Physical Literacy

“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

International Physical Literacy Association, May 2014

Why is it important?

Physical literacy is important because it provides children with the building blocks to be physically active. For example, if children know how to throw a ball, they can play baseball; if they know how to kick a ball, they can play soccer.

Ontario Requirements for Daily Physical Activity (DPA)

• DPA must consist of at least 20 min of sustained physical activity.
• DPA should occur DAILY.
• Try to get your students moving in a way that increases their breathing and heart rate.
• DPA must be scheduled during instructional time.
• DPA can be done almost anywhere (e.g., in a classroom or hallway, outdoors, gymnasium).

Link to the DPA Policy (2005):
http://www.edu.gov.on.ca/extra/eng/ppm/138.html

ParticipACTION Report Card on Physical Activity for Children and Youth, 2016

GUIDELINES

For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

A healthy 24 hours includes:

- **SWEAT**
  - Moderate to vigorous physical activity
  - An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities should each be incorporated at least 3 days per week.

- **STEP**
  - Light physical activity
  - Several hours of a variety of structured and unstructured light physical activities;

- **SLEEP**
  - Sleep
  - Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times;

- **SIT**
  - Sedentary behaviour
  - No more than 2 hours per day of recreational screen time; Limited sitting for extended periods.

Physical Literacy Summit: Fundamental Movement Skill Games Gr.1-6

**LINKS TO RESOURCES**

**DPA LINKS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>Go Noodle</td>
<td>A free activity site to help get children off the couch and more active!</td>
<td><a href="https://www.gonoodle.com">https://www.gonoodle.com</a></td>
</tr>
<tr>
<td>Ontario DPA Activity Guide</td>
<td>A PDF outlining the guidelines for DPA in Ontario, and how to report on it.</td>
<td><a href="https://www.edu.gov.on.ca/eng/teachers/dpa.html">https://www.edu.gov.on.ca/eng/teachers/dpa.html</a></td>
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**LOW ORGANIZED GAMES/SPORT ACTIVITY LINKS**

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<thead>
<tr>
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<tr>
<td>PlaySport</td>
<td>An educational website with all kinds of great activities (low organization games) designed to teach kids games by playing games!</td>
<td><a href="http://www.playsport.net">www.playsport.net</a></td>
</tr>
<tr>
<td>SportFit</td>
<td>A free, easy to use interactive program that encourages children and youth to discover sports.</td>
<td><a href="http://www.sportfitcanada.com">www.sportfitcanada.com</a></td>
</tr>
<tr>
<td>Active After School</td>
<td>A variety of resources and activities for after school programing</td>
<td><a href="http://activeafterschool.ca/">http://activeafterschool.ca/</a></td>
</tr>
<tr>
<td>Canadian Sport for Life (CS4L)</td>
<td>A movement that promotes quality sport and physical literacy. Download action plans with activities and equipment lists for different grade levels.</td>
<td><a href="http://canadiansportforlife.ca/educators">http://canadiansportforlife.ca/educators</a></td>
</tr>
<tr>
<td>CIRA Ontario</td>
<td>Canadian Intramural Recreation Association of Ontario. A website with many free activity resources.</td>
<td><a href="http://www.ciraontario.com">http://www.ciraontario.com</a></td>
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**LESSON PLANNING/SUPPLEMENTAL INFO**

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<tr>
<td>OPHEA</td>
<td>This resource includes lesson plans, a variety of activities, supplemental information, and more! Ophea aims to help kids value and enjoy the lifelong benefits of healthy active living</td>
<td><a href="http://www.ophea.net">www.ophea.net</a></td>
</tr>
<tr>
<td>PHE Canada</td>
<td>Physical and Health Education Canada: provides resources for physical and health educators</td>
<td><a href="http://www.phcanada.ca">www.phcanada.ca</a></td>
</tr>
<tr>
<td>ParticipACTION</td>
<td>Gives Canadians ideas on how to sit less and move more!</td>
<td><a href="http://www.participaction.com">www.participaction.com</a></td>
</tr>
</tbody>
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Dr. Brenda Bruner 705-474-3450 ext 4069 or [brendab@nipissingu.ca](mailto:brendab@nipissingu.ca)
Dr. Barbi Law 705 474 3450 ext 4147 or [barbil@nipissingu.ca](mailto:barbil@nipissingu.ca)
**Pirate’s Treasure—Balance and Stability**
*Participants walk forward/backward heel-to-toe while maintaining their balance*

