

Teacher's Monthly Guide To Physical Literacy Newsletter

SEPTEMBER 2025



Welcome back to another exciting year of physical literacy with the Learning in Motion Program.

We're thrilled to continue supporting you as you inspire movement, build confidence, and promote lifelong healthy habits in your students. Your dedication to creating active, inclusive, and engaging learning environments makes a lasting impact-and we're here to help every step, jump, and stretch of the way.

This year, we're bringing fresh ideas, updated resources, and continued support to help you empower every learner through movement. Let's make this year the most dynamic one yet.

Here's to a fantastic year of growth, movement, and learning in motion.

With appreciation,
The Learning in Motion Program Team

Jina Taylor

School District #71, Physical Literacy Lead
Teacher, Learning in Motion Program
Workshop Facilitator and Physical Literacy Lead

Dwayne Roberts

Program Manager, Indigenous Programs,
Learning in Motion Program



About the Artist

Claire Shannon-Akiwenzie is an Anishinaabe digital artist and beader from the Chippewas of Nawash Unceded First Nation. She is also a teacher in the Vancouver School District and a dedicated leader to I•SPARC's FitNation, Healthy Living, Indigenous Cultural Safety and Learning in Motion Program.

What's New

This fall, the School Physical Activity and Physical Literacy prototype project is transitioning to the Learning in Motion Program.

The Learning in Motion Program is a school-based health promotion initiative to support First Nations schools and B.C. elementary school educators (K-7) in building their knowledge, skills and confidence in delivering quality physical activity and physical literacy opportunities during the school day, with the goal of increasing student physical activity levels.

The program will continue to offer in-person and virtual training opportunities for educators from First Nations schools and schools with a high percentage of Indigenous students. The Indigenous training will be offered by the Indigenous Sport, Physical Activity and Recreation Council (I•SPARC).

Some resources are available to all B.C. educators; these include:

- Free access to digital and printable classroom activities and educational resources
- PLAYBuilder, a digital platform that provides educators with 1600+ activities/games and videos, 150+ lesson plans and a term planning tool for Grades K- 7 that are aligned with the B.C. Physical and Health Education Curriculum.

The program is supported by the Province of British Columbia.

Learning in Motion Program website
healthyschoolsbc.ca/learning-in-motion/

PLAYBuilder—lim.sportforlife-sportpoulavie.ca

Content at a Glance

We have new and exciting content for the 2025-26 school year.

PAGE 2

Cooperative Games

- Recipe for Teambuilding
- 3-2-1 Up
- Pass the Frog
- Secret Admirer
- Soccer Scrum
- Group Transformation
- Memory Game



PAGE 3

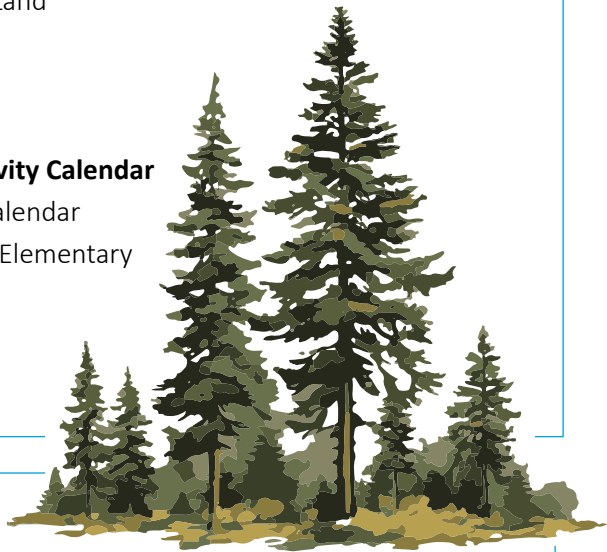
Movement Without Limits—Get Active Anywhere

- Setting Gym Routines
- Moving in the Classroom
- Connecting to the Land
- Book of the Month

PAGE 4

Daily Classroom Activity Calendar

- September 2025 Calendar
- Physical Literacy in Elementary School.



We Value Your Feedback

Integrating Physical Literacy For Life

It is important to us to achieve our goals of supporting teachers within First Nations schools, and B.C. elementary school educators (K-7). Submitting your feedback is vital to the growth of the program, to assist fellow teachers, and to guide the program to success. Let's make it happen together. We look forward to hearing from you. Please send your feedback to droberts@isparc.ca.

