



**PHYSICAL LITERACY**

# Welcome to a new movement.

Where social justice for physical education, health and sport is as integrated as the advocates who share it.



**MOVE + LIVE + LEARN**

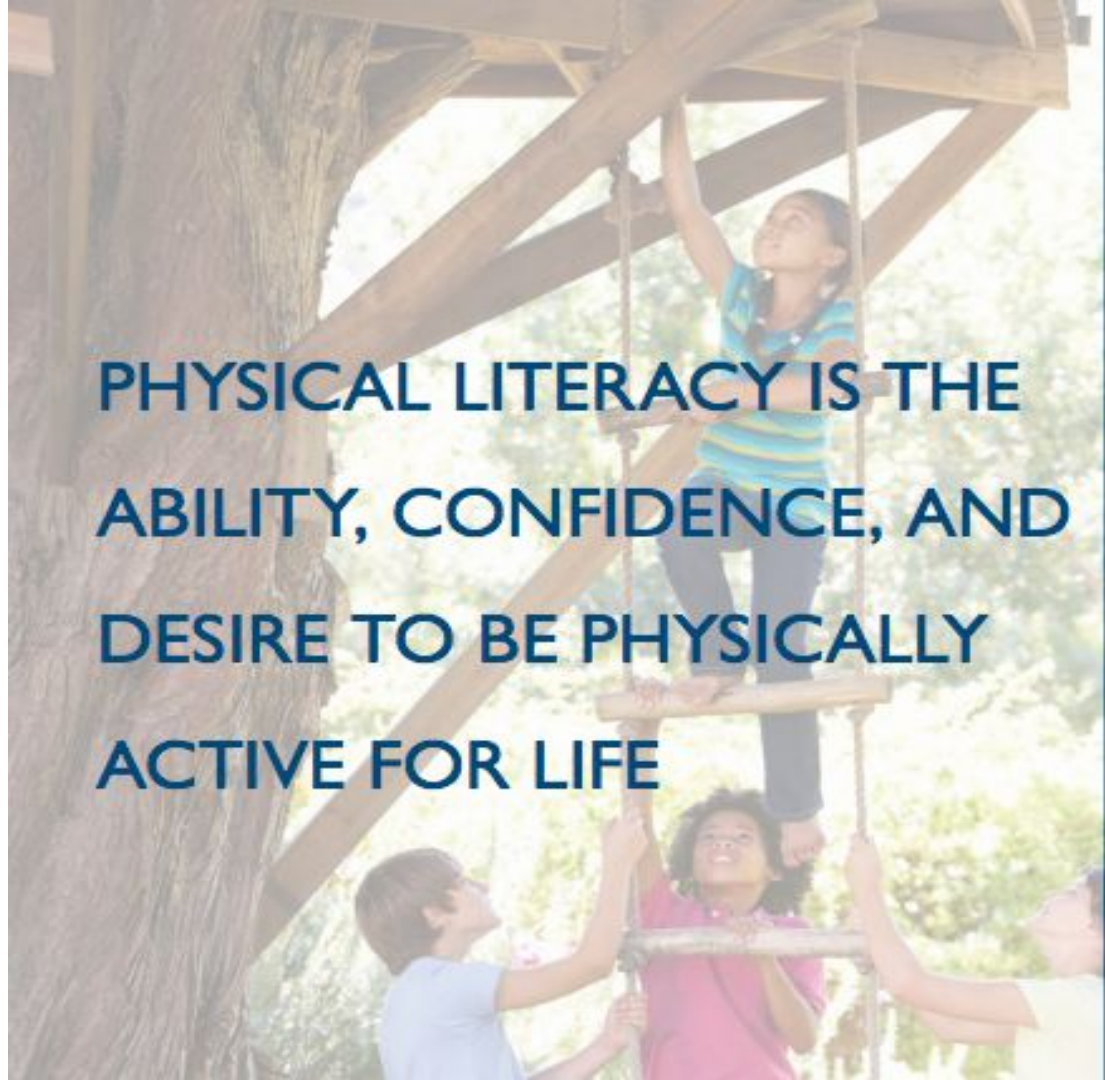
[www.movevivelearn.com](http://www.movevivelearn.com)



# PHYSICAL LITERACY:

*What is it?*

PHYSICAL LITERACY IS THE  
ABILITY, CONFIDENCE, AND  
DESIRE TO BE PHYSICALLY  
ACTIVE FOR LIFE



A photograph of a cable-stayed bridge with a concrete deck and metal railings, set against a hazy, blue-tinted sky and water. The bridge's cables are visible, creating a geometric pattern. A blue rectangular box is positioned in the lower-left quadrant, containing white and red text.

The **GATEWAY** to active participation.  
A *journey* not a destination.



# PHYSICAL LITERACY



## Dr. Dean Kriellaars Video

University of Manitoba  
Studies Physical Literacy in Children

What is it?