(Adapted from: CIRA Ontario Resource – FUNdational GAMES: BALANCE, STABILITY and LOCOMOTOR SKILLS)

**Game Objective:**
To sneak up and steal the pirate's treasure from underneath him/her

**What to look for:**
- Eyes looking forward, not down at their feet
- Good foot placement in each step (heel placed next to toe)
- Little to no wavering while performing the skill
- Are the arms used during while performing the skill?

**Instructions:**
- On a silent signal, the other players sneak up in the pirate, walking heel-to-toe across an imaginary rope from their boat to the Pirate’s ship.
- The first player to snatch the pirate’s treasure takes command over the ship! (Becomes the new pirate)
- If the pirate hears somebody's movements, he/she can clap twice and point to where the sound is coming from, sending the person to “walk the plank.”
- The person who was caught must walk heel-to-toe backwards to the outside of the playing area, and perform a fitness task before they can try again.
- Any player who loses their balance must walk the plank and try again.

**Equipment:**
- Chair, blindfold, beanbags

**Set Up:**
- One player (the pirate) sits blindfolded in the middle of the playing area
- The treasure is placed underneath the pirate’s chair
- The other players form a large circle around the pirate

**Curriculum Expectations:**
- **GRADE 1 - B1.1** perform a variety of static balances, using different body parts at different levels
- **GRADE 3 - B1.1** Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, with partners and equipment.
- **GRADE 5 - B1.1** Perform controlled transfers of weight in a variety of situations involving static and dynamic balances, using changes in speed and levels, with and without equipment.

(Adapted from: CIRA Ontario Resource – FUNdational GAMES: BALANCE, STABILITY and LOCOMOTOR SKILLS)

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**Ships and Sharks – Skipping/jumping**
*Move rhythmically using a step-hop pattern/Taking off from two feet, pushing forward and landing on two feet*

(Adapted from: CIRA Ontario Resource – FUNdational GAMES: BALANCE, STABILITY and LOCOMOTOR SKILLS)

**Game Objective:**
To work as a team to find as many objects as possible

**What to look for?**
- **Skipping**
  - Distinct step-hop pattern, with alternating feet
  - Arms moving in opposition to the legs
  - Landing on the toes and the ball of the landing foot
- **Jumping**
  - Preparation Stage
    - Bend at the knee, and getting low
    - Body leaning forward
    - Arms swinging back
  - Take-off/flight stage
    - Arms swinging forward and upward for momentum
    - Legs exploding from a crouch position
    - Eyes forward
  - Landing Stage
    - Knees bent to absorb landing impact
    - lands on both feet at the same time

**Instructions:**
- Mark out a clearly defined playing area
- Use hoops to create shipwrecks
- 2-3 players begin as sharks (wearing pinnies)
- Everyone else begins as shipwrecked sailors, clinging to their crashed ships

**Equipment:**
- Hoops and pinnies

**Set Up:**
- Sharks start in one corner of the playing area and will begin circling (skipping) the ships on the leaders signal.
- When the leader yells “swim for it!” the sailors will skip from one shipwreck to the next.
- Sailors avoid being eaten by sharks.
- If a sailor is caught, they grab a pinnie and become a shark.

**Curriculum Expectations:**
- **GRADE 1 - B1.3** perform a variety of locomotor movements travelling in different directions and using different body parts
- **GRADE 4 - B1.3** perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions
- **GRADE 6 - B1.2** Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and equipment.

