with the class. Students can then apply this new information to their own activities, games, and sports. Sample questions might include:

Grade 9

- Why is it important to understand what influences how we move?
- Why is becoming a competent mover—whether at school, at work, or at play—a worthwhile goal?
- Why is it beneficial to understand your own capacity (what you are able to do physically) when performing physical activity of any kind?
- What are some ways to improve your movement competence?
- Why is it important to know the fundamental patterns of human movement?
- How can the way in which players position themselves in the area of play increase their team's chances of success in territory activities?

- Think about the skills you rely on in performing various physical activities. How does learning the skills to participate in an activity and knowing how to apply movement concepts and strategies help build your confidence and encourage your participation in the activity?

Grade 10

- Why is it beneficial to know how to explain and demonstrate safe ways of moving to family members and friends?
- Why is it important to know the difference between push, pull, squat, lunge, and hinge movement patterns in relation to your personal fitness program?
- Why is it important to understand the phases of performing a movement skill?
- Why is knowing the various movements that can occur at our joints helpful to us?
- What are some effective ways to maintain possession when playing ultimate disc? To which other types of activities could you apply these strategies?
- How might your competence and confidence in one kind of activity help increase your confidence and ability to participate successfully in other activities?
- How does understanding the offensive and defensive strategies of a particular activity help boost your success in a similar activity?
- Why is it important to modify an activity so that it is suited to the abilities of all those taking part? What are some ways in which you could modify an activity?
- In general, how does success in a physical activity depend on a combination of movement skills, concepts, and strategies?

At the end of the chapter, have students reflect on their responses to the open-ended inquiry questions posed at the beginning of the chapter and report on how their ideas may have grown, changed, or remained the same. Students can then decide what they would like to learn more about in terms of movement competence and how their learning has reinforced their progress to date.

TEACHING STRATEGIES

Differentiated instruction is effective instruction that is responsive to students' readiness, interests, and learning preferences. Using a variety of strategies and engaging students in interesting tasks challenge and support students in developing their understanding of the concepts and applying their skills to make healthy choices to support their well-being.

Grade 9

Much of the information in Chapter 2 can be assigned as readings and discussed prior to or during the active segments of classes. During the start-up of a class, ask students questions such as:

- Why is it beneficial to know what factors influence how we move?
- Why does moving competently at school, at work, or during an activity, game, or sport matter?
- Why is it important to learn how to balance your movement capacity with the demands imposed on you every day?

Grades 9 and 10

When explaining movements such as running, throwing, or catching, use the names of the specific muscles, bones, and movements that are involved. This will help students learn and practise the proper terms (e.g., the large muscles used in running are the quadriceps, hamstrings, and gastrocnemius; the major bones of the lower leg include the femur, tibia, fibula, and the bone in the foot).

You may wish to integrate more complicated concepts such as joint movements and "planes

of movement" into your teaching by showing students in which planes a particular movement ideally occurs (e.g., during a football pass, the quarterback's arm should be in the "sagittal plane" when releasing the ball—the sagittal plane is vertical and extends from the front of the body to the back, while the frontal plane is vertical and extends from one side of the body to the other side and the transverse plane is horizontal and divides the body into upper and lower segments).

Before students exit at the end of an active class, give them feedback about some of the strengths and areas needing improvement that you observed. You may also wish to tie in the textbook readings they have completed. For example, you may have noticed that some students move more safely and effectively compared to others (e.g., some students' knees may bend inwards when they squat or land after a jump, or they may bend at their backs as opposed to their hips when picking up objects from the floor or court/field/ice while other students do not). Take this opportunity to point out to students how their readings will help them apply all the correct movement features and patterns properly, thus reducing the likelihood of pain or injury. Refer to the seven key features repeatedly (see pages 37–38 in the student textbook) and point out to students as well that participating fully in class while applying their learning will lead to better overall performance.