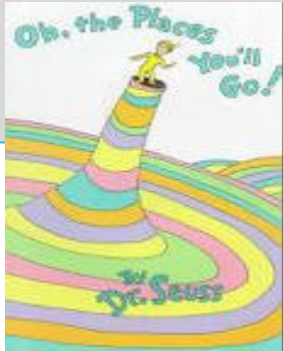


# Literacy Model

## “Skill Based Literacies”

### Literacy

- \* ABC
- \* Words
- \* Sentences



### Numeracy

- \* 123
- \* Fractions
- \* Equations



### Music

- \* Do-re-mi
- \* Scale
- \* Score



### Physical Literacy

- \* Movement vocabulary
- \* Sequences
- \* Tasks



LEARNING TO MOVE  
IS JUST AS IMPORTANT  
AS LEARNING TO  
READ AND WRITE.



be fit for life  
moving alberta



**IS INACTIVITY A GREATER KILLER THAN OBESITY?**





**SAD STATE OF THE NATION**  
**SCREEN TIME VS. PHYSICAL ACTIVITY**  
**PLAY 60 MINUTES A DAY**



Mirroring our culture, Lego has moved to “paint by number kits”  
virtually eliminating imagination and creative process.

A “TELL ME WHAT TO DO” culture – directions for everything.



# PHYSICAL LITERACY



**Physical** literacy is crucial to the acquisition, by every child, youth, and adult of essential life skills which is an indispensable means for **active** participation in the world.



# PHYSICAL LITERACY

## TOOLS FOR AN ACTIVE LIFE

If you can...

### RUN



### BALANCE



### SWIM



You can enjoy...

- Playing tag
- Soccer
- Basketball
- Lacrosse
- Ultimate Frisbee
- Triathlon
- Tennis



Gymnastics

Biking

Softball

Football

Snowboarding

Zumba

Yoga







# FUNDAMENTAL MOVEMENT SKILLS

## Travelling Skills

- Boosting
- Climbing
- Eggbeater
- Galloping
- Gliding
- Hopping
- Ice Picking
- **Jumping**
- Leaping
- Poling
- Running
- Sculling
- **Skating**
- **Sliding**
- Swimming
- Swinging
- Wheeling

## Object Control Skills

### Sending

- Kicking
- Punting
- Rolling (ball)
- Strike (ball, pick, ring)
- Throwing
- Catching

### Receiving

- Catching
- Stopping
- Trapping

### Travelling with:

- Dribbling (feet)
- Dribbling (hands)
- Dribbling (stick)

### Receiving and Sending

- Striking (bat)
- Striking (stick)
- Volleying

## Balance Movements

- Balancing/Centring
- Body Rolling
- Dodging
- Eggbeater
- Floating
- Landing
- Read Position
- Sinking/Falling
- Spinning
- Stopping
- Stretching/Curling
- Swinging
- Twisting/Turnin



# PHYSICAL LITERACY



The Building Blocks:

ABCs

Agility \* Balance \* Coordination  
& Speed

# *Movement Skills* are the **building blocks** of Movement Creativity





**Figure 5: Fundamental Movement Skills and Fundamental Sports Skills**



**Agility**



**Balance**



**Co-ordination**



**Speed**



**Jumping**



**Climbing**



**Walking**



**Skating**



**Hopping**



**Swimming**



**Skipping**



**Balance**



**Throwing**



**Dribbling**



**Kicking**



**Throwing**



**Hitting**



**Catching**





# PHYSICAL LITERACY



## **Fundamental SPORT Skills**

*Baseball, hockey, soccer, basketball*

## **Fundamental MOVEMENT Skills**

*Run, Skip, Hop, Throw, Catch, Kick, Strike, Dribble, Jump*

## **THE BUILDING BLOCKS: ABC's**

**Agility \* Balance \* Coordination & Speed**



**PHYSICAL  
LITERACY**

**Four Different Environments:**

**EARTH**

**WATER**

**AIR**

**SNOW and ICE**

	<b>Where?</b>	<b>Physical Literacy</b>	<b>Who?</b>
<b>LTAD Stage</b>	Schools Sport clubs Community recreation Sport programs Home	<b>Learn to Train</b> Girls 8-11, Boys 9-12	Parents/Guardians Coaches Teachers Recreation leaders Youth leaders
	Schools Sport clubs Community recreation Sport programs Home	<b>FUNDamental</b> Girls 6-8, Boys 6-9	Parents/Guardians Coaches Teachers Recreation leaders Youth leaders
	Home Pre-schools Day care Sport programs Community recreation	<b>Active Start</b> Girls and Boys 0-6	Parents/Guardians Day care providers Pre-school teachers Kindergarten teachers

## Physical Literacy is developing fundamental movement skills...

### Travelling Skills

Boosting  
Climbing  
Eggbeater  
Gallop  
Gliding  
Hopping  
Ice Picking  
Jumping  
Leaping  
Poling  
Running  
Sculling  
Skating  
Skipping  
Sliding  
Swimming  
Swinging  
Wheeling

