
Sustaining Movement

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| <ul style="list-style-type: none"> • What optimal challenge is and its relation to: meaning, motivation and learning (see flow¹, edge of chaos², mastery motivation³, pacing⁴, universal design for learning⁵); playfulness or; letting go⁶. • The significance of the environment to give meaning to movement^{6,7}. • Core concepts related to goal setting, resilience and motivation (self-efficacy⁸, self-discipline, perceived-competence, attribution⁹, self-concept, growth mindset, self-talk and various goal-oriented achievement perspectives). • Practical ways they can evaluate their strengths, effort and progress¹⁰. • Principles of planning for and engaging in physical activity including, universal design⁵, action and coping planning¹¹. • Foundational concepts related to the learning of skills, strategy or tactics (see above and for example, self-guided practice, constraints-based learning¹², experiential learning¹³, deliberate practice¹⁴) and the progression of fitness¹⁵. • How to access quality resources to gain information that supports participation (ie. healthy nutrition, fitness principles, equipment needs/ maintenance, risk mitigation, injury treatment, comfort). • Accessing and sustaining appropriate environments that support ongoing challenge and progression as well as provide rich sensory immersion and connections^{16, 17}. | <ul style="list-style-type: none"> • Match their movement efficiency to the situational challenge²¹ by: Finding/creating/negotiating a level of challenge that represents their 'best way' to move¹⁵; manipulating constraints (body, task and environment); planning for, monitoring and modifying efforts (frequency, duration, intensity) and; reading the environment. • Be immersed in their environment, directed by it, responsive in it/to it. • Set attainable intrinsic and extrinsic goals and can evaluate strengths, efforts and individually monitor progress simply and practically. • Practice approaches that enhance self-efficacy/worth/discipline/perception/concept and effectively attribute reasons for success or failure. • Can set plans with details for when, where and how; anticipate barriers/risks and how to cope with them; set up rewarding/challenging, safe but interesting environments (routes, settings, rules, equipment) matched to a range of abilities. • Utilise a range of feedback to respond with the required level of skill, strategy and fitness to the demands of an appropriately matched task within a changing environment, over a sustained period of learning. • Reflect upon and share feelings, bodily responses, sensations, emotions felt in movement. • Critically apply information to: Consume appropriate nutrition; apply fitness principles; utilise and maintain equipment; mitigate risk, prevent or treat injury; operate effectively in a range of environments and; call out miss-information, poor or dangerous practice. • Gain access to and care for appropriate environments (sensory, low cost). | <ul style="list-style-type: none"> • That whilst optimal challenge is relatively unique for each person, it can be collectively negotiated through modification/manipulating constraints, accommodating difference, delaying gratification, empathy and gifting support to others. • The environment is significant for sustaining participation and giving meaning to the experience. • That setting goals is an enabler for experience and that goals do not have to be performative, always incremental or the same for everyone. • That, without removing spontaneity, planning can help make the experience enjoyable, mitigate risk, and include a wider range of people. • That attributing individual success to effort, persistence and learning from mistakes is a great way to improve. • That learning is optimal when we practice over time, when we are challenged at the edges of what we can currently do and when we get quality support, models and insights. • That maintaining a critical health literacy is important to obtaining the right information needed to inform engagement. • That facilities and environments constrain or shape experience, they give meaning to movement and sustaining place is important to sustaining their own participation and wellness. |
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Sustaining Community

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| <ul style="list-style-type: none"> • That complex relationships exist between individuals, social contexts and environments which influence access to and resources for informal sport. • How sharing experiences with or alongside others adds meaning to movement^{6,7}. • A rationale for why social connection is a fundamental human need and the maintenance of a wide range of positive social interactions has significant implications for health^{18, 19, 20}. • Different approaches and tools for communicating information, goals, plans, actions, emotions, ideas and the sharing of enjoyable experience in movement (verbal/non-verbal, digital tools, social media)²⁰ • How effective groups operate to achieve shared goals and strategies for avoiding and solving problems. • Elements that contribute to a supportive social context for learning and meaning making in movement. • Some history, traditions, practices of the chosen sporting form/landscape and knowledge of the social groups interests and backgrounds to enhance communication. • What a socio-critical perspective is together with frameworks for understanding power, difference and inclusion. • What social norms are, how they manifest and can be reinforced or resisted. • Why it may be difficult for some people to connect socially. | <ul style="list-style-type: none"> • Leverage personal, social and environmental strengths/assets to facilitate inclusive engagement in informal sport for self and others. • Orchestrate opportunities for social interaction prior, during and after movement; build a wide range of supportive and positive social connections²⁰ • Use a range of communication devices to articulate information, goals, plans, actions, emotions, ideas and the sharing of enjoyable experience in movement. • Work effectively in a group towards the attainment of shared goals and the solving of problems whilst handling challenging situations constructively and recognising and regulating emotions. • Demonstrate empathy and contribute to a supportive social climate that allows for mistakes, promotes self-worth and values the shared experience. • Communicate effectively about a range of relevant topics, be able to sustain conversation, listen intently or be immersed in the landscape. • Apply a socio-critical lens to support positive, inclusive experiences in movement for a diverse range of people. • Read the social context, social cues, expected social norms and power structures as well as, when needed, reinforce or resist them²⁰. | <ul style="list-style-type: none"> • That complex relationships can yield non-linear, unpredictable or unintended consequences often beyond the individual's immediate control. • That the sustainability of an individual's own joy in movement is often contingent on their interactions with others. • How language and reflection can be used to extract meaning from our experiences • The importance of evaluating the process and outcomes of communication, decision-making and problem-solving. • That subjugating self-interests to the interests of the social group could yield long-term benefits. • How power and agency manifest themselves unequally and that to include others, power might need to be relinquished. • That difference is generally a feature of healthy social networks and that everyone has strengths we can benefit from. One size fits all approaches can be problematic. • How their reproduction of language, cultures, practices impacts participation and that these are not fixed but open for negotiation. • That some people need additional help to build social relationships. |
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¹ Csikszentmihalyi (1990); ² Jess, Atencio, and Thorburn (2011); ³ Valentini, Rudisill, and Goodway (1999); ⁴ Noakes (2011); ⁵ Rose, Gravel and Gordon, (2013); ⁶ Hitchings and Latham (2017); ⁷ Smith (2007); ⁸ Bandura (1977); ⁹ Weiner (1974); ¹⁰ Barratt (2017); ¹¹ Scholz, et al. (2008); ¹² Davids, Brymer, Seifert, and Orth (2013); ¹³ Kolb (2014); ¹⁴ Ericsson, and Pool (2016); ¹⁵ Hafl, and Triplett (2015); ¹⁶ Jeanes, Spaaij, Penney and O'Connor (2018); ¹⁷ O'Connor and Brown (2010); ¹⁸ Cacioppo and Cacioppo (2014); ¹⁹ Doughty (2013); ²⁰ Dunbar and Shultz (2007).