

Lifelong Movement ELT

For my lifelong movement activity I chose hiking! This activity could mean walking around a community, over hills, up/down mountains and many more environments yearlong. Depending on where you live or have access to visiting, the environments that you could participate in this activity will vary. For example, I do not have access to hike a mountain living in Saskatchewan. However, there are many options to engage in this activity around my own community of Regina (e.g., the Wascana Trails). All individuals (regardless of age or other aspects of their identity) could participate in hiking, but modifying the activity based on ability, experience and confidence. However, individuals would need to be self aware when engaging in physical activity to ensure they are not pushing their bodies beyond their limits. Further, they will need directional skills and an understanding of safe practices (i.e., first aid knowledge, proper equipment, etc.) when engaging in this activity. I have attached a photo I had taken on a hike from the last time I was able to visit BC (see figure 1 below).

This activity can be seen connecting many times throughout the Grade 1-5 Physical Education outcomes and indicators. I have listed some of the examples below:

PE1.8: Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:

- Low-organizational games involving travelling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping)
- Target games (e.g., ring or hoop toss, bowling, bocce ball)
- Alternate environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross-country skiing).

Indicators:

(i) Participate willingly in moderate to vigorous movement activities (e.g., walking, hiking, snowshoeing) in a natural environment for extended periods of time, in both warm and cooler weather.

This outcome and indicator could be satisfied by taking the student on nature walks/hikes around the community within all students. Hopefully this will ignite a joy of the outdoors and exploring many environments with proper preparation.

PE2.1: Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.

Indicators:

(a) Explain what the muscles in the legs and arms feel like (e.g., they feel tired, they feel hard and tight) when involved in sustained and/or repeated movement activity.

(c) Identify and participate in movement activities that challenge and support muscular endurance and muscular strength (e.g., imitating animal walks, moving while carrying weighted objects such as heavy books, holding balances and other stable positions such as push-up with arms extended).

(f) Practice, with guidance, a dynamic stretching (see glossary) routine as a means to warm up.

- (g)** Explain how dynamic stretching can enhance movement and help to protect the body from injury over the long term.
- (h)** Recognize and participate in safe and effective movement activities that are good for flexibility (e.g., stretching exercises such as yoga) and that can help to prepare muscles for vigorous activity (e.g., warm-up activities increase blood circulation and stretchiness of muscles and ligaments).
- (j)** Determine own degree of exertion (e.g., put hand on chest to feel increased heart rate, talk-test - more exertion means it will be harder to talk, try to feel pulse in neck) and express thoughts about own degree of exertion after participation in movement activities.

This outcome teaches students self-awareness and what it may feel like when participating in a hike. The educator should provide knowledge to allow students to check their own degree of exertion through a variety of activities and to practice safe habits while doing so (stretching before and after a hike, etc.). Other grade 2 outcomes that connect to hiking would be **PE2.8**.

PE4.11: Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class.

Indicators:

- (a)** Determine what should be included in a basic first aid kit for given movement activity situations (e.g., day hike, soccer game, boating/fishing trip).
- (b)** Describe ways to adapt to outdoor conditions in any season including ways to prevent hyperthermia (heat stroke or sunstroke), hypothermia (extreme cold), sunburns, and frostbite.

This outcome would allow students to understand the changing and unpredictable weather in the environment they decide to hike within. The knowledge learnt would allow them to adapt to many conditions and to prepare proper equipment. Another grade 4 outcome that could relate to hiking would be **4.9**.

PE5.7: Refine, alone and with others, selected movement skills, tactics, and strategies while participating in:

- Small-sided and lead-up net/wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball)

And critically reflect on chosen movement skills, tactics, and strategies used in:

- Small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery)
- Small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket)
- Small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse)
- Small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).

Indicators:

- (h)** Engage in practising the skills specific to teacher/class-chosen alternate environment activities (e.g., orienteering: design maps, identify cardinal directions (N, E, S, W), follow

directions to complete classmate-created tasks, use a compass and/or a GPS device to follow a map).

(i) Demonstrate an understanding of how the skills used in one alternate environment activity can transfer to participation in another alternate environment activity (e.g., skating to skiing).

This outcome would build on the previous learnt knowledge about mapping and directional skills which is often key when hiking in unfamiliar areas. Further it would allow students to learn the safety skills, self-monitoring/awareness knowledge and directional senses could aid them in other lifelong movement activities that involve exploring the environment. These could include biking, snowshoeing, etc. I have attached a photo from a bike ride my friends and I had gone on in Jasper a few years back (please see figure 2 below).

Article Connection:

As I read the article, Physical Education, Lifelong Participation and 'The Couch Potato Society,' by Ken Green (2012) I reflected on my own experience with the Physical Education Program I was offered in my schooling. I had the option to stop taking the Phys. Ed. course in my school in grade 10 (roughly age 16). I found this odd as a main goal in the course is to produce confident and competent lifelong learners. Green (2012) suggests that the age of 16 would be the age to begin routinely engaging in physical activity. He states, "in their study of men and women who had become 'committed' to sport as adults, Roberts and Brodie found that virtually all those who played regularly between the ages of 16 and 30 became 'locked-in' to sport" (p.77). With this in mind, I believe that the Phys. Ed. programs everywhere should be mandatory for all grades to ensure equal opportunities to be lifelong movers. Further, the program should have a focus of many movement skills in comparison to mainly competitive types of sport.

Getting to know the students in the classroom is key when deciding the type of activities to have the students engage in during the Phys. Ed. period. If we engage students in activities they enjoy and introduce new skills while creating a positive learning environment, students will correlate happiness/fun with physical activity. Green (2012) states, "individuals become 'locked-in' by their desire to repeat satisfying experiences derived from physical recreation in the past" (p. 78), like our previous Physical Education classes. To relate to hiking, by taking students on nature walks (amongst other activities that would satisfy the above noted outcomes) outdoor activities may become normalized and students can become comfortable in a variety of environments - maybe encouraging them to pursue hiking on their own time. The author (2012) further states, while students are becoming 'locked-in' to sport they are simultaneously "becoming increasingly 'bound into social networks in which sport activity (is) normal' (p.39)" (p.78). As students begin to get comfortable and enjoy doing activity outdoors and in changing environments, they may feel encouraged to join/form groups of people that enjoy similar activities. They have opportunities to share knowledge and a friendship based on common interests that could be sparked as early as children engage in an equitable Physical Education program. For example, there is a group called Lady Alliance (you may find them on facebook and instagram). It is all about women empowerment, body confidence, body awareness and adventure. They plan trips around Canada and beyond consisting of kayaking, hiking and so on. A student that had gained an interest in the lifestyle activity hiking within their school program may reach out to a group like the one mentioned above and begin creating bonds that may last

them the rest of their lives! Bonus of these social groups is they often encourage one another to maintain a healthy and physically active lifestyle lifelong.

Reference:

Green, K. (2004). Physical education, lifelong participation and 'the couch potato society.'
Physical Education and Sport Pedagogy, 9(1), 73-86. 10.1080/1740898042000208133



Figure 1



Figure 2