### Object Control Skills

Sending:  
Kicking  
Punting  
Rolling (ball)  
Strike (ball, puck, ring)  
**Throwing**  
  
Receiving:  
Catching  
Stopping  
Trapping  
  
Travelling with:  
Dribbling  
(feet, hands, stick)  
  
Receiving and Sending:  
Striking  
(bat, stick, racquet)  
Volleyball

### Balance Movements

Balancing/Centering  
Body Rolling  
Dodging  
Eggbeater  
Floating  
**Landing**  
Ready Position  
Sinking/Falling  
Spinning  
Stopping  
Stretching/Curling  
Swinging  
Twisting/Turning

## leading to fundamental sport skills

Long-Jump  
Volleyball jump  
Jump over a hurdle  
**Basketball lay-up**  
Gap-closing leap  
Touchdown leap

Pitching  
Javelin  
Discus  
**Soccer Throw-in**  
Bowling  
Football Pass  
Underhand throw

After a ski/snowboard jump  
On your back (Fosbury Flop)  
**After tumbling**  
After a volleyball or  
basketball jump

## in various decision making situations

Long/short steps  
Leaping for length  
or height  
Right or left foot  
Leap to the side or  
straight forward

Long/short pass  
High/low pass  
Directed to the  
leg/chest/head  
Targeting open space  
Throwing over a defender

Land on one foot or two  
On the side of your body  
prior to rolling  
With an extended body,  
or while tucking  
With or without rotation

in a variety of environments:  
ground, water, snow, ice and air.

## Why develop Physical Literacy?

Physical Literacy increases  
physical activity,  
which increases  
personal success



Educational success  
Cognitive skills  
Mental health  
Psychological wellness  
Social skills  
Healthy lifestyle habits  
Physical health  
Physical fitness

## When to develop Physical Literacy

The most important step toward developing physical literacy is the mastering of fundamental movement skills, but mastery does not happen all at once. For almost every skill, a developing child needs to go through a series of developmental stages.

### Learning fundamental movement skills





# Types of Fundamental Skills

Groups of Sports/Activities

	Agility	Balance	Coordination	Running	Jumping	Swimming	Sliding/skating
Acrobatic sports	Strong	Strong	Strong	Moderate	Strong	Weak	Weak
Aquatic sports	Strong	Strong	Strong	Weak	Weak	Strong	Weak
Combative sports	Strong	Strong	Strong	Moderate	Weak	Weak	Weak
Dance	Strong	Strong	Strong	Moderate	Moderate	Weak	Weak
Ice/Snow sports	Strong	Strong	Strong	Moderate	Strong	Weak	Strong



Sports that are strong developers of this type of fundamental skill



Sports that are moderate developers of this type of fundamental skill



Sports that are weak developers of or do not develop this type of fundamental skill

## Ice/Snow sports

\*Figure Skating

Speed skating

Bobsleigh

Skeleton

Luge

Alpine skiing

Freestyle skiing

Snowboarding

Cross-country skiing

# 9 Principles of Physical Literacy

*Using the acronym EDUCATION*





## Ten Key Factors

**Long-Term Athlete Development (LTAD) is based on sport research, coaching best practices, and scientific principles. LTAD expresses these principles, research, and practices as 10 Key Factors essential to athlete development.**

To optimize the development of our athletes, we need to take advantage of the best sport science and best practices in coaching and training. Long-Term Athlete Development (LTAD) does this by codifying important elements of sport science and coaching practices into the 10 Key Factors of LTAD:

1. Physical Literacy
2. Specialization
3. Developmental Age
4. Sensitive Periods
5. Mental, Cognitive and Emotional Development
6. Periodization
7. Competition
8. Excellence Takes Time
9. System Alignment and Integration
10. Continuous Improvement - Kaizen

**PHYSICAL  
LITERACY**

# LONG-TERM ATHLETE DEVELOPMENT STAGES

## FUNdamentals

Chronological Age

Males 6-9 and Females 6-8

- Overall **movement** skills
- General, overall development
- Integrated mental, cognitive and emotional development
- **ABCs** of athleticism: agility, balance, coordination and speed
- ABCs of athletics: running, jumping, throwing and wheeling for wheelchair sports
- Develop strength through use of own body weight exercises
- Introduce simple rules of fair play and ethics of sport
- Well-structured programs without periodization
- Daily physical activity, still emphasizing **fun**

## Learn to Train

Chronological / Developmental Age

Males 9-12 and Females 8-11

- Overall **sport** skills development
- Major skill learning stage: all basic sport skills should be learned before entering puberty or the Train to Train stage
- Integrated mental, cognitive and emotional development
- Introduction to mental preparation
- Develop strength through use of own body weight, adding medicine ball and Swiss ball
- Introduce ancillary capacities
- Further identification and development of talents
- Single or double periodization
- Sport-specific training three times per week; participation in other sports three times per week