Cooperative Games



Recipe for Team Building

- R** → RESPECT
- E** → EVALUATE & UNDERSTAND THE GOAL
- C** → COMMUNICATE CLEARLY
- I** → INCLUDE EVERYONE
- P** → PARTICIPATE
- E** → ERRORS ARE WELCOME

Secret Admirer

Grades K-7

Equipment/Material

- No equipment required.

Fundamental Movement Skill (FMS)

- Walk, run and skip.

Activity Description

- Group spreads evenly throughout open space.
- Ask each person to slowly mingle and attempt to “fill the empty spaces”—don’t allow large open spaces.
- No talking or touching.
- On “go” move to a jog and secretly identify someone and attempt to stay within one meter of the person the entire time. That other person doesn’t know you’ve selected them—do not choose someone you usually would.
- After a few minutes try to guess who your admirer was.
- Extensions:** Secretly identify a person close to you, and then keep as far away as possible (within boundaries) from this player.

3-2-1 Up

Grades K-7

Equipment/Material

- Soft throwing items. You will need several per group.

Fundamental Movement Skill (FMS)

- Throw and catch.

Activity Description

- One player starts with the throwing object, and they take turns throwing each round.
- The whole team says, “three, two, one, ups”.
- On the word “ups”, the player throws the object at least 10 ft into the air.
- The objective of the game is for one of the other participants to catch the object before it hits the floor. If the team is successful, they add another item and 2 players throw the objects in the air at the same time, while others try to catch it before it hits the ground.
- Each time a team catches an item, add another one. If a team drops an item, they either go back down an item, or start back at one.

Soccer Scrum

Grades K-7

Reference YouTube: [Soccer Scrum](#).

Equipment/Material

- Soccer ball

Fundamental Movement Skill (FMS)

- Walk, dribble and balance.

Activity Description

- Build teams of 4 or 5 (scrum) circle together arms around each other's shoulders.
- Each group has a soccer ball placed on the ground in the scrum.
- How many times can your group of five move the ball back and forth across the gym in three minutes?



Pass the Frog

Grades K-7

Reference YouTube: [Pass the Frog](#).

Equipment/Material

- 1 ‘frog’ per group—i.e. stuffed animal, rubber chicken, ball, noodle, etc.

Fundamental Movement Skill (FMS)

- Twist, balance and reach.



Activity Description

- Split class into groups of 8–10 and have them sit in a circle.
- Each groups gets a ‘frog’.
- The goal is to work together to get the frog around the circle as quickly as possible using the designated body part. Start again if: the frog touches the ground, or someone uses a body part other than the designated body part.
- Level**
 - Level 1—use only your hands
 - Level 2—use only your elbows
 - Level 3—use only your knees
 - Level 4—use only your feet
- Variations**
 - Increase difficulty by having teams complete all the previous levels again during each of the new levels rounds.
 - Change the item being passed.
 - Create new and more interesting levels such as: chin and chest or elbow and knee.

Group Transformation

Grades K-7

Equipment/Material

- No equipment required.

Fundamental Movement Skill (FMS)

- Balance, bend and reach.

Activity Description

- Similar to cheerleading, the entire group creates a formation.
- Give students a word to create, and a time limit in which to create it.
- It is up to the student's group to make it obvious enough for the other groups to guess—they cannot make sounds or give hints.
- They will have one minute to show the rest of the group what they created and for them to guess. Sculpture ideas:
 - typewriter • computer • semi-truck • bulldozer • sink
 - helicopter • blender • shower • Ipod • pyramid.

Memory Game

Grades K-7

Equipment/Material

- Music source.

Fundamental Movement Skill (FMS)

- Run, skip and hop.

Activity Description

- Scatter students throughout the gym.
- When the music begins, the educator calls out a FMS (locomotor) and have students perform that skill around the gym.
- When the music stops, everyone must find a single high-five partner (someone standing by them). When the music starts again, the educator calls out a new skill for the student to perform.
- When the music stops, students find a new person to double high five, then find their original single high five partner and give them a single high five.
- Continue with the following progressions:
 - Single high five; 2. Double high five; 3. Elbow to elbow;
 - Back-to-back; 5. Pinky to pinky.
- Students must find a new partner each time.

Setting Gym Routine

Gym Routines to Consider at the Start of the School Year

Entering the Gym

- Teach them to walk in quietly and go directly to a designated spot or have an instant activity that they enter the gym and perform.

