

PHYSICAL LITERACY & LTAD

Class #9
Wednesday, July 4th, 2012



Language Arts

A collection of language arts resources. It includes the letters "ABC" in large, colorful 3D font, a colorful graphic with the words "SENTENCE SAYS", a book cover titled "In Florida's Parks" featuring a map of Florida, and a document from the Florida Department of Education titled "FLORIDA DEPARTMENT OF EDUCATION" with a logo.

Mathematics

Mathematics educational content featuring fraction circles (half, whole), number blocks (1, 2, 3), and algebraic equations such as $a^2 + b^2 = c^2$ and $x^2 + y^2 = z^2$.



Music

Music educational content featuring a photograph of a person playing a guitar, musical notation, and a G Major scale diagram with notes labeled DO RE MI FA SOL LA SI.

UNESCO statement for the United Nations Literacy Decade (2003)

- The United Nations General Assembly (2002) passed resolution 56/116: United Nations Literacy Decade: Education for All:
 - literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century.

UNESCO statement for the United Nations Literacy Decade (2003)

- Literacy is about more than reading and writing. It is about:
 - how we communicate in society.
 - social practices and relationships, about knowledge, language and culture.



Literacy Includes

- Knowledge and Understanding
 - Content & comprehension of the content
- Thinking
 - Use of critical and creative thinking skills and/or processes
- Communication
 - Conveying of information through various forms
- Application
 - Use of knowledge and skills to make connections within and between various contexts



PHYSICAL



PHED Talk – Physical Literacy



Physical & Health Education Canada, 2009 Justification



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**.

- bridge between the sport and education
- strong link to current notions of literacy
- "competence" should be viewed from an inclusive perspective - not based on population norms
- competence across a wide variety of physical activities (e.g., games, dance, fitness, gymnastics, outdoor).
- captures the "why" It is important to be physically literate - benefits the whole person (physical, cognitive, affective, etc).

PHE Canada's Definition of Physical Literacy



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 consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

Physical Literacy in Different Contexts

Chevy Nova



Coke Adds Life



Check & Reflect ...

- What does a physically literate person look like?



Steve Nash Video



Diverse

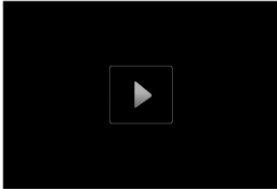
- Understanding
- Character
- Ability
- Totally
- Imagination
- Ongoing
- Nurturing
- Fundamental Movement Skills
- Physical Literacy Checklist
- Information for Parents
- Support Tools

Diverse

Pedagogical strategies to foster **DIVERSE** forms of activity:

- Ask ALL students to identify the types of activities they would like to learn.
- Use a wide range of forms of physical activity throughout the year (e.g., dance, gymnastics, games, fitness, and outdoor pursuits).
- Include both traditional and non-traditional forms of physical activity.
- Include activities that promote cultural understanding and awareness.
- Use diverse forms of teaching styles to suit individual needs and multiple objectives

Find out more about fostering **DIVERSITY** by viewing the podcast below.




Activity Ideas

- [Fundamental Movement Skills](#)

Activities that foster DIVERSITY

- [Fundamental Movement Skills](#)
- [At My Best](#)
- [PlaySport](#)
- [QDPE Resources](#)
- [Dance Resources](#)
- [Golf in School](#)
- [DEA](#)
- [QDPE A Bop](#)
- [Cooperative Games](#)
- [Fun Fitness Activities](#)
- [Teaching Dance](#)
- [Lead Up Games](#)
- [Multicultural Games](#)
- [Play Day](#)

- Back to Programs
- What is Physical Literacy?
- Physical Literacy Educational Strategies
- Fundamental Movement Skills
- Physical Literacy Checklist**
- Planning
- Environment
- Instruction
- Professionalism
- Information for Parents
- Support Tools



Physical Literacy

[Home](#) > [Programs](#) > [Physical Literacy](#) > Physical Literacy Checklist

Physical Literacy Checklist

An important component of a Quality Daily Physical Education program is assessing the program and evaluating how well it is supporting the development of physical literacy.