# NEGATIVE EFFECTS OF EARLY SPECIALIZATION

According to the research, all sports are categorized as late specialization sports except for 3: gymnastics, diving, and figure skating (Canadian Sport for Life)

Specializing early on in a single, late specialization sport contributes to:

- One-sided, sport-specific preparation
- Lack of ABCs, poor basic movements and fundamental sports skills
- Overuse injuries
- Early burnout
- Early retirement from training and competition

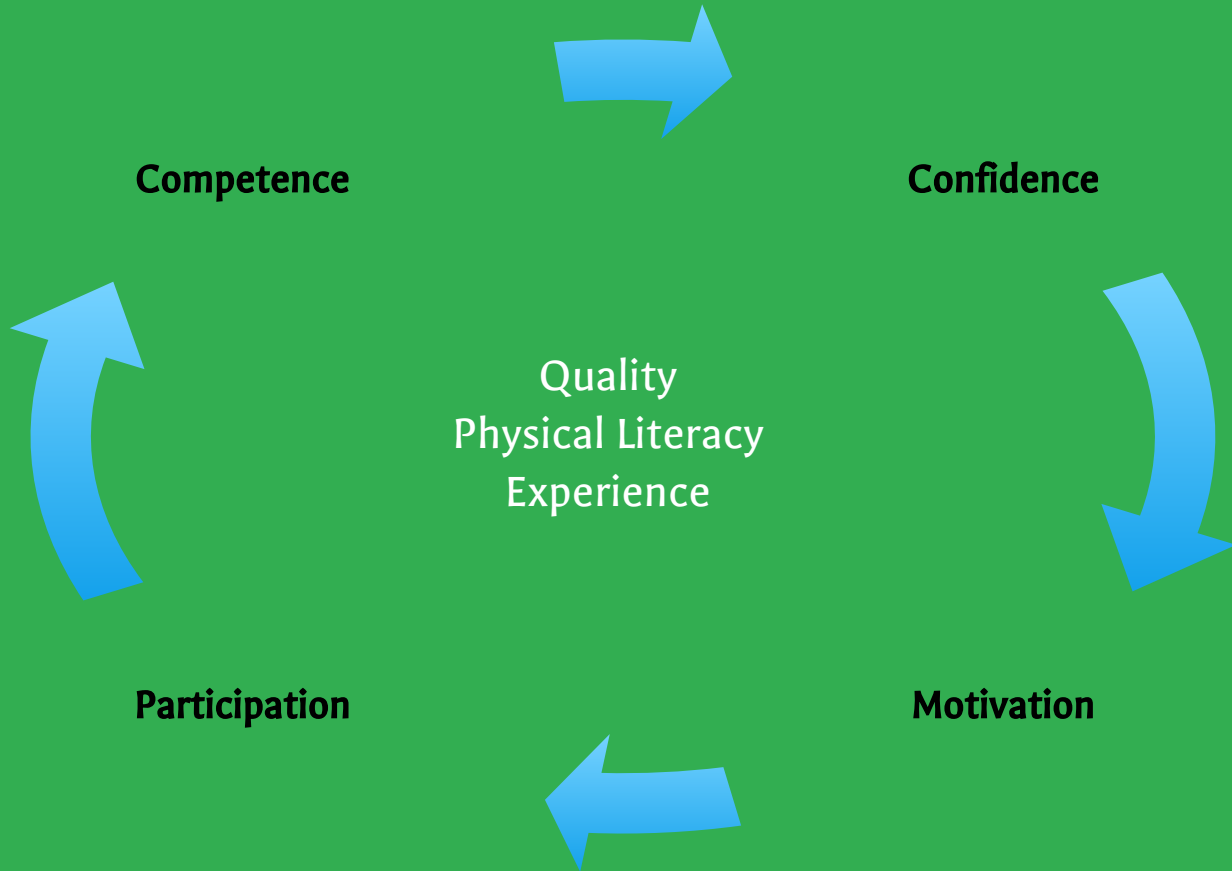


# PHYSICAL LITERACY IN THE UNITED STATES

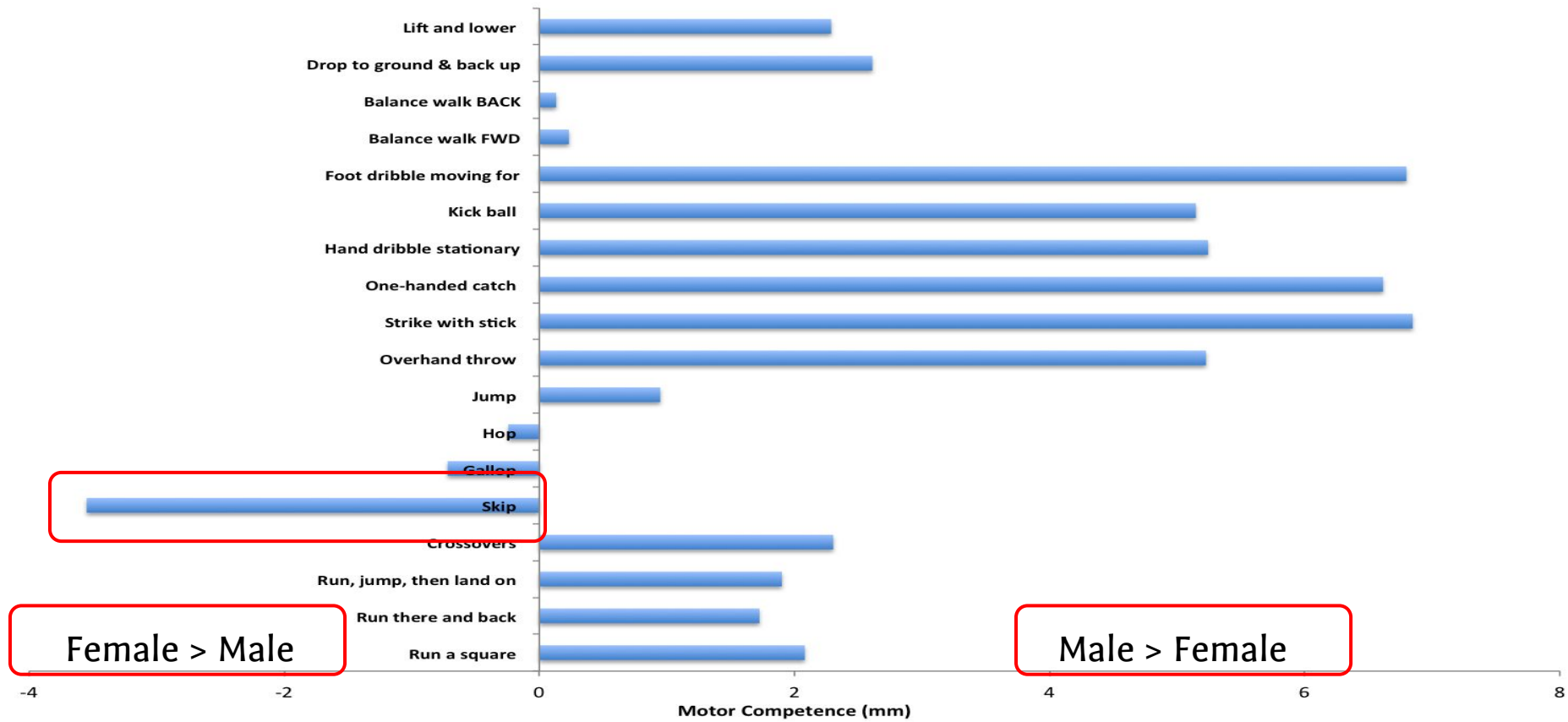
A MODEL, STRATEGIC PLAN, AND CALL TO ACTION