Gym Expectations

- Respect yourself (stay on your feet, have fun and do your best, wear athletic shoes).
- Respect others and show good sportsmanship.
- Respect your space and equipment.

Using Music

- Music is a powerful tool to manage transitions and set energy levels.

Stopping Signal

- A whistle blow or music stop followed by a call like "Freeze!" or "1,2,3 ... Stop, drop, listen."
- A clapping pattern that students repeat.
- Practice this often in the first few weeks.

Clean-Up Routine

- Give a countdown ("1 minute left") before clean-up begins.
- Model how to return equipment gently and in the correct place.

Exiting the Gym

- Establish a calm and quiet routine for lining up.
- Review one highlight or skill from the class before they leave.

Connecting to the Land

Grades 3-7

Stick Frame Craft

Reference YouTube: [Nature Connection Picture Frames](#)

Equipment/Material

- 4 small to medium sticks and 4 pieces of twine (approximately 45cm long) for each pair of students.

Fundamental Movement Skill (FMS)

- Walk, run and skip.

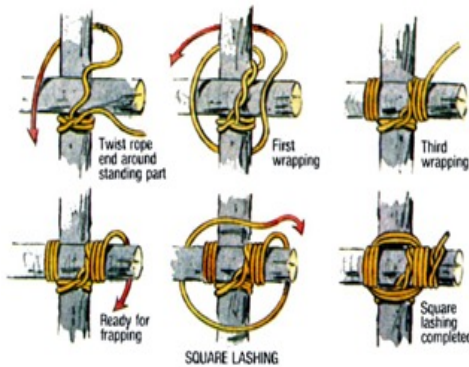
Activity Description

- Place students in pairs and ask them to find 4 sticks all roughly the same size by using one of the fundamental movement skills.
- Have them lay the sticks on the ground in the shape of a picture frame.
- Decide which sticks will form the top/bottom, and which will form the sides.
- Start with the rope and left sticks and one piece of twine, on the left stick (vertical stick), tie a double knot about 3cm from the top.
- Place the top (horizontal) stick on the top of the left stick.
- Use the square lashing method to tie the sticks together securely. Continue lashing the sticks together at each corner until the frame is complete.
- Have students take turns holding the frame up to highlight something in nature for their partner to observe.
- Prompt students to discuss what they see—identify plants or animals, describe colours and textures, or share any feelings or memories the frame view brings up.



How to Square Lash

- Begin by wrapping the twine over the horizontal sticking (moving in an 'eastward' direction) then bring it underneath the vertical stick.
- Continue by looping it back over the horizontal stick and again under the vertical stick, keeping the twine tight and close to the point where the two sticks overlap.
- Repeat this over-under weaving pattern several times to secure the sticks together firmly.
- Once you have approximately 2cm of twine remaining, pull the lashing tight and tuck the end of the twine underneath.



Moving in the Classroom Grades K-7

Play "If you like" in Your Classroom

Equipment/Material

- No equipment required.

Fundamental Movement Skill (FMS)

- Reach, bend and squat.

Activity Description

- The teacher or leader calls out a statement starting with "If you like ..." followed by a common interest, food, activity, or object.
- Instead of responding verbally, students show their answer through movement such as:
 - If you like going to the beach, stand up and reach for the sky and take a deep breath. If you prefer the forest, stand up and bend side-to-side at the waist.
 - If you like dancing, stand up and touch your toes 3 times. If you prefer to sing, do 4 high knees.
 - If you like summer more than winter, do 3 squats. If you prefer winter over summer, do 4 lunges.
 - If you have a pet, do 4 arm circles each direction. If you don't have a pet, do 4 push-ups off your desk.
 - If you like hiking/walking, do 6 high knees. If you prefer to ride your bike, do 6 calf raises.
 - If you like to read, do 2 hops on each foot. If you don't like to read, do 2 squats.

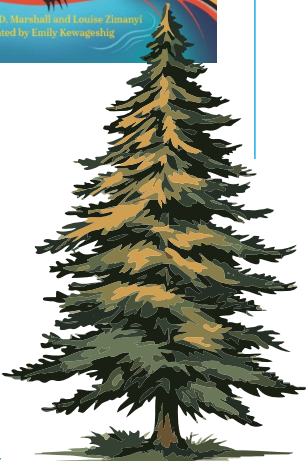
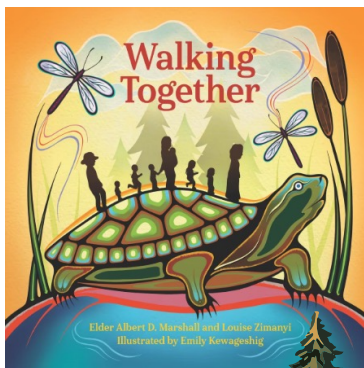
Book of the Month

Walking Together

This innovative picture book introduces readers to the concept of **Etuaptmumk—or Two-Eyed Seeing**, the gift of multiple perspectives in the Mi'kmaw language—as we follow a group of young children connecting to nature as their teacher.

