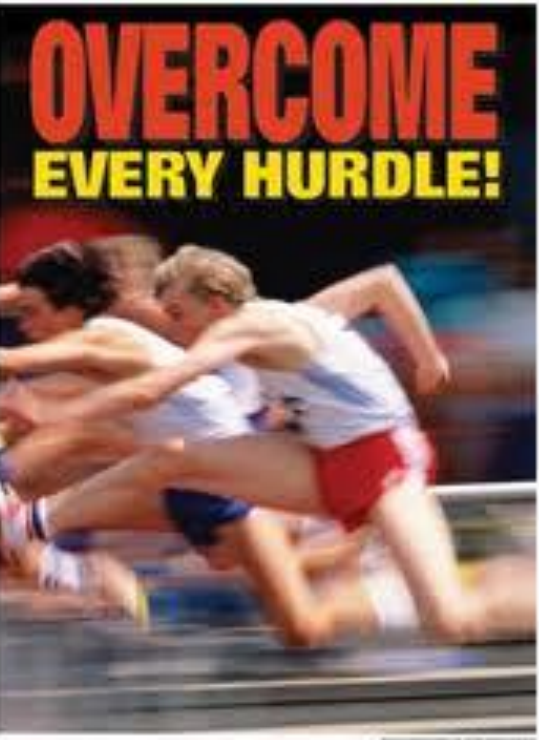
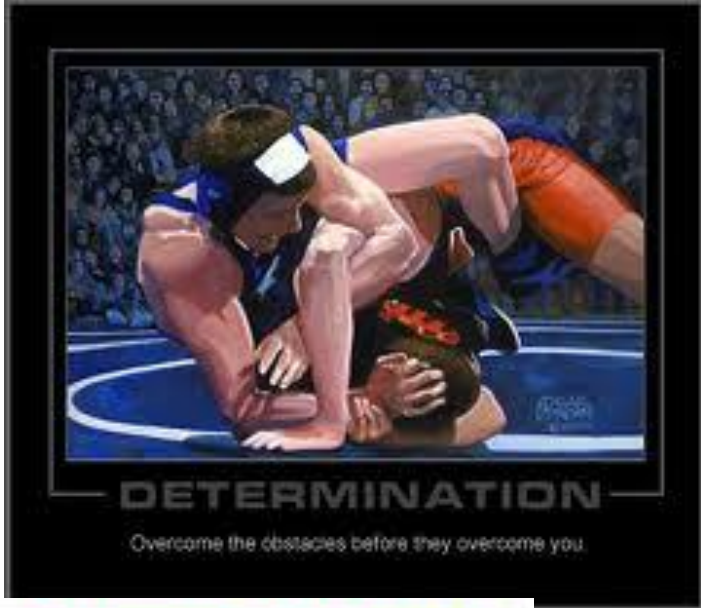




# Physical Literacy



# What constitutes our Praxis= (theory + practice)?

| Instructional Methods | Movement Forms          | Skill Focus  | Conceptual Focus   | Curricular Organizers                                 | Educational Focus     |
|-----------------------|-------------------------|--------------|--------------------|---|-----------------------|
| Inclusion             | Dance                   | Locomotion   | Tactics- weak side | Active living<br>*Knowledge<br>*Participation         | TPSR                  |
| Discovery             | Games                   | Stability    | Interweaving       | Movement skills                                       | Social justice        |
| Self-check            | Gymnastics              | Manipulation | Canon              | Living skills<br>*Safety<br>*Fair play<br>*Leadership | Peace education       |
| Co-op learning        | Individual/<br>Dual     |              | Body shape         | Living skills<br>*Safety<br>*Fair play<br>*Leadership | Sport for development |
| Peer Teaching         | Alternative environment |              |                    |   |                       |
| Direct                |                         |              |                    |   |                       |