THE ASPEN INSTITUTE  
**PROJECT PLAY**



# Motor Competence in Curricular Linked Skills (N=15,000 My Personal Best, 2014,2015)



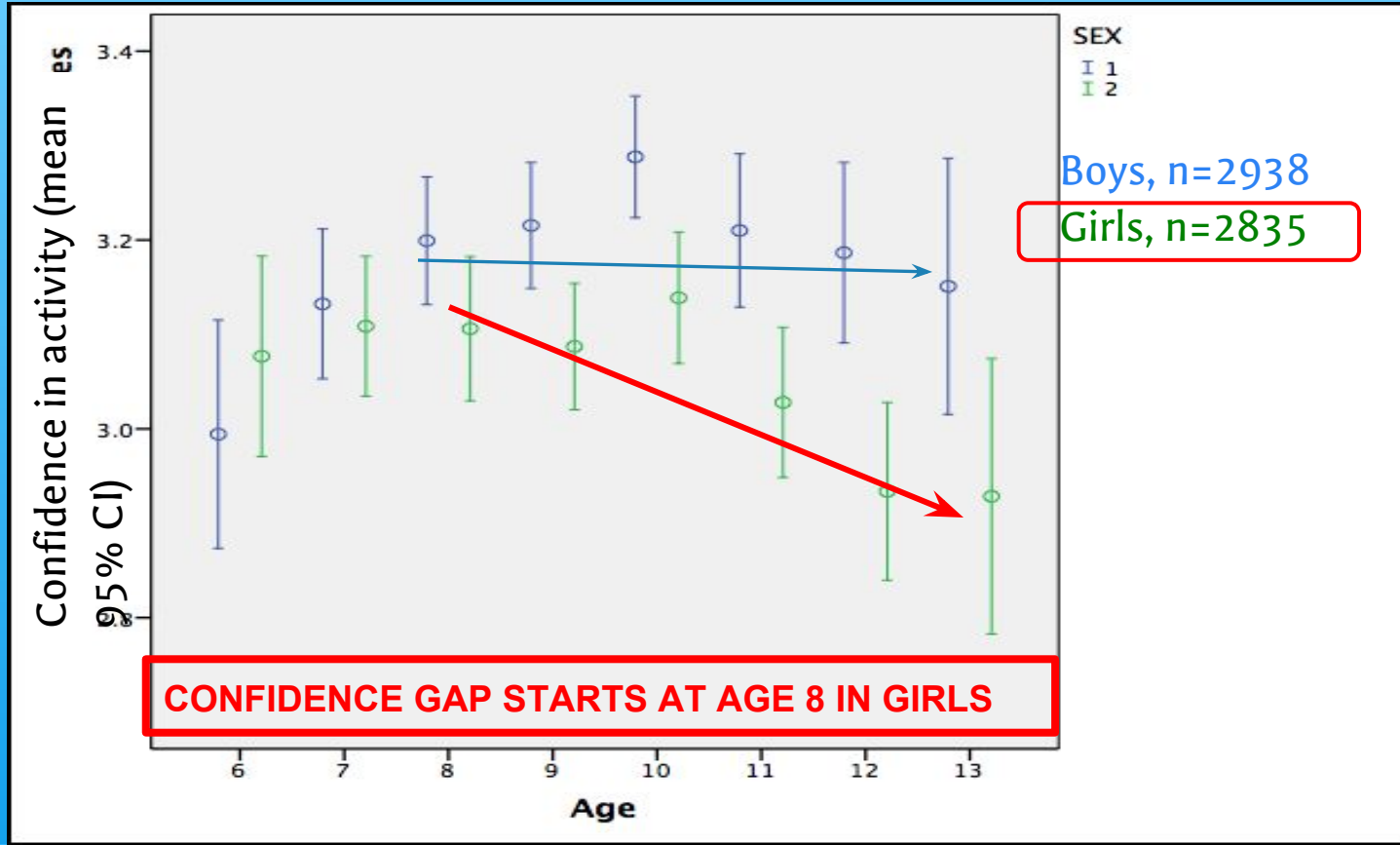
Female > Male

Male > Female

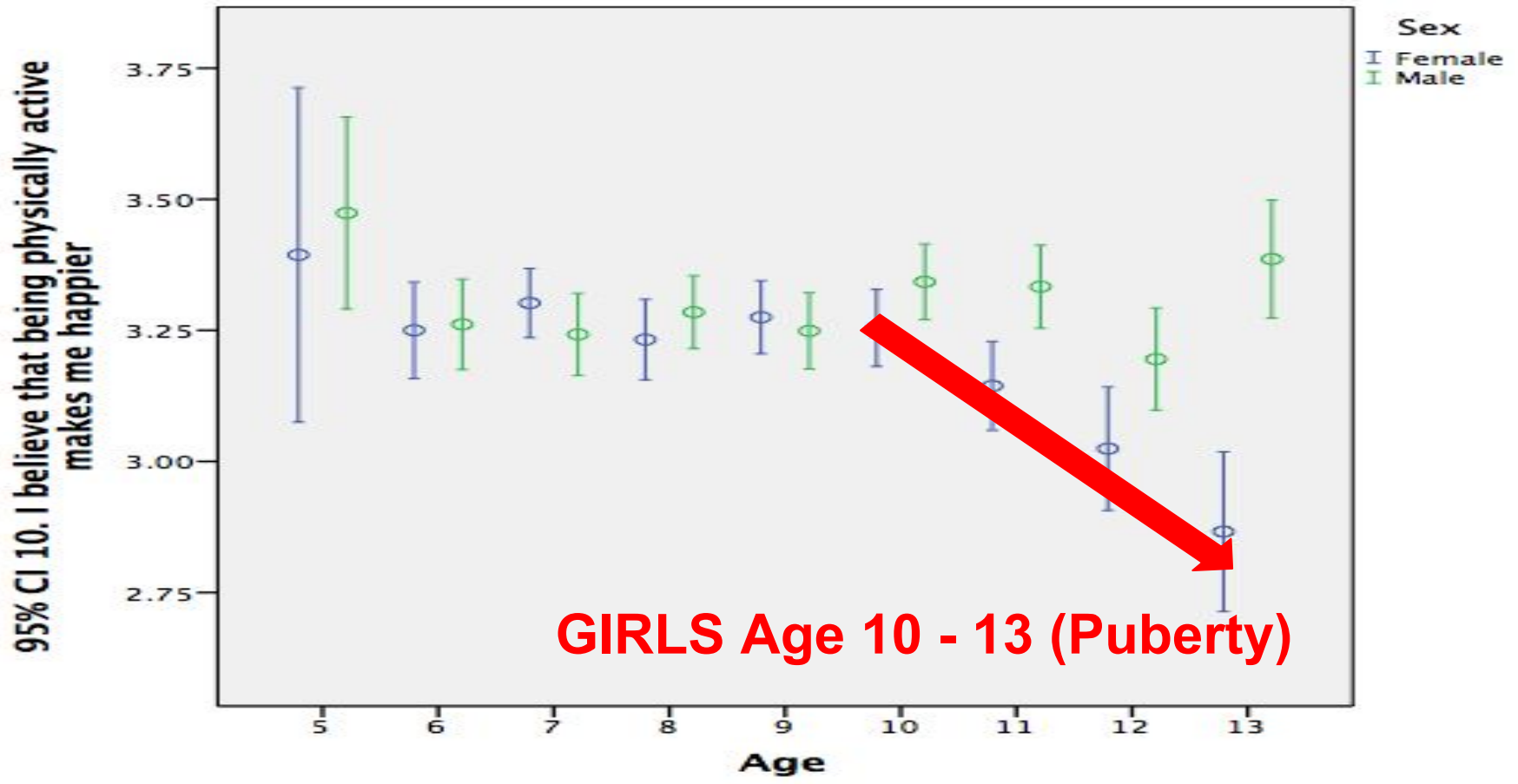
Motor Competence (mm)

