

Teachers Monthly Guide To Physical Literacy NEWSLETTER

SEPTEMBER 2024

Welcome back to another exciting school year! I hope you had a refreshing and enjoyable summer, filled with relaxation and memorable moments.

As we kick off this new academic year, we continue to integrate our physical literacy program. One of our key focuses this year will be assessing students' fundamental movement skills. These skills are the building blocks of all movement and are essential for our students' physical development and overall well-being.

By prioritizing these assessments, we can better understand where our students stand and provide them with the support and guidance they need to thrive in all physical activities.

Let's work together to create a positive and engaging environment where our students can develop these crucial skills, setting them up for success in both their physical education and everyday lives.

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District Physical Literacy Lead Teacher
School District #71 Comox Valley

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I-SPARC Project Manager
School Physical Activity & Physical Literacy project



OUR PARTNERS

School Districts are proud to partner with Sport for Life and I-SPARC, two organizations focused on providing physical literacy for Canadians through the School Physical Activity and Physical Literacy project.



I-SPARC
Move | Play | Compete

Indigenous Sport,
Physical Activity &
Recreation Council



WHO IS I-SPARC?

I-SPARC is an Indigenous Sport, Physical Activity & Recreation Council. It is a provincial organization established with the purpose of improving the health outcomes of Indigenous peoples by supporting and encouraging physically active individuals, families, and communities. The programs and services delivered by I-SPARC are designed to build capacity and increase access to sport, recreation, and physical activity in First Nations communities, Métis Chartered Communities, Aboriginal Friendship Centres, schools, and other delivery agencies throughout the province.

Learn more at isparc.ca



Sport for Life

WHO IS SPORT FOR LIFE?

The Sport for Life Society evolved from a decade of work supporting the expansive Canadian Sport for Life movement. The aim was to create partnerships between the sport, education, recreation, and health sectors while aligning community, provincial, and national programming. Established in 2014 as an independent, non-profit NGO, it facilitates quality sport and physical literacy in over 100 Canadian communities. Sport for Life has also established a charity "Physical Literacy for Life."

Sport for Life continues this work with an even wider focus.

Learn more at sportforlife.ca

WE VALUE YOUR FEEDBACK

Integrating Physical Literacy For Life

It is important to us to achieve our goals of supporting teachers within School Districts and First Nation Schools. Submitting your feedback is vital to the growth of the program, to assist fellow teachers, and to guide the program to success. Let's make it happen together.

We look forward to hearing from you. Please send your feedback to droberts@isparc.ca



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Sport for Life





Locomotor Skills	Object Control Skills	Body Control Skills
Involve the body moving in any direction from one point to another.	Involve the body balancing in one place (static) or while in motion (dynamic).	Involve handling or controlling an object with hands, feet, or an implement (stick, bat, racquet).
<ul style="list-style-type: none">WalkingRunningJumpingSkippingDodgingLeapingSide GallopSwimmingSide StepClimbingSwinging	<ul style="list-style-type: none">CatchingThrowingPassingKickingStriking with implementStriking with handsControlSwimmingBounceDribbleSwinging	<ul style="list-style-type: none">AgilityBalanceRotationLandingTwistingTurningStopping

Fundamental Movements
TOSS (underhand)
<ul style="list-style-type: none">✓ Facing target✓ Step forward with opposite foot to tossing arm✓ Throwing arm swings back, and releases forward at waist✓ Fluid follow-through of throwing arm finishing towards target

Fundamental Movements
THROW (overhand)
<ul style="list-style-type: none">✓ Points non-throwing shoulder to target✓ Throwing arm in “L” position hand at ear height✓ Steps with opposite foot toward target✓ Step, twist, throw✓ Fluid follow-through of throwing arm finishing across the body

Fundamental Movements
CATCH
<ul style="list-style-type: none">✓ Facing target with knees slightly bent✓ Hand up – reach for ball, grab ball, bring ball to body✓ Over belly button catch – thumbs together✓ Under belly button catch – pinkies together



- RUN**
- High knee – lift to waist
 - Opposite arm to opposite leg
 - Swing arm elbow to hips – thumb lips
 - Keep eyes up and forward
 - Controlled speed (decel-accel)
 - Controlled change of direction