# Where did you get Those Moves!



# Physical Literacy Review

- \* What is Literacy?
- \* What is Physical Literacy?
- \* Long Term Athletic Development (Canadian Sport forLife)
- \* Physical Literacy within Education

# Fernandez Balboa, 1997

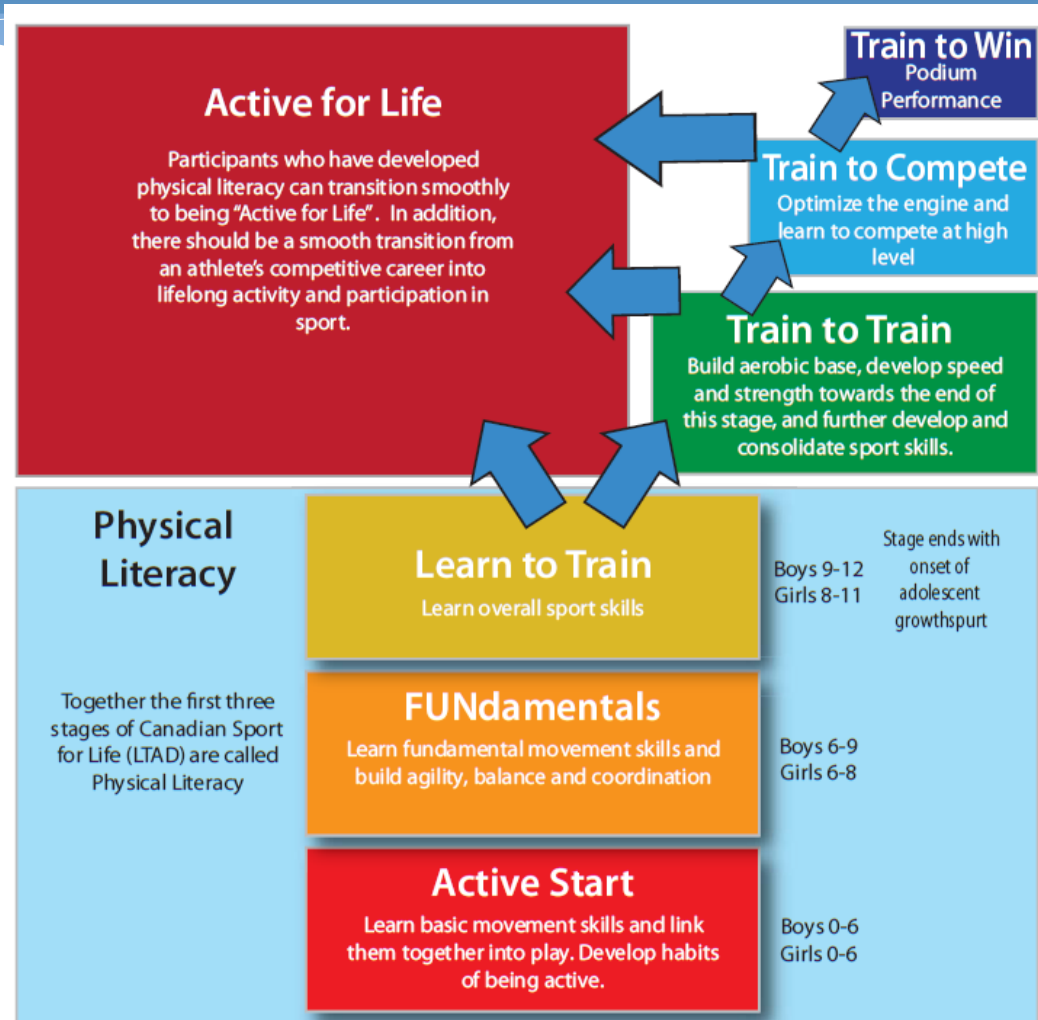
- \* The concept of literacy within an educational setting goes well beyond the acquisition of knowledge and understanding
- \* It is the application of foundational knowledge and understanding in ethical and proficient ways across a wide range of environments, tasks, and situations that makes an individual truly literate.