LEARNING INDICATORS

A variety of assessment strategies may be used with students to gather evidence of their learning related to the following success criteria:

ASSESSMENT & EVALUATION RUBRIC STRATEGIES USED IN THIS CHAPTER			DIFFERENTIATED INSTRUCTION Accommodations & Modifications	
Diagnostic	Formative	Summative	Options	
<input type="checkbox"/> Observation <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Interview <input type="checkbox"/> Inventories/ Surveys <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Questionnaires <input type="checkbox"/> KWL	<input type="checkbox"/> Observation <input type="checkbox"/> Anecdotal notes <input type="checkbox"/> Work samples <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Checklist <input type="checkbox"/> Conference <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Self Assessment	<input type="checkbox"/> Portfolios <input type="checkbox"/> Unit Test <input type="checkbox"/> Self Assessment <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Final Reflection <input type="checkbox"/> Speeches <input type="checkbox"/> Projects <input type="checkbox"/> Presentations <input type="checkbox"/> Reports: Oral/ Written	<input type="checkbox"/> Increase the Instructional Time <input type="checkbox"/> Oral Explanation <input type="checkbox"/> Peer Tutor <input type="checkbox"/> Introduce Manipulatives <input type="checkbox"/> Include Visuals <input type="checkbox"/> Introduce Small-Group Work	<input type="checkbox"/> Extended Instruction in Class <input type="checkbox"/> One-on-One Instruction after Class

Grade 9

- I can improve my movement competence by applying the seven key features and practising push, pull, squat, lunge, and hinge movement patterns with proper form.
- I can explain how certain skills in one sport can be transferred to another.
- I can demonstrate the phases of movement skills in a variety of physical activities.
- I can apply appropriate movement principles to refine my skills in a variety of physical activities.

Grade 10

- I can demonstrate and apply the components of a range of physical activities as they apply to my daily life.
- I can identify and implement tactical solutions while participating in a variety of physical activities.
- I can demonstrate an understanding of how applying movement concepts, skills, and strategies affect my competence, confidence, and desire to participate in physical activities.

COMMUNITY RESOURCES

Consider inviting a local firefighter, police officer, Special Olympian, construction worker, or varsity or professional athlete to give a brief talk to your class on the importance of movement competence as it relates to their job performance and safety. Consider inviting the speaker to present their talk online if taking time away from their job or schedule proves difficult, and be sure to follow proper clearance procedures with the individual's supervisor or coach prior to the presentation.

Consider taking your students on a field trip to Variety Village or to a local ability centre to participate in a wheelchair basketball or sledge hockey game with players who have had the experience of playing these games for an extended period of time. This will reinforce students' understanding that our capacity to move is personal and environmental in nature.

Variety Village

www.varietylvillage.ca

Dedicated to helping people of all abilities reach their potential, Variety Village is a welcoming place to get fit and have fun. Anyone can become a member of Variety Village. This inclusive and family-friendly fitness, sports, and life skills facility

in Toronto offers more than a work-out—it invites participants to become part of a community. Learn more about Variety Village's membership options, member benefits, included programs, athletic clubs, and charitable initiatives by visiting their website.

Abilities Centre

www.abilitiescentre.org/home

The Abilities Centre is an internationally renowned, innovative community hub where people of all ages and abilities enrich their lives by engaging in social, health, and cultural programs. The Centre delivers sports, health and fitness, arts and culture, leading-edge research, education and life skills programming in a welcoming, positive, energetic environment. The Abilities Centre is focused on bringing together families, friends, and neighbours in a spirit of inclusion and opportunity. This not-for-profit corporation is a registered charity operating in Whitby, Ontario. For more information, visit their website.

ONLINE RESOURCES**Canada Soccer Movement Preparation Videos**

www.physicalliteracy.ca

These videos—in particular, Dynamics, Accelerations, Cutting, Ladders, and Core—can help prepare students for physical activity and conditioning programs. As part of the FIFA Women's World Cup Canada 2015 Legacy, Canada Soccer is moving forward with a project to implement the FIFA 11+ conditioning program for children aged 14 years and older, and the Sport for Life Movement Preparation program for children aged seven years and older, in all Canada Soccer clubs across Canada. In addition to viewing the collection of movement preparation videos, you can read an "Injury Prevention Overview" and download the interactive Movement Preparation PDF. You can also find additional Movement Preparation information online for parents and athletes.