- SKIP**
- Step with lead foot and hop (repeat on other side)
 - Drive knee up
 - Opposite arm to leg
 - Fluid transition from R-L sides



- JUMP – 2 FT to 2 FT**
- Stand shoulder width apart
 - Knees slightly bent “ready position”
 - Arms swing back then forward for momentum
 - Explode with legs
 - Both feet take off and land at the same time
 - Bend knees when landing



- HOP**
- Balance on one foot
 - Keep other foot off the ground
 - Arms swing forward and back to maintain momentum and balance
 - Bend knee on take off and landing



- GALLOP**
- Step forward with lead foot
 - Back foot slides to catch the lead foot
 - Close feet together (“step together”)
 - Arms at side for balance

Click below for Sport for Life’s [PLAYbasic for Educators](#)

HEALTHY HABITS

We can all agree that healthy habits formed early leads to both mental and physical benefits. I•SPARC has introduced “Re-Think Your Drink,” a program created by South Island Coast Salish Elders looking for solutions to health concerns related to sugary drinks. Here is a great healthy drink to introduce to your class.

- LEMON & GINGER** (with a touch of honey)
- Ingredients**
- 1 lbs of ginger
 - 4 Tbsp of honey
 - 3 large lemons (add an extra one if they are small)



- Instructions**
- Prepare the concentrate the night before
 - Thinly slice ginger, leaving the peel on and drop into the room temp jar
 - Roll lemons to soften the juice, cut in half and juice – add all juice including the pulp/seeds to the jar
 - Squeeze honey into the jar approximately 4-6 Tbsp.
 - Pour boiled water over the ingredients and stir with a long spoon
 - Seal quickly to capture all the nutrients
 - Let sit on a wooden cutting board until it cools and store in the fridge over night
 - On the day, place cloth or bag on top of the pitcher (fill halfway with ice and pour concentrate into the bag) squeeze out the nutrients from the cheese cloth and remove
 - Allow the ice to melt to create the perfect consistency. Enjoy!
 - Add ice and more concentrate to the pitcher as needed

- Supplies**
- Kettle • 1 litre jars (Mason is best for hot/cold) • Juicer for the lemons
 - Pitcher • Ice • Cheese cloth or satchel bag to strain • Small cups for serving

[Click Here](#) to read more on I•SPARC’s Healthy Living Programs.

EQUIPMENT

- Poly spots or hula hoops
- Cones
- Bin of bean bags
- Pool noodles for taggers

EQUIPMENT

- Say My Name – Rock, Paper, Scissors**
- Start the game by getting a partner
 - Students will say their name and fist pump
 - They play one round of Rock, Paper, Scissors
 - Winner raises their hand and finds another winner
 - Person who did not win becomes a cheerleader for the person who won
 - Play until you have one winner and start again in partners

SKILLS, FOCUS & CUES

- Hop (one foot):**
- Balance on one foot
 - Keep other foot off the ground
 - Arms swing forward and back to maintain momentum and balance as you hop forward
 - Bend knee on take off and landing
- Jump (two feet):**
- Stand feet shoulder width apart
 - Knees slightly bent in a ‘ready position’
 - Arms swing back then forward for momentum
 - Extend with legs, both feet take off and land at the same time
 - Bend knees when landing

GAME OBJECTIVE & SETUP

- Objective**
- The objective of the game is to gather all the flies from the riverbank and bring them back to the burrow and to practice hopping and jumping properly.
- Set Up**
- Set up a play area with an end zone at each end using cones
 - One of these zones will serve as the burrow, the other will be the riverbank. The area in between the two end zones is the river
 - In build 3, scatter poly spots across the river that will serve as lily pads
 - In build 2, place beanbags (flies) on the riverbank



GAME PLAY – Check it out on YouTube – [Frogs & Fish](#)

Build One: Toads and Frogs

Start the game off by dividing your class into two teams: toads and frogs. Have students get into a scattered formation within the playing area. On the teacher’s signal, students move about the playing area using their respective skill (i.e. toads jump and frogs hop). After a few minutes, have the teams switch roles and resume their movement. This build is for the students to practice the two types of movement.

Build Two: Food Flies

Divide the playing area into the three areas mentioned in the game rules above: the burrow, the river and the riverbank. Place a large number of beanbags on the riverbank. Toads and frogs start in the burrow and must move across the river – jumping or hopping, depending on their role to the riverbank. Once there, they collect one fly and bring it back to their burrow. The game goes on until all the flies are collected. Once that is done, return the flies to the riverbank and have the teams switch roles.

