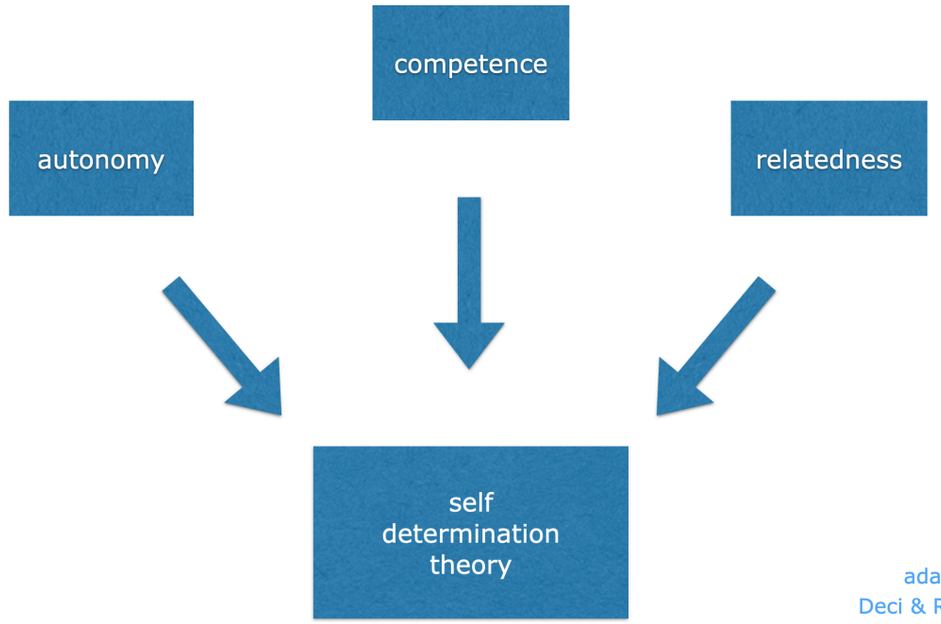
Why ?

Self-Determination Theory:
In our Move Healthy program we consider the motivation and self-regulation of children as extremely important. The possibility to choose a routine (type) and or materials will enhance motivation and ownership. That way the injury prevention exercises will become more easily to incorporate in daily activities and the exercise will fulfil the needs of a child more easily.

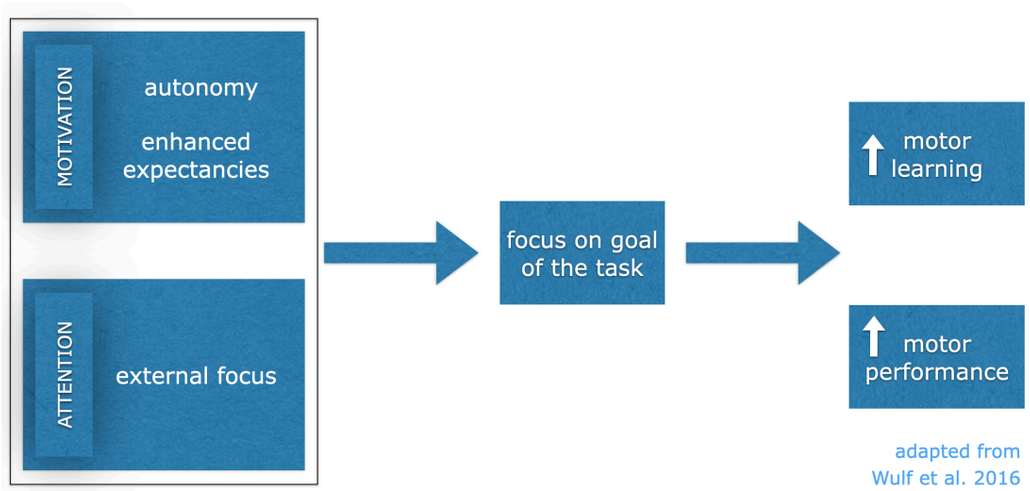


adapted from
Deci & Ryan 2008

OPTIMAL motor learning Theory:
Implicit motor learning with an external focus of attention or analogies leads to most optimal learning. In addition, motor learning is optimal if the environment is included, where children can practice interaction with other kids and materials like balls to practice adaptive motor control.

Enhanced expectancies is also an important aspect in our MoveHealthy program and we consider a child's belief in his/her own capabilities (perceived self-ability/efficacy) as a crucial part in effective motor learning. This will give a child trust and fun in what he or she is doing and will enhance learning.