A poetic, joyful celebration of the Lands and Waters as spring unfolds, we watch Robins return, listen for frogs croaking, and wonder at maple trees gift of sap. Grounded in **Etuaptmumk**, also known as **Two-Eyed Seeing**—which braids together the strengths of Indigenous and Non-Indigenous ways of knowing—and the **Mi'kmaq concept of Netukulimk**—meaning to protect Mother Earth for the ancestors, present, and future generations.

Walking Together nurtures respectful, reciprocal, responsible relationships with the land and water, plant-life, animals and other-than-human beings for the benefit of all.



September 2025

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
	Labour Day 1	2	Pro D Day 3 No School	YouTube 4 Inside Out Back to School Run! Brain Break Just Dance Danny Go Noo-dle Freeze Dance	Exercise 5 Fitness Counting Do jumping jacks while you count by 1, 2, or 3's ... all the way to 100.	6
7	YouTube 8 Partner Yoga	Exercise 9 Play Stick Together When students hear "stick together", they find a partner next to them and perform the action. Leader gives instruction, students follow instruction. i.e. shoulder to knee.	YouTube 10 Minecraft Jump Battles	Exercise 11 Class Plank Challenge Who can plank for: • 1 minute • 2 minutes • 3 minutes • 4 minutes.	Exercise 12 Roll the Dice and Move Do the movement that matches the number you roll: 1 =1 air punch; 2 =2 hops; 3 =3 squats; 4 =4 jumps; 5 =5 high knees; 6 =6 lunges.	13
14	YouTube 15 Red Light, Green Light	Exercise 16 20 squats 20 high knees 20 2-foot jumps 20 hops on right foot 20 hops on left foot 20 twists.	YouTube 17 Head, Shoulders, Knees and Toes	Exercise 18 Alphabet Balance Leader calls out different letters of the alphabet. • Students try to make their body into the shape of that letter. • Add partners and groups to form words.	Exercise 19 Follow the Leader One student leads with movement (jumps, spins, stretches), others follow. Rotate leaders every 30 seconds.	20
21	YouTube 22 Elio Run	Exercise 23 Paper Ball A,B,C's Make a paper ball and have the class stand in a circle. Passing the ball say the A,B,C's forward and backwards.	YouTube 24 Challenge Me	Exercise 25 Do a lap of the class: • skipping • jumping • galloping • hoping • sliding.	YouTube 26 Stuffed Animal Partner Workout	27
28	Exercise 29 Take a silent walk to reflect on truth and reconciliation. Walk with respect, think about every child who matters, and how we can listen, learn, and walk together in kindness.	National Day for Truth and Reconciliation (Orange Shirt Day) No School				

Physical Literacy in Elementary School

Developing physical literacy in the early stages of education lays the foundation for later success and lifelong engagement in physical activity. To read you need to know your letters and recognize words, and we call this literacy. Knowing numbers and basic arithmetic is called numeracy. For students to be physically active they need physical literacy—the building block of lifetime engagement in physical activity. For elementary school students, competence in learning physical skills is a contributor to building self-confidence, and increased self-confidence leads to better academic and social outcomes.

1

Physical Competence
Create opportunities: Providing opportunities for children to explore fundamental movement skills through a variety of physical activities helps develop the physical component of physical literacy. Ensure the space is safe with access to small equipment (equipment that is size appropriate for age group) that students may choose to play with. Encourage them, play with them, and set small challenges for them.

2

Confidence
Enable success: Remember: "not too easy, not too hard". For example, when you set a challenge such as, "can you throw the ball and hit the target?", try changing how close the student stands to the target. If they hit the target easily, move them farther away; if they miss, move them closer. Student confidence comes from successfully doing something they have never done before.

3

Motivation
Lasts a lifetime: Physical literacy is a lifelong journey that is constantly changing. In elementary school, students develop physical competence and confidence, leading to the motivation to be physically active, which ultimately leads to being active for life.