The "Educating for Physical Literacy Checklist" is a general assessment tool which can help to facilitate instructional improvement for the development of physical literacy in students. It is not intended to be used in the evaluation or judgment of teaching competence and must be adapted to the setting, outcomes, and the personal styles of teachers and coaches. Some of its intended uses include self or peer assessment based on observations for constructive feedback, reflection, and professional development.

The checklist is structured around four critical components of effective teaching which collectively house 24 research-based criteria for best-practice teaching in physical education:

- [Planning](#)
- [Environment](#)
- [Instruction](#)
- [Professionalism](#)

These are only some of the many important teaching qualities for the development of physical literacy in a physical education setting. Nevertheless, these criteria should serve as a generally useful means to help physical educators assess their planning, instructional capabilities, professionalism, and ability to nurture an effective learning environment for the development of physical literacy in physical education students.

Share Print A A A

Support Links

- [Physical Literacy Checklist](#)
- [PIE Canada QDPE program delivery assessment tool](#)

Educating for Physical Literacy Checklist

- A: Planning** (Organizing for Student Learning)
- Am I using a variety of appropriate teaching methods?
 - Am I implementing suitable progressions?
 - Am I applying relevant concepts to the lesson content?
 - Am I connecting learning to the past, present and future?
 - Am I being developmentally appropriate and minimizing public comparisons?
 - Am I articulating clear and appropriate learning objectives?

- B: Environment** (Creating an Environment for Student Learning)
- Am I creating a fair, respectful and holistically safe climate?
 - Am I exhibiting rapport and a caring disposition?
 - Am I appropriately enthusiastic, participatory and energetic?
 - Am I fostering authentic and optimally challenging learning experiences?
 - Am I maintaining consistent standards of classroom behaviour?
 - Am I stimulating maximum participation and academic learning time for all?

- C: Instruction** (Teaching Strategies and Skills for Student Learning)
- Am I fostering students' motivation to participate in physical activity in or out of school?
 - Am I managing equipment, space, transitions and groups?
 - Am I maintaining optimal pace and making necessary adaptations?
 - Am I utilizing technology and non-verbal aids?
 - Am I monitoring learning and providing appropriate feedback?
 - Do I engage in professional growth and development?

- D: Professionalism** (Personal Qualities for Motivation and Instruction)
- Am I clear (e.g., critical cues, avoiding slang and vulgarity)?
 - Do I have the necessary requisite knowledge and ability?
 - Do I appear self-efficacious, poised and confident?
 - Do I appear professional (e.g., attire, hygiene, promptness)?
 - Am I demonstrating mature self-reflections of my teaching?
 - Am I applying valid and reliable assessments for learning?

Physical Literacy Checklist

Video Example



Download the Podcasts

- On iTunes, search Physical Literacy for Educators
- Download the podcasts and sync to your handheld device

iTunes U

Applications of PL

How has this work been applied within the education sector?

British Columbia – Health Literacy

BC Standards for Healthy Living

- Literacy is more than the ability to read or write. To participate effectively in daily life, people require communication skills, the ability to critically analyze, make use of information and make sound decisions that exert greater control over life events and situations.
- Health literacy is the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across a lifetime.
- To be health-literate means to have the capacity, opportunities and support needed to obtain and use health information effectively, to act as informed partners in the care of themselves, their families and communities, and to manage interactions in a variety of settings that affect health and well-being.

Physical Education

- Considerations for Program Delivery
- Information & Communications Technology
 - Literacy ... can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology.
 - Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology.
 - Literacy also involves a critical examination and understanding of the ethical and social issues

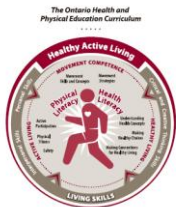
Provincial Curriculum Examples



Vision:
The learner of 2021 will be **physically and health literate** and have the **comprehension, commitment and capacity** to lead and promote a **healthy active life** in an ever-changing, global society.



2010/11



Provincial Curriculum - Manitoba

- Throughout Kindergarten to Grade 10, PE/HE programming emphasizes acquisition and application of movement skills in a variety of physical activities for developing **physical literacy**.