- Physical Literacy Movement Preparation Guide
http://physicalliteracy.ca/wp-content/uploads/2016/07/Physical-Literacy-Movement-Preparation-Guide_Web.pdf
- Physical Literacy Movement Preparation (11+)
<http://physicalliteracy.ca/wp-content/uploads/2016/07/PL-Movement-Prep-11.pdf>

Ophea's H&PE Secondary Resources—Teaching Games for Understanding (TGfU) Sample Unit Plans

<https://teachingtools.ophea.net/supplements/hpe-secondary-resources>

Ophea's H&PE Secondary Resources support teachers in helping students acquire the physical and health literacy skills needed to thrive in the 21st century and lead a healthy, active life. These comprehensive resources include six interconnected yet standalone components that provide adaptable content to address diverse contexts and diverse student needs/interests:

- Effective Planning in H&PE
- Teaching Games for Understanding (TGfU) Sample Unit Plans
- Movement Competence Posters
- Approaches to Teaching Healthy Living: A Guide for Secondary Educators
- Focus Course Planning Guide
- Assessment and Evaluation Tools

The H&PE Secondary Resources are available to educators from school boards or organizations that have purchased access. If you are a member of a school board or organization that has purchased access to this resource and already have an ophea.net account, just ensure that your profile information is up-to-date. The system will grant you access based on your profile. For more information, contact your H&PE consultant or the person in your school board whose portfolio includes H&PE, or visit the website above.

PlaySport

www.playsport.net

PlaySport is an online activity-based resource that was initially developed by Ophea in 2005. In 2014, with the help of funding from the Government of Ontario, the resource was enhanced and relaunched in both English and French. The enhanced resource contains linkages to the Ontario Health and Physical Education curriculum and to the TORONTO 2015 Pan Am/Parapan Am Games. PlaySport helps children and youth develop an understanding of and competence using skills and strategies associated with physical activities and a wide range of sports. The activities in PlaySport can provide experiences for participants to help them build physical literacy, health literacy, and skills for healthy active living. Designed for educators, recreation providers, coaches, and physical activity

promoters, PlaySport uses the Teaching Games for Understanding (TGfU) approach.

PlaySport includes:

- a searchable database of downloadable activity cards with step-by-step instructions
- access to animations and/or illustrations for each activity
- linkages within each activity to the Ontario Health and Physical Education (H&PE) curriculum
- connections within each activity to the Canadian Physical Activity Guidelines
- videos that highlight some of Canada's top athletes and the connection between physical activity and the development of living skills.

USING TECHNOLOGY

The following apps can be used to record, analyze, and compare exercise, movement patterns, or sports skills in Physical Education classes. Some are free while others can be purchased online. They can be downloaded from the various App Stores for your specific device (Android, Apple, Google, and so on).

- **Hudl Technique**
Free
www.hudl.com/products/technique
- **Coach My Video**
Approx. \$14.99
www.coachmyvideo.mobi
- **Coach's Eye**
Approx. \$6.99
www.coachseye.com
- **The Canadian Intramural and Recreation Association (CIRA)**
Free videos on TGfU games
www.ciraontario.com/tgfu
- **Thompson Educational Publishing's Functional Fitness Charts**
Lesson Plans and Videos
<http://thompsonbooks.com/kto12/fitness-charts/home/videoslessons/>

Teaching & Learning Strategies

2.1 Why Movement Matters

ADDITIONAL CLASSROOM ACTIVITIES

The purpose of this activity is to increase students' awareness of how much and what type of movements make up the majority of their day. This will help them understand their demands and their capacity, knowledge that they can build on in subsequent sections and chapters in their HAL2.0 textbook.

Ask students to complete a **24-hour movement journal** over a three-day period.

For each day, have them list all the different types of movements that they performed, e.g.,

"walked for 1 hour, played basketball for 1.5 hours, participated in Phys. Ed. class for 1 hour, shopped with my family for 2 hours, spent time on-screen for 2 hours, did homework for 2 hours, slept for 9 hours." If students wish, class data can be collected in a GoogleDoc so everyone can see how frequently and in what ways the class as a whole moves throughout the day.