# Confidence in Performing Activity

(My Personal Best, 2014)



# Happiness and PA



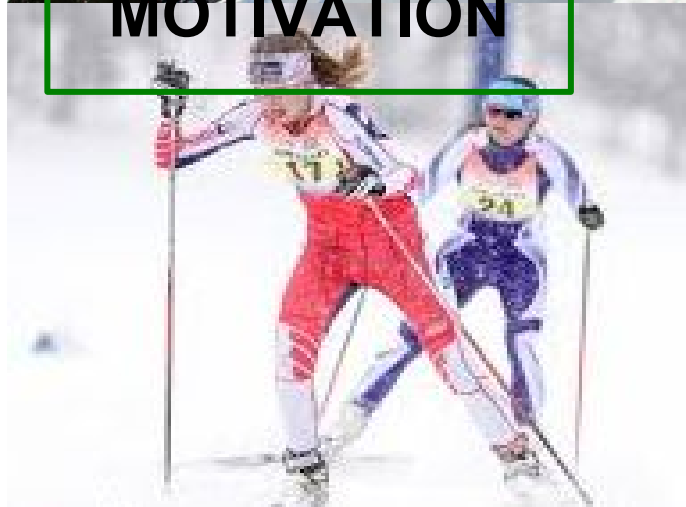




**COMPETENCE**

**CONFIDENCE**

**MOTIVATION**



# ONE BALL THROW-CATCH

OPTIONAL MUSIC

*If you don't want to participate, you don't have to, but I ask you to watch*

Speaker notes explain basic sequence for juggling show to illustrate:

- ★ Audience progression
- ★ FUN & CHALLENGE
- ★ Failures are part of success
- ★ Anonymity
- ★ Creativity
- ★ PL can create fitness but fitness does not create PL

# MOVEMENT BREAK

- **Divide into 4 corners of room - rotate clockwise**
  - **Rock-Paper-Scissors - Ranger - Poacher - Bear**
    - Bear beats Ranger
    - Ranger beats Poacher
    - Poacher beats Bear
  - **Jumping 1-2-3 GO**
  - **If you win, you advance to next corner**
  - **Goal: See how fast you can get back to home base**
- READY GO**

# Challenge

Successes  
FUN

Audience

Competence

Confidence

Talent!



Free  
Play



Participation

Motivation

Creativity

Ownership



# MOVEMENT VOCABULARY

*Is the total number of movements that a person is competent in.*

- To participate in any physical activity, movement vocabulary is required.
- Movement vocabulary is the gateway to physical activity, since the absence of the requisite skills prevent participation.



# MOVEMENT TERMINOLOGY

- Form is important in movement execution, but it is also critical to have the child understand the words that describe movement.
- Children need to know the difference between such terms as hop, jump, leap.
- Children often DO NOT understand the words that describe movement.
- It is very difficult to play a piano without knowing the notes. It is just as difficult to participate in activity without knowing movement terminology!





# MORE THAN JUST SPORT

- Teaching movement skills is essential for participating in life.
- A child with competence in a diverse movement vocabulary can choose to participate in activities not only in sport but in...
  - Recreation
  - Vocation
  - Performance arts
  - Activities of daily living



# **CONFIDENCE**

*is built on a road with fun and challenge complete with failures and successes.*

- Sessions needs to be designed to enhance confidence.
- It is insufficient just to have fun.
- The session must have a challenge that can be overcome.
- Failures need to occur for ultimate success. Failure is part of success!
- Children need a safe place to allow failures, but need as many or more successes to progress – appropriate challenge.



**PHYSICAL  
LITERACY**

**UTAH  
OLYMPIC  
LEGACY**  
FOUNDATION



**Leading the way with physical literacy  
enriched FUNdamentals instruction  
including a combination of  
land-based and on-ice skill sessions.**



# DRY LAND TRAINING SUGGESTIONS

- Allow athletes to design obstacle course OR design station activities
- Form small groups (2-3 athletes) at stations to decrease pressure
- Use a variety of locomotor skills (skip backwards/sideways)
- Add layers and sequencing that encourage creativity of the mover:  
*Create a sequence using 2 objects that includes:*
  1. *changing directions*, 2. *throwing/catching*, 3. *moving sideways*

An American flag is visible at the top of the page, with a close-up of a human eye looking towards the right. The eye is positioned over the red and white stripes of the flag.