Motivation, as part of both models, increases feelings of fun, joy and interest!



adapted from
Wulf et al. 2016

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1. Autonomy/choice

Giving the child some choice will positively impact skill learning.
You can do this by for example choice on:

1) when to receive feedback
2) type of feedback to receive (verbal/video)
3) how many repetitions to practice
4) material to practice with
5) type of variation of exercise
6) task difficulty (could appeal to the child's' sense of challenge).

Also, try to use
7) autonomy supportive language (you have the opportunity to… once you begin… feel free to… how can you make it more challenging for yourself…let me know when you're ready to go to next level…)

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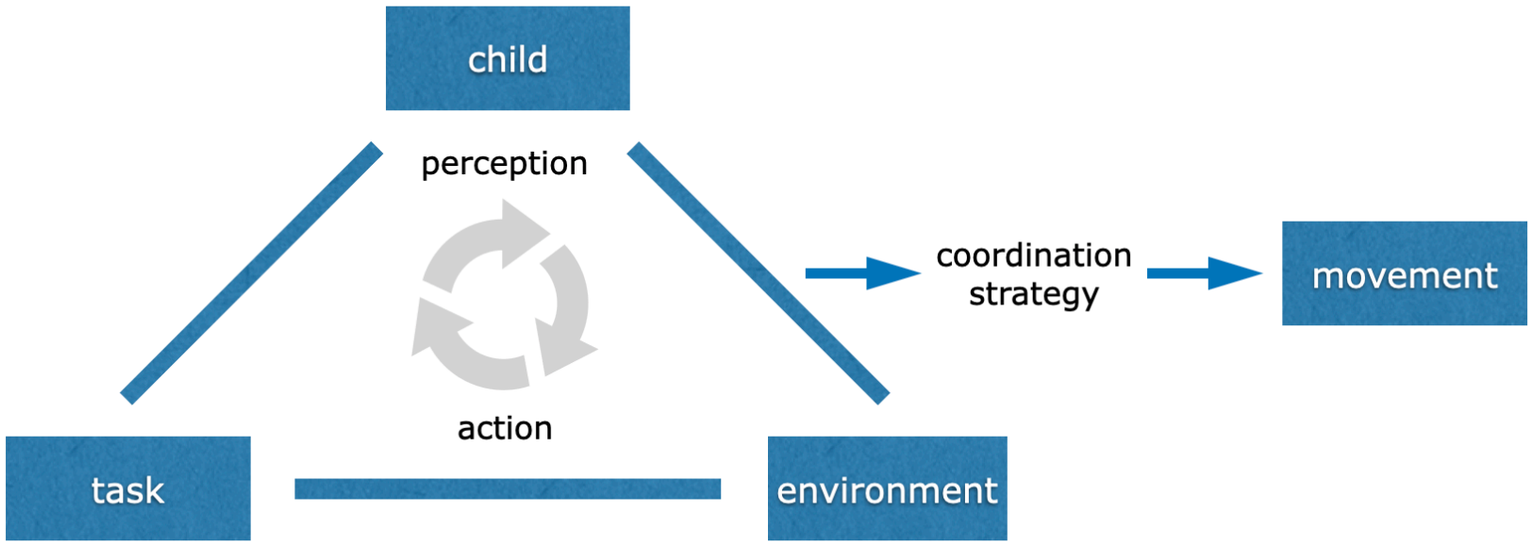
2. Adaptive motor control

The impact of the quickly changing environment should be acknowledged when injury prevention is the goal (task - child - environment).



It is important that the children learn to anticipate and react in a ‘flexible/tolerant’ way to what happens around them (adaptive motor control). The playing environment must be scanned quickly (perception), before a response is executed (action). Adequate anticipation of a potential high-risk injury situation may give the child sufficient time to avoid the situation and/or to safely move within a given situation.

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3. Implicit motor learning

Implicit learning with instructions and feedback (e.g. external focus of attention (AF) or analogies (AN)) or by using the environment, enhances motor skill learning.