NOTE: Do not post individual results as this would be an infringement of students' privacy.

MAKING MEANINGFUL CONNECTIONS FOR HEALTHY LIVING

Begin the section with **open-ended questions** to help students draw on prior experiences and engage with the text.

Grade 9

Use a Think/Pair/Share strategy to have students reflect on and respond to the following questions:

- Why is it important to understand what influences how we move?
- Why is becoming a competent mover—whether at school, at work, or at play—a worthwhile goal?

Grade 10

- Why is it beneficial to understand your own capacity (what you are able to do physically) when performing physical activity of any kind?
- What are some ways to improve your movement competence?

DRAWING ON EXTERNAL RESOURCES

Canada Soccer Movement Preparation Videos www.physicalliteracy.ca

These videos—in particular, Dynamics, Accelerations, Cutting, Ladders, and Core—can help prepare students for physical activity and conditioning programs. In addition to viewing the collection of movement preparation videos, you can read an "Injury Prevention Overview" and download the interactive Movement Preparation PDF.

- Physical Literacy Movement Preparation Guide
http://physicalliteracy.ca/wp-content/uploads/2016/07/Physical-Literacy-Movement-Preparation-Guide_Web.pdf
- Physical Literacy Movement Preparation (11+)
<http://physicalliteracy.ca/wp-content/uploads/2016/07/PL-Movement-Prep-11.pdf>

Thompson Educational Publishing's Functional Fitness Charts

Lesson Plans and Videos

<http://thompsonbooks.com/kto12/fitness-charts/home/videoslessons/>

Canadian 24-Hr Movement Guidelines for Children and Youth


<https://www.participaction.com/sites/default/files/downloads/participaction-24hguidelines-05-17en.pdf>

SECTION 2.1

WHY MOVEMENT MATTERS

Becoming competent movers involves understanding the physical demands that are placed on us each day and learning ways to improve our capacity to meet those demands.

Focus Question
 What physical demands do I face each day, and how can I better my capacity to meet those challenges head on?



Movement Competence 2.1

HANDLING LIFE'S DAILY DEMANDS

Demands and capacity

- **Demands** are all the activities you need or want to do safely and effectively on a daily basis—in other words, your reasons to move and be active.
- **Capacity** is your ability, awareness, motivation, confidence, strength, endurance, flexibility, and so on, to perform those activities safely and effectively.



WHAT INFLUENCES HOW WE MOVE?

Many factors influence our movement patterns

When it comes to physical activity and movement, there is no such thing as "one size fits all."

- How we move depends on our needs, our wants, and the reason for performing an activity in the first place.



DEMANDS CAPACITY FRAMEWORK

Balancing demands & capacity

The **demands capacity framework** is a perspective proposing that how we move is central to balancing our capacity and our demands.

When our demands are greater than our capacity, the risk of injury increases and our performance and quality of life decrease.

When our capacity is greater than our demands, the risk of injury decreases while our performance and quality of life increase.



HOW CONTEXT AFFECTS MOVEMENT

Personal, environmental, and task-related factors

Context includes our physical selves and everything around us.

- Each of us is a unique individual moving in unique environments.
- Besides personal and environmental factors, features of the specific task or activity that we are performing will influence our movement.




BECOMING A COMPETENT MOVER

Building capacity

Being able to move competently and confidently will improve not only our performance but also our overall health.

Everyone – regardless of age, skill level, ability, or interests – can strive to build the capacity to meet the demands of daily life.



OUR DAILY DEMANDS DIFFER

Building up capacity

To perform at our best and maintain good health today and in the future, we must build up the capacity to handle the various physical demands that daily life imposes on us.



IN REVIEW

Section 2.1 Review

Re-read this section and do your best to provide thoughtful answers to the following questions:

1. Give one example of a personal, environmental, and task-specific factor that will influence how you move while performing a chore, sport, or other activity.
2. Describe your demands—the physical activities you need or want to perform each day.
3. List two ways in which you could increase your capacity to handle your demands better.

