Table 15.3 Relationships between structured physical activities, attributes of physical literacy, movement components and contexts and individual needs/interests

Activity	*Movement Form*	*Attributes of physical literacy addressed*	*Movement capacities/ movement patterns*	*Context e.g.*	*Needs/interests that could be fulfilled e.g.*
Hockey	Competitive	e.g. physical competence, 'reading' the environment, self-assurance	Capacities, e.g. use of power, moving at different speeds, hand–eye coordination; Patterns, e.g. dribbling, shooting, dodging	Outdoor, unpredictable and challenging environment	Competitive urge, belonging to a group – social interaction, fitness
Dance	Aesthetic and Expressive	e.g. physical competence, self-awareness, ability to express self and interact with empathy	Capacities, e.g. poise, control, fluency; Patterns, e.g. turning, leaping, spinning	Indoor, musical accompaniment, no apparatus or equipment	Self-expression, exploration of movement in an aesthetic context, moving with others, relaxation from work stress, fitness
Pilates	Health and Fitness	e.g. physical competence, understanding of embodied health	Capacities, e.g. flexibility, balance, precision; Patterns, e.g. rolling, curling, stretching	Indoor, no equipment, predictable environment	Health and fitness, relaxation from work stress

From Elizabeth Murdoch and Margaret Whitehead, 'Physical literacy, fostering the attributes and curriculum planning' in Margaret Whitehead (ed.), *Physical Literacy*, London: Routledge © 2010 Margaret Whitehead