

# LITERACI

Language Arts



#### **Mathematics**



#### Music



#### 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
- 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



#### Check & Reflect ...







#### Steve Nash Video





#### Physical Literacy Background Info





#### Diverse

Characte

Ability Totality

Imaginati

Ongoing

Support Tools

Professionalist Information for Parents Support Tools

Fundamental Movement Skills

Physical Literacy Checklist Information for Parents

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

- Ask ALL students to identify the types of activities they would like to learn earn.
  Use a wide range of forms of physical activity throughout the year (e.g., dance, grimnastics, 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.



• Fundamental Movement Skills

Back to Programs **Physical Literacy** What is Physical Literacy? Physical Literacy Educational Strategies iental Movement Skills Home > Programs > Physical Literacy > Physical Literacy Checklis 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. Planning

## ted to

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 iteracy in a physical education setting. Neverthieless, these ortenia should serve as a generally useful means to help physical deductors assess there planning, instructional capabilities, professionalism, and abiity to nutture an affective learning environment the development of physical iteracy in physical education students.

#### **Educating for Physical Literacy Checklist**

- A: Planning (Organizing for Student Learning)
  Am I using a variety of appropriate teaching methods?
  Am Implementing suitable progressions?
  Am I applying relevant concepts to the lesson content?
  Am I connecting learning to the past, present and future?
  Am I connecting developmentally appropriate and minimizing public comparisons?
  Am I articulating clear and appropriate learning objectives?
- B: Environment (Creating an Environment for Student Learning)
- Environment (L'eating an Environment for Student Learning)
  Am (L'eating an Environment for Student Learning)
  Am (L'eating a fair, respectful and holistically sea climate?
  Am (Laptorpately enthusiastic, participatory and energetic?
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 Multicultural Games • Play Day

Activities that foster DIVERSITY

Eundamental Movement Skills
 At My Best

PlaySport
 ODPE Resources

 Dance Resources Golf in School



Share 🖓 Print & A A

Physical Literacy Checklist

<u>PHE Canada QDPE</u> program delivery assessment tool

# C: Instruction (Teaching Strategies and Skills for Student Learning) Am (Tosteing Students' motivation to participate in physical activity in or out of school? Am Insigning students' motivation to participate in physical activity in or out of school? Am Imaniging equipment, space, transitions and groups? Am Imaintaining optimal pace and making necessary adaptations? Am Indition glearning and providing appropriate feedback? Do I engage in professional growth and development?

# D: Professionalism (Personal Qualities for Motivation and Instruction) D 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

#### C Standards for Healthy Livi

#### Physical Education Considerations for Program Delivery

- 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.
- 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





thealth and

 $_{\rm PE}^{\rm H_{\&}}$ 

#### Provincial Curriculum - Manitoba

 Throughout Kindergarter to Grade 10, PE/HE programming emphasizes acquisition and application of movement skills in a variety of physical activities for developing <u>physical literacy</u>.
 Overview of Gr 11 Active Healthy Lifestyles



#### Newfoundland & Labrador Program of Studies

#### termediate Physical Educatio

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.

Intermediate Program

'hysical literacy's link to the sport sector

Long Term Athlete Development (LTAD)



#### 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



Active Start Active Starr - terning proper movement skills such as running, jumping, wheeling, twisting, kicking, throwing, catching, skating & skiing 5 ome organized physical activity • Exploration of risk and limits ins for environments • Focus on fun and maximum participation **FUNdamentals** FORGATTERIALS • Integrated mental, cognitive and emotional development • Elements of athletics: running, jumping, wheeling, and throwing • Fitness activities (strength, ficks)lithy, endurance) • Introduce simple rules and ethics of sport

#### arning to Train

Learning to Train Major skill serving stage: all basic movement and sport skills should be learned O vorrall physical, mental, cagnifive and emotional development • Introduction to mental preparation • Finess development • Introduce sport specific training + participation in other sports

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

Purpose:			
<ul> <li>to examine the relationship between FMS compe potential health benefits in children and youth</li> </ul>	Review Amous	*******	
Behavioural Benefits	2007 Sector (1		
<ul> <li>FMS Competency related to:</li> <li>Higher levels of physical activity</li> </ul>	Fundamental Movement Skills in Children and Adolescents		
Physiological Benefits	Review of Associated Health Benefits Devid K. Lubass <sup>1</sup> Phile I. Marans <sup>1</sup> Dates P. Citt <sup>2</sup> Line M. Baranti		
<ul> <li>FMS Competency related to:</li> <li>Lower BMI levels</li> <li>Higher cardio-respiratory fitness levels</li> </ul>	David K. Gamari, "Theory J. Antogen," Update TC 40(2): Link and American Tank Antonios (D. Cheng). 5 Salad at Handrason, Chemistry and Tananasa, Calighan Campus, Neurandi, Nee Neuranni, Nee Neuranni, New Neuranni, S. New Neuranni, S. New Neuranni, S. New Neuranni, S. New Neuranni, Neura		
Psychological Benefits	Contents Australi	829	
<ul> <li>FMS Competency related to:</li> <li>Higher levels of perceived physical competence</li> </ul>	1 Santhofter of Bule     1 Control of Bule     1 Control of Bule     1 Control of Research of Bule     1 Control of Research     1 Control of Research     1 Control of Bule     1 Control of Bule	820 820 820 820 820 820 820 820 820	
Conclusion	22 Convice of Barly Gurily 23 Representations for the 24 Protocopies length 23 Brancoust Benefit	K20 K20 K20	
<ul> <li>"FMS development should be included in school- community-based interventions"</li> </ul>	2.1 Sectore of Bullys 5.1 Oceanious of Bullys 5.1 Oceanious of Bullys 5.2 Decaylos and Electronic Area 6. Coversaers	K201 K201 K200 K200 K200 K200 K200	

PL and Active Participation



PLAY<sub>FUNDAMENTALS</sub>, 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)				
			36				

#### Canada's Long Term Athlete Development Plan



## Training to Train • Major fitness development stage: endurance, strength and speed • Overall physical, mental, cognitive and emotional development • Develop fundamental mental skills • Sport specific training Training to Compete High Performance Athletes at Major National and International Even Sport, Event, Position Specific Training for Physical Conditioning, Tactical Preparation, Technical Preparation and Playing Skills under Competitive Conditions nal Events Overall physical, mental, cognitive, and emotional development Sport specific technical, tactical, and fitness on a regular basis Trainina to Win Irdining to Win High Parformace Athletes Training to Win Major International Events Modeling all possible aspects of training and performance - Frequent preventalive breaks permitting recovery to avoid injury 5 port specific technical, tactical, and fitness training on a daily & regular basis

#### Canada's Long Term Athlete Development Plan



#### Active for Life

Active for Life Dolly Physical Activity = minimum of 60 minutes moderate daily physical activity, or 30 minutes of intense activity for adults Foundation of being physically lifeste Transfer from one Sport to Another Mover from compositive sport to recessional sport Lifelong Participation Sport Coress OF Volumbering

www.activeforlife.ca

#### 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