To stimulate bending the knees, for example:

- “land like a frog” (AN)
- “land softly if you were a feather” (AN)
- “push as if you are launching like a rocket/coil spring” (AN)
- “push the ground away” (EF)
- “touch the cones when landing” (EF)
- “pick up the ball when landing” (EF)

To stimulate alignment of trunk, knees and ankles, for example:

- “move logo of your shirt towards new running direction” (EF)
- “move tip of your shoe towards new running direction” (EF)
- “pretend your knees are headlights and point the light in the new direction: light the path” (AN)

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Difference explicit vs.implicit learning

jumping lunges

try to use this instead!

implicit

- ABSORB THE GROUND
- LAND SOFTLY/LIKE A FEATHER
- ADOPT A PROUD POSITION
- MOVE THE WHITE TAPE BEHIND THE YELLOW
- POINT THE YELLOW TAPE STRAIGHT FORWARD

explicit

- BEND YOUR KNEE TO 90 DEGREES
- KEEP YOUR UPPER BODY UPRIGHT
- KEEP YOUR PELVIS HORIZONTAL

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4. Motivation:

competence/challenge/relatedness

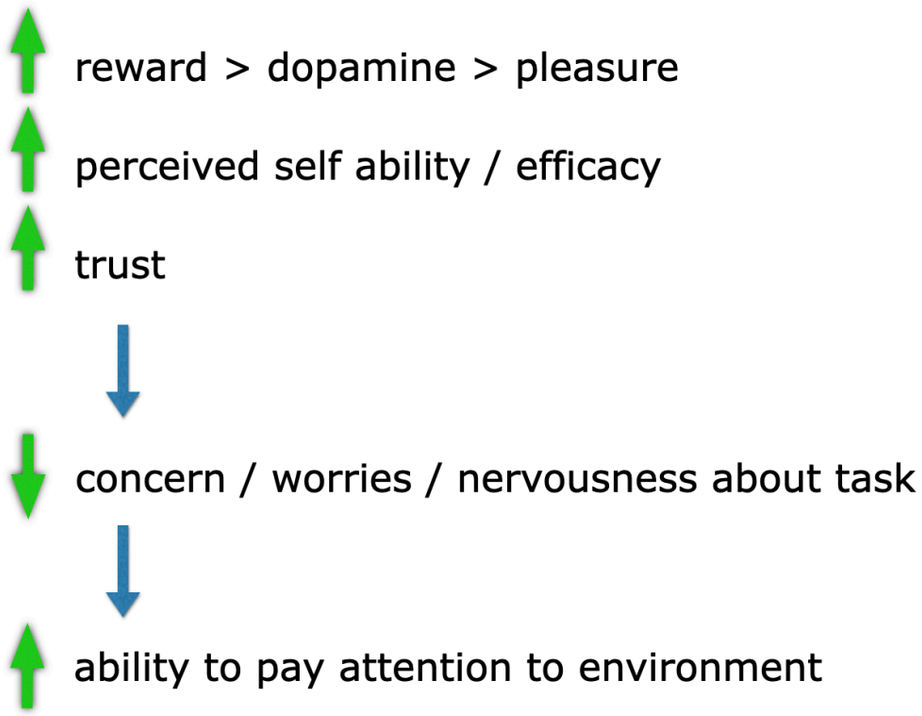
Try to achieve during practice:

1) having children believe in their own capabilities (yes, I can do this 😀 !)

2) making the routine meaningful: e.g. scoring points, being sport or PE specific

3) practice together

4) arrange enough level to ensure success for every child



This will enhance feelings of self-efficacy, which will have a positive impact on performance.

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How ?

Some examples…

1. In the PE youngest routine, you will find the option for the child to choose **(autonomy)** between different balls. This will stimulate fun and feelings of ownership as a child can have some control over the practice routine.

2. In the PE youngest routine you, will find the option for the children to catch a ball when landing. This will make their attention to be focused on catching the ball and not on the landing and stimulate **adaptive motor control** as the children are dual tasking and need to adopt proper landing in a more unpredictable situation. Also in the football routine, children have to make agility manoeuvres in respons to their buddy, practicing such unexpected elements will enhance their ability to perform proper movement skills while there is a need to pay attention to the environment and anticipate and react concurrently.

3. In the football routine you will find the cones on the pitch to be touched: this makes that the players **implicitly** will bend their knees when making the change of directions. Also, you can give the **analogy** instruction ‘pretend your knees are headlights and point the light in the new direction’ this will have them **implicitly** adopt the correct movement form. “Pick up the ball when landing” is an **external focus instruction** or ‘land like a frog’ is an **analogy** instruction you can both use to stimulate soft landing with bending the hips/knees.

1. & 4. In the PE youngest routine you will find the option for the child to choose **(autonomy)** between courses of different difficulty. In the basketball routine, the children can choose **(autonomy)** the type of jump they perform. This involvement will again create more fun, but also in this way, a child can choose his or her own **challenge**.

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