

## STRATEGIES TO PROMOTE PHYSICAL LITERACY

The development of physical literacy could be more readily fostered by:

- Promoting a better understanding of the nature and significance of the concept of physical literacy, particularly in practitioners working in the field of physical activity.
- Establishing an understanding of the holistic nature of the individual, challenging the dualist view that our embodied dimension is of little import.
- Working to establish monist terminology that moves away from labelling the embodied dimension as a thing or an object.
- Overcoming the tendency for individuals to perceive themselves predominantly in terms of their embodiment-as-object.
- Challenging the assumption that physical activity is only for the physically talented.
- Fostering enthusiasm for getting involved in physical activity, through strategies to increase motivation for, and confidence in, being active.
- Challenging the all too ready dismissal of physical activity by individuals as of no interest or importance to them.
- Increasing the awareness of parents of young children of the importance of movement, and countering the assumption that children will naturally develop a wide movement vocabulary, without particular steps being taken.
- Countering the growing trend of putting young children in ‘containers’ for safety, thus limiting their opportunity to move freely.
- Increasing the opportunities for physical play in the life of children.
- Increasing the knowledge and understanding teachers of young children have of the importance of movement development.
- Ensuring that all practitioners appreciate that the fostering of motivation is of cardinal importance in developing physical literacy, and thus in promoting participation in physical activity throughout the lifecourse.
- Ensuring that all significant others appreciate the close relationship of individuals’ attitude to their physical self to the development of self-esteem.
- Ensuring that all practitioners understand fully that a wide variety of physical activities need to be introduced to young people, to cater for the interests of all.
- Breaking down barriers in respect of participation in all or some activities by particular groups, such as women and those from different ethnic backgrounds.
- Challenging the assumption that physical activity is not appropriate for those with a disability or for the older adult population.
- Countering the misunderstanding that to be physically literate means that a certain level of physical competence has been attained, and instead

that physical literacy is particular to the individual, who is on a personal journey in respect of developing this capability.

- Establishing assessment *for* learning in the learning/teaching situation and developing a proven system of charting progress in developing physical literacy.
- Bringing together all those involved in promoting physical competence so that they share the common purpose of promoting physical literacy and speak with one voice. The development of a spirit of cooperation rather than competition between different groups such as coaches, teachers and sports development officers is essential.
- Reversing the trend towards a high-fat diet and the growth of sedentary leisure pursuits, identified in Chapter 8 as an obesogenic environment.
- Initiating longitudinal research to verify the claim that fostering physical literacy promotes participation in physical activity throughout the lifecourse.
- Improving the funding from central and local government for facilities and personnel to promote physical activity and thus physical literacy.