(Adapted from: CIRA Ontario Resource – FUNdational GAMES: BALANCE, STABILITY and LOCOMOTOR SKILLS)

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(Adapted from: CIRA Ontario Resource – FUNdational GAMES: BALANCE, STABILITY and LOCOMOTOR SKILLS)
To The Cone & Back - Striking

Propel an object with an implement or hand using a side-arm swing

(Adapted from: CIRA Ontario Resource – FUNdational GAMES: MANIPULATIVE SKILLS)

Game Objective:
To strike the ball using an implement and then run between 2 cones to get points

Curriculum Expectations:
• GRADE 2 - B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts
• GRADE 4 - B1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions
• GRADE 6 - B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (striking/fielding activities: throw the ball promptly to teammates after retrieving it to stop opponents from scoring)

(The Ontario Curriculum Grades 1-8 Health and Physical Education, 2015)

What to look for:
• Eyes focused on the object and start in “ready position” with knees slightly bent
• Body is turned sideways, striking hand is swung backwards with weight on back leg
• Arm is swung to strike object at full extension and contact is made slightly in front of planted foot
• Transfer weight to front foot as contact occurs and follow through toward opposite shoulder

Instructions:
• At a signal, one player begins as the striker and sends the ball into the open space with an implement
• Once it is sent, the strikers places the implement on the ground in their hoop and begins running between the two cones, receiving one point for each time they touch a cone
• Fielders must retrieve the ball and pass the ball to every player before bringing it back to the hoop to stop the striker from running
• Striker gets three turns to get as many points as possible before switching positions

Equipment:
• One ball, two cones, a hoop and an implement (e.g., foam bat, paddle, noodle) per group of players

Variations:
• Fielders cannot move with the ball
• Striker must strike three balls consecutively, and then begin running. Fielders have to retrieve all three balls back into the hoop to stop the striker from getting more points
• Vary the size of the ball, implement and size of the open space

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Bench Targets - Throwing

Propel an object forward using an overhand motion

(Adapted from: CIRA Ontario Resource – FUNdational GAMES: MANIPULATIVE SKILLS)

Game Objective:
To be the first team to knock down all of the targets

Curriculum Expectations:
• GRADE 2 - B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts
• GRADE 4 - A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
• GRADE 4 - B1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement
• GRADE 4 - B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities
• GRADE 4 - B1.3 send and receive a variety of objects (e.g., rubber chickens, rings, beanbags, soft foam balls, discs, tennis balls, utility balls), adjusting for speed and distance, while applying basic principles of movement

(The Ontario Curriculum Grades 1-8 Health and Physical Education, 2015)

What to look for:
Preparation Stage
• Starts by standing side-on to target
• Eyes on the target before the motion starts
• Arm shaped like an “L” with object held with the fingers, palm up
• Motion start with feet apart and weight on the back foot
Throwing Stage
• Clear step towards target with foot that is opposite to throwing hand
• Hips and upper body rotate towards target
• Weight transferred to front foot
Follow Through Stage
• Object released from ear level, just in front of the head
• Arm follows through towards target and then down to opposite knee

Instructions:
• On the leader’s signal, each team member throws at the targets from behind the established throwing line
• After all balls have been thrown, retrieve them and get ready to throw again
• The first team to knock all of its opponents’ targets down wins, or the team to knock down the most targets following a certain number of throws is the winner

Set Up:
• Divide the gym into two playing areas and place a bench at the back of each playing area
• Place 10 targets on each bench, spreading them out
• Split into 2 teams & give each team member a ball to throw at the targets

Equipment:
• ~20 cones, bowling pins, or plastic bottles or other targets (cereal boxes)
• Benches or chairs
• Foam balls, tennis balls, utility balls and/or volleyballs

Variations:
• Use two benches at each end, one closer than the other, giving more points for knocking down targets on the farther bench
• Create targets in different areas (back, side, front, high, low, etc.)