- Overview of Gr 11 Active Healthy Lifestyles

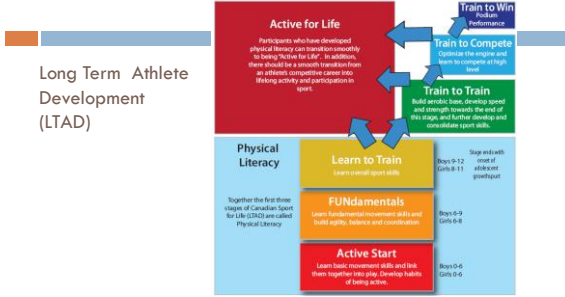
Newfoundland & Labrador Program of Studies

Intermediate Physical Education

- The Intermediate Physical Education curriculum provides an understanding of the benefits of an active lifestyle and leads individuals to develop their personal wellness and personal movement competency and **physical literacy** that contribute to an active lifestyle throughout life.



Physical literacy's link to the sport sector



LTAD & Education (from www.cs4l.ca)



- highlights the need for quality daily physical education.
- highlights the need to improve training for teachers in the elementary schools to understand the concept of physical literacy and LTAD and correctly model and teach fundamental movement skills and sports skills.
- encourages new courses at colleges and universities to ensure that educators and coaches are familiar with physical literacy and LTAD and can apply these when teaching and coaching.
- encourages the establishment of sport academies and Sport-Étude programs enriching the training environment during the Train to Train phase.



Canada's Long Term Athlete Development Plan



Health Benefits of Developing Fundamental Skills
Lubans et al., 2010. Sports Medicine Journal 40(12)

- Purpose:
 - to examine the relationship between FMS competence and health benefits in children and youth
- Behavioural Benefits
 - FMS Competency related to:
 - Higher levels of physical activity
- Physiological Benefits
 - FMS Competency related to:
 - Lower BMI levels
 - Higher cardio-respiratory fitness levels
- Psychological Benefits
 - FMS Competency related to:
 - Higher levels of perceived physical competence
- Conclusion
 - FMS development should be included in school-community-based interventions

Write Ahead

Fundamental Movement Skills in Children and Adolescents
Benefits of Associated Health Benefits

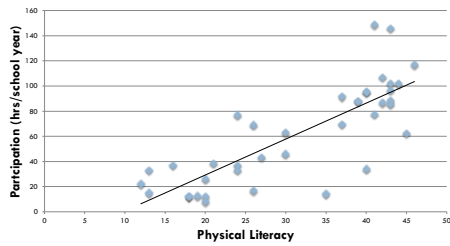
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PL and Active Participation



PLAY_FUNDAMENTALS, n=39, Grade 6

Perception of Competence

	Hi PL (n=44)		Lo PL (n=57)
Physical Self-Description Questionnaire (PSDQ) (maximum of 6)			
Health	4.93 (0.68)	>NS	4.60 (1.03)
Coordination	4.82 (0.81)	>***	4.08 (0.94)
Physical activity	5.37 (0.69)	>***	4.14 (1.32)
Body fat	5.37 (0.83)	>***	4.32 (1.53)
Sports competence	4.93 (0.80)	>***	3.73 (1.33)
GP self-concept	5.24 (0.71)	>***	4.10 (1.20)
Appearance	4.83 (0.78)	>*	4.28 (0.94)
Strength	4.66 (0.99)	>***	3.74 (1.13)
Flexibility	4.21 (1.13)	>NS	3.81 (1.20)
Endurance/fitness	4.89 (0.98)	>***	3.57 (1.27)
Global self-esteem	5.44 (0.46)	>***	4.87 (0.81)

Canada's Long Term Athlete Development Plan



Canada's Long Term Athlete Development Plan



Core Principles of LTAD



- Variety is the key for children and youth
- Specialization takes place later on (adolescence)
- Development of the “whole” athlete
- Developmental age is more important than chronological age
- The “system” is responsible for the overall development at various levels
- Not just about developing ELITE athletes

Physical Literacy
for Life
A Model for Physical
Education