# Long Term Athlete Development (LTAD)





# Canada's Long Term Athlete Development Plan (Canadian Sport for Life)

## Active Start

Males and  
Females 0-6



## FUNDamentals

Males 6-9  
Females 6-8



## Learning to Train

Males 9-12  
Females 8-11



## Training to Train

Males 12-16  
Females 11-15



## Training to Compete

Males 16-23 +/-  
Females 15-21 +/-



## Training to Win

Males 19 +/-  
Females 18 +/-



## Active for Life

Enter At  
Any Age



## Active Start

Males & Females 0 – 6 Years

- Learning proper movement skills such as jumping, running, jumping, wheeling, twisting, kicking, throwing, catching, skating & skiing
- Not sedentary for more than 60 minutes except when sleeping
- Daily physical activity
- Some organized physical activity
- Exploration of risk and limits in safe environments
- Focus on fun and maximum participation

# Canada's Long Term Athlete Development Plan (Canadian Sport for Life)

## Active Start

Males and  
Females 0-6



## FUNDamentals

Males 6-9  
Females 6-8



## Learning to Train

Males 9-12  
Females 8-11



## Training to Train

Males 12-16  
Females 11-15



## Training to Compete

Males 16-23 +/-  
Females 15-21 +/-



## Training to Win

Males 19 +/-  
Females 18 +/-



## Active for Life

Enter At  
Any Age



## FUNDamentals

Males: 6-9 yrs

Females: 6-8 yrs

- Focus on general, overall development
- Focus on the development of fundamental skills
- Integrated mental, cognitive and emotional development
- Elements of athletics: running, jumping, wheeling, and throwing
- Fitness activities (strength, flexibility, endurance)
- Introduce simple rules and ethics of sport
- Well structured programs geared around individual differences and abilities
- Daily physical activity

# Canada's Long Term Athlete Development Plan (Canadian Sport for Life)

## Active Start

Males and  
Females 0-6



## FUNDamentals

Males 6-9  
Females 6-8



## Learning to Train

Males 9-12  
Females 8-11



## Training to Train

Males 12-16  
Females 11-15



## Training to Compete

Males 16-23 +/-  
Females 15-21 +/-



## Training to Win

Males 19 +/-  
Females 18 +/-



## Active for Life

Enter At  
Any Age



## Learning to Train

Males: 9 – 12

Females: 8 – 11

- Major skill learning stage: all basic movement and sport skills should be learned
- Overall physical, mental, cognitive and emotional development
- Introduction to mental preparation
- Fitness development
- Introduce sport specific training + participation in other sports

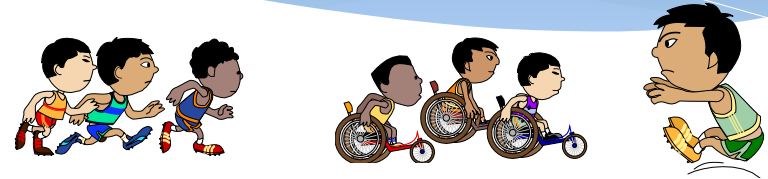
# Physical Literacy Definition and Rationale

- ✓ Link Sport and Education
- ✓ Consistent with Literacy
- ✓ “Why” Physical Literacy is Important

Individuals who are physically literate move with **competence and confidence** in a wide variety of **physical activities** in **multiple environments** that benefit the **healthy development** of the **whole person**.