# DRY LAND TRAINING SUGGESTIONS

## BE CREATIVE & COMBINE TASKS

*Encourage diversity of activities choices that incorporate a variety of Fundamental movement skills*

- long jump rope while tossing ball in and out to next person in line
- whistle while you leap over every cone
- clap behind your back while grapevining
- toss an object to your left/right hand while in plank position
- skip around course while throwing under your leg to your partner



An American flag is shown at the top of the page. The stars and stripes are visible. Two green eyes are superimposed on the flag, one on the blue field with stars and one on the red and white stripes.

# DRY LAND TRAINING SUGGESTIONS

**GOALS: \* fun \* increase participation \*social cohesion \***

## **MODIFY RULES OF THE GAMES**

- Play simultaneous small-sided games with purpose ( 2 v 2, 3 v 3, 4 v 4)
- Use non-dominant hand to throw/catch/kick/send an object into orbit (bilateral skills)
- 3 Step Rule: 3 seconds, 3 steps, 3 passes before scoring on opponent
- Every person on the team must score before you can score again



# DRY LAND TRAINING SUGGESTIONS

**GOALS:** \* fun \* increase participation \*social cohesion \*

## **MODIFY RULES OF THE GAMES**

- Change the type of object (increase/decrease size, shape)
- Use 2 or 3 objects instead of only 1
- Change size of playing space to smaller to add challenge and increase participation
- Words of the Day Board: agility, balance, coordination, speed, twisting,, spinning, skating, landing, hopping (use any FUNdamental movement skills to increase movement vocabulary)



## ON-SNOW SUGGESTIONS

- Allow athletes CHOICE (dodge trees or follow the leader)
- Make it a game (Who can ski/ride down hill without \_\_\_\_\_?)
- Encourage athletes to design a game and teach it to their ski/ride buddy
- Using left and right with children (create fun cues)
- Apply dry-land suggestions onto snow (play soccer/volleyball, ultimate on skis)



## **OFF SEASON SUGGESTIONS**

*Encourage athletes to learn new sports & diversify*

- \* Skateboard \* Gymnastics \* Mountain Bike \*
- \* Breakdance, Hip-Hop, or Jazz Dance \*
- \* Unicycle \* Team Sports \* Swimming \*

**FREE PLAY  
TRY IT ALL!**



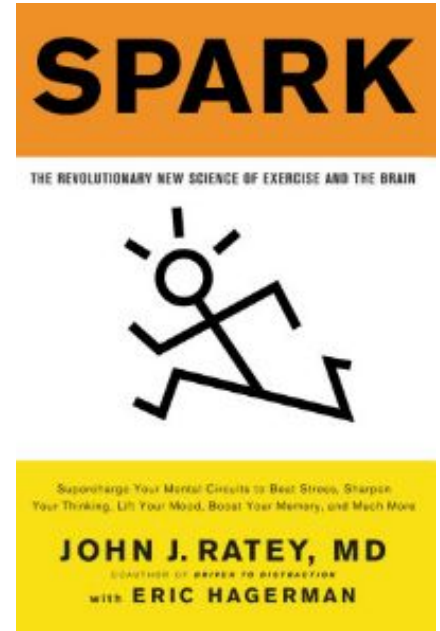
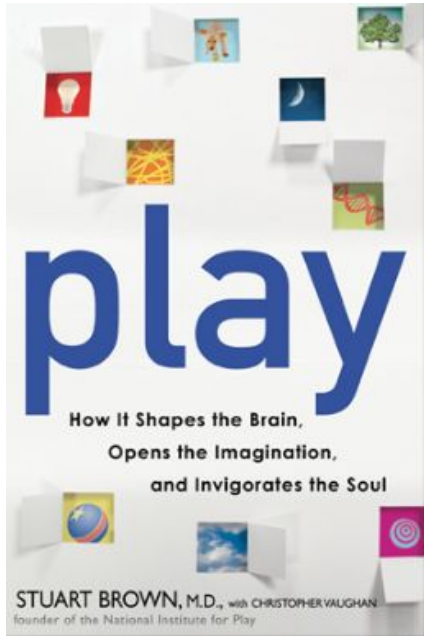
# TAKE AWAYS

- Fostering physical literacy in young athletes establishes the building blocks for all future physical development and athletic performance.
- By creating quality physical literacy experiences you will have more successful skiers and snowboarders, with reduced injuries, and support your athletes in a lifetime of movement which benefits their health





**YOU DON'T TEACH PHYSICAL LITERACY,  
YOU CREATE  
PHYSICAL LITERACY EXPERIENCES  
IN WHICH THEY WILL GROW.**





# **THANK YOU**

**for being a coach and making a  
positive impact in kids lives.**