Build Three: Lily Pads

Now place a variety of lily pads on the river. Toads and frogs can take a break from jumping or hopping by resting on a lily pad. For each colour lily pad that you use, assign a task. For example, orange lily pads require you to assume a balancing pose while you rest on them, blue lily pads require you to perform an exercise (e.g. air squat) while on them and green lily pads require you to stretch while on them. You can build this colours/tasks into the game one colour at a time. Frogs and Toads move across still collecting the flies and have the teams switch roles.

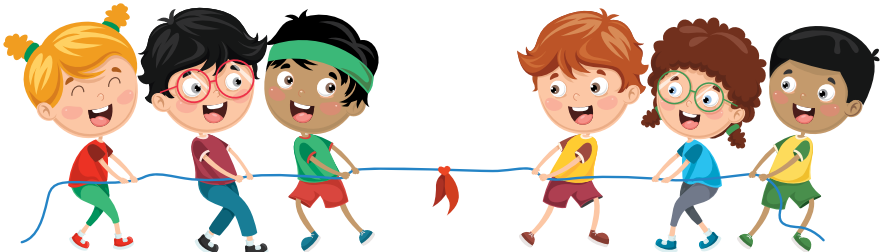
Build Four: Hungry Fish

Now you can have some students become fish. Fish can only move in the river. Fish try to tag the toads and frogs who are trying to cross the river to get the flies. If a student is on a lily pad, on the burrow or on the riverbank, they cannot be tagged. If they get tagged, they must go back to the burrow and switch roles. If a frog, they then become a toad.

Extension / Modification

- increase/decrease the distance between burrow and riverbank
- increase/decrease the number of beanbags depending on class size
- change fundamental movement skill required for toads and frogs
- use hula hoops as they are larger to give students more room to do the activity/exercise.

SEPTEMBER 2024

SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
1	2	PRO-D DAY3	YOUTUBE Super Mario Olympics 4	EXERCISE5 5 Jumping jacks 10 Squats 5 Push ups	EXERCISE6 Tree Pose: one foot balance for 10 seconds x 4 Wall Sit: hold 20 seconds x 2	7
8	YOUTUBE Back to School Olympics 9	EXERCISE10 Balance a book on your head – walk 5 laps of your classroom	YOUTUBE Inside-Out Olympic Run 11	EXERCISE12 Pretend you have a skipping rope in your hand. How many skips can you do in 2 minutes?	EXERCISE13 Seated Running Drill: sit on ground with legs extended, arms in a running position, elbows to hip, thumb to lips – 20 seconds x 3	14
15 TERRY FOX WEEK	EXERCISE16 Balance: how many high knees can you do in 2 minutes?	YOUTUBE17 Summer Olympics 2024 Would You Rather	EXERCISE18 10 Desk push-ups 10 Squats 10 Sit-ups	EXERCISE19 50 Flutter Kicks from your chair 50 Arm Circles forward and back	YOUTUBE20 Bluey Back to School Freeze Dance	21
22	YOUTUBE23 Photo Safari Hunt	EXERCISE24 Hold a plank position for 30 seconds x 2 Do 25 toe touches	YOUTUBE25 Trolls Band Together	EXERCISE26 Balance in an airplane position for 10 seconds x 3 Hold a plank for 20 seconds x 3	YOUTUBE27 Walking Together Listen to the story and then go on a mindfulness walk as a class and observe the local environment (birds, plants, etc.)	28
29	Orange Shirt Day No School	30	Additional Resources: For more information about Physical Literacy and tons of games and activities tap into School Physical Activity and Physical Literacy project website schoolpapl.ca 			

Understanding the Core Elements of Physical Literacy

There are four essential and inter-connected elements as per the International Physical Literacy Association definition and Canada’s Physical Literacy Consensus Statement. They are:

- 1
- Motivation & Confidence (Affective)
- 2
- Physical Competence (Physical)
- 3
- Knowledge & Understanding (Cognitive)
- 4
- Engagement in Physical Activities for Life (Behavioural)

For more information, click here: [Developing Physical Literacy – Building a New Normal for all Canadians](#)