# Physically literate individuals move with confidence and competence

\* Locomotor



Body Management

\* Stability

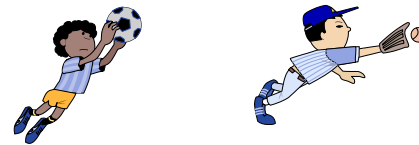


\* Manipulation

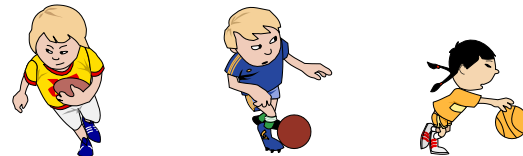
\* Sending



\* Receiving



\* Retaining



Equipment Handling

# Health Benefits of Developing Fundamental Skills

## **Purpose:**

- Relationship between FMS competency and health benefits

## **Findings:**

- FMS competency related to Behavioral, Physiological, Psychological Benefits

## **Conclusion:**

- “FMS development should be included in school- and community-based interventions”

Lubans et al., 2010. Sports Medicine Journal 40 (12)



# In a wide variety of physical activities across multiple environments

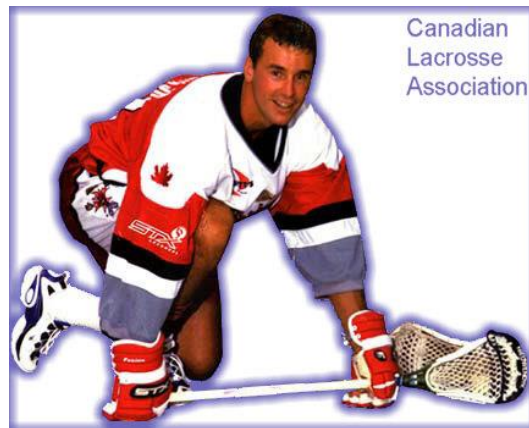


Clara Hughes



Jesse Lumsden

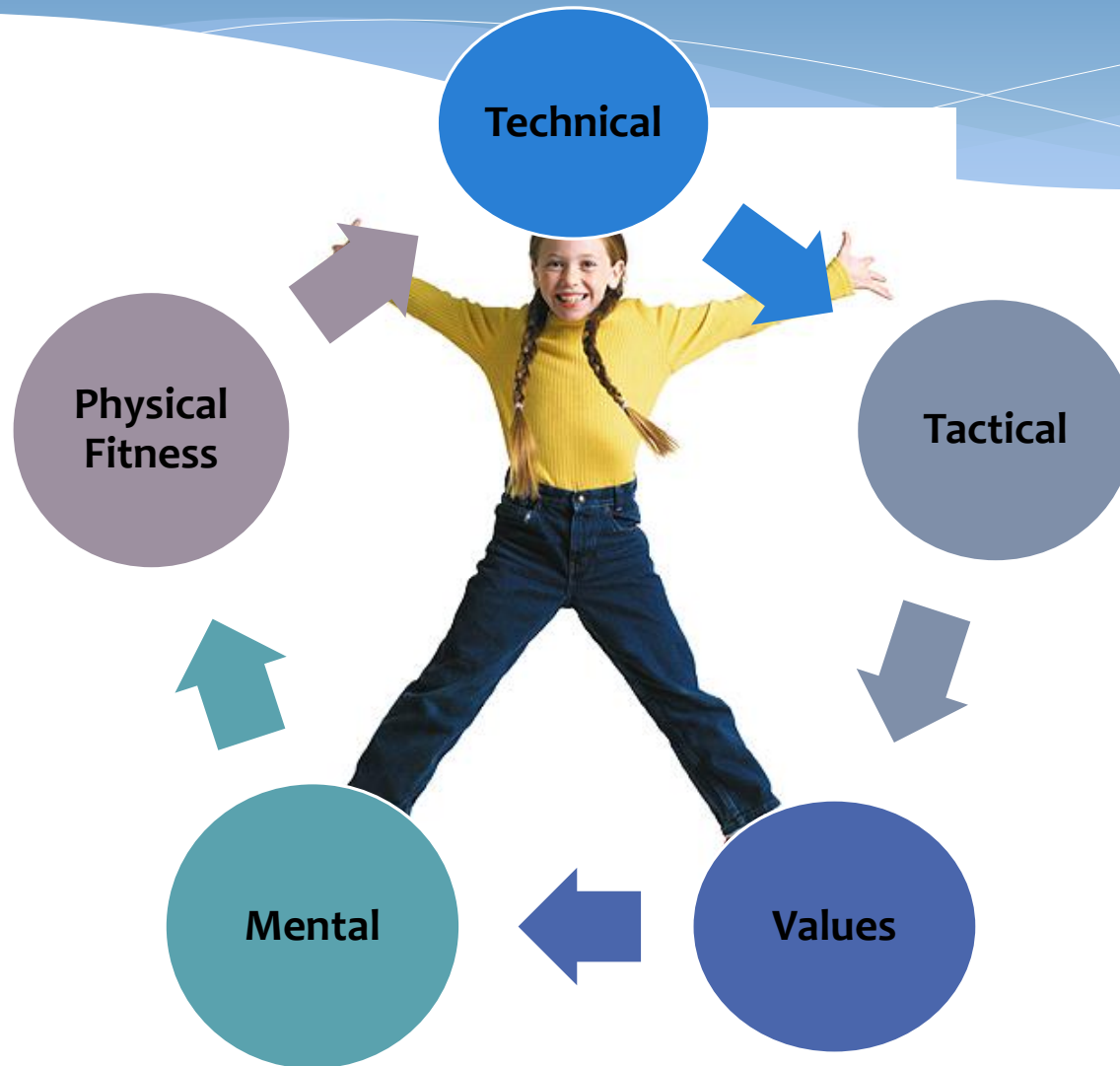
Joe Nieuwendyk



Canadian  
Lacrosse  
Association



# That benefits the healthy development of the whole child



# Physical Literacy Educational Strategies



“The great aim of education is not knowledge but action”

Herbert Spencer

# Instructional Styles

- \* Mosston, From Command to Discovery
- \* Movement Education (British)- problem solving
- \* Judy Rink, Task teaching
- \* Mike Metzler, Instructional Styles
- \* Mark Byra, Review

# 1. Interactive Teaching

- What is it?
  - Rink: A teaching strategy in which a teacher move is based on the immediate response of students
  - The teacher directs the responses of the students by telling them what to do, showing them how to practice, and then directing their practice
- Goal / Purpose:
  - To have students learn and perform a specific skill correctly in a specified manner, and do so efficiently
- Examples:

# 2. Station / Task Teaching

- What is it?
  - Rink: Teaching strategy that arranges the environment so that two or more tasks are going on at the same time in different places
- Goal / Purpose:
  - Skill learning
  - Learner independence
- Example:



# 3. Peer Teaching

- What is it?
  - Rink: A teaching strategy that transfers the teacher's responsibility for instructional components to students, who function in the role of the teacher
- Goal / Purpose:
  - Skill Learning
  - Leadership
- Examples:

# 4. Cooperative Learning

- What is it?
  - Rink: A teaching strategy in which learning tasks or projects are assigned to a heterogeneous group of learners to work cooperatively as a team to complete
  - Types:
    - Jigsaw
    - Co-op
    - Pairs-Check
- Goal / Purpose:
  - Skill Learning
  - Interdependence and Cooperation
- Examples:

# 5. Cognitive Strategies

- What is it?
  - Teacher engages the student cognitively by presenting them with tasks, often in the form of questions, so that students may problem-solve to learn the content rather than copy a teacher's or peers' correct performance
  - Types
    - Guided Discovery (Convergent & Divergent Inquiry)
- Goal / Purpose:
  - Skill Learning
  - Problem Solving
  - Transfer
  - Exploratory learning
- Examples

# 6. Self-Instructional Strategies

- What is it?
  - Rink: A teaching strategy designed to permit the student to function with a degree of independence from the teacher
  - The teacher serves as a guide or mentor, providing pre-established programs or materials, while the students actively take the major responsibility for their learning, often by creating their own learning experiences
- Goal / Purpose:
  - Skill Learning
  - Responsibility
- Examples