

Teacher's Monthly Guide To Physical Literacy Newsletter

MAY 2026



Move into May—Grow Stronger Every Day!

May is here, bringing beautiful weather and a season of growth all around us. As flowers bloom and the school year continues, it's the perfect time to get outside, get active, and grow our skills too!

This month, we are focusing on building frisbee skills. Students will develop throwing, catching, and coordination through fun, active games that promote teamwork and confidence.

Have a wonderful month ahead, and enjoy getting your students outdoors, active, and connected with nature during the school day. Take advantage of outdoor learning opportunities to build movement skills, encourage collaboration, and support student well-being through purposeful play and active breaks throughout your day.

With appreciation, The Learning in Motion Program Team.

Jina Taylor

School District #71, Physical Literacy Lead
Teacher, Learning in Motion Program
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World Laughter Day is celebrated annually on the first Sunday of May to promote health, wellness, and world peace through laughter. Established in 1998 by Dr. Madan Kataria, founder of the Laughter Yoga movement, it encourages people to gather in public spaces to laugh together, fostering positive emotions and community.

What's New

In-School Support Program

The In-School Support program now offers enhanced, personalized one-on-one mentorship for educators in First Nations schools and district and public schools with a high proportion of Indigenous students. **What's new:** expanded hands-on coaching, more flexible in-class support, and updated resources grounded in Indigenous perspectives and physical literacy best practices.

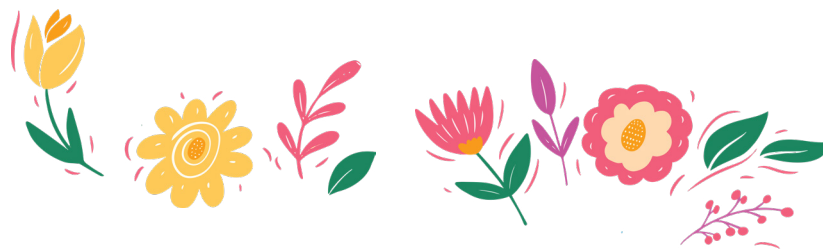
Through ongoing collaboration with a dedicated Physical Literacy Lead, educators build greater competence and confidence to deliver culturally safe, engaging physical activity experiences throughout the school day. The program now places an even stronger emphasis on co-creating learning opportunities that reflect local cultures, voices, and community priorities.

This strengthened mentorship model empowers educators to integrate movement in meaningful, relevant ways supporting inclusive, active learning environments where all students can thrive.

We are currently booking schools for the 2026/27 school year.

Visit the link below:

[Indigenous Workshops & Training - Learning in Motion](#)



Content at a Glance

Welcome to the month of May. We are excited to share this month's featured content, filled with new ideas, resources, and activities to support your teaching and student engagement to practice their locomotor and non-locomotor skills throughout the month.

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Movement Without Limits—Get Active Anywhere

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Daily Classroom Activity Calendar

- May 2026 Calendar
- Lasting Impact: Developing a Love for Lifelong Physical Activity

Learning in Motion Website

Ready to energize your classroom? Explore the [Learning in Motion](#) physical activity and physical literacy website for fun, practical tools and inspiring ideas that bring movement into your teaching. It's an easy way to boost student well-being, spark engagement, and create a more active, vibrant learning environment.

We Value Your Feedback

Integrating Physical Literacy For Life

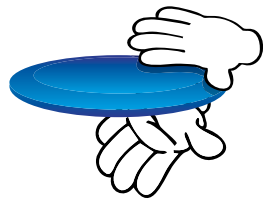
It is important to us to achieve our goals of supporting teachers within First Nations schools, and B.C. elementary school educators (K-7). Submitting your feedback is vital to the growth of the program, to assist fellow teachers, and to guide the program to success. Let's make it happen together. We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

Teaching Cues—Frisbee

Grades K-7

Grip

- Hold the disc flat.
- Thumb on top, fingers curled underneath along the rim.



Side to Target

- Turn your body so your throwing side is facing the target.

Cross (Wind-Up)

- Bring the frisbee across your body to prepare for the throw.

Step

- Step forward with your throwing-side foot as you begin your throw.

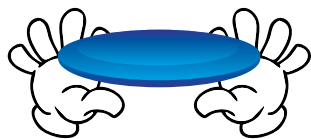
Flick (Release)

- Snap your wrist at the end for spin.
- Aim to release the disc flat and level.

Catching a Frisbee—Key Cues

Alligator Snap

- With both hands, grab the frisbee top and bottom.



Crab Claws

- With both hands, grab the frisbee between your thumbs and finger.

Kan Jam—Frisbee Team Challenge

Grades K-7

Watch How It Works—YouTube

Fundamental Movement Skill (FMS)

- Throwing.

Equipment

- 1–2 frisbees per game.
- 2 garbage cans or large boxes.



Activity Description

- Students play in teams of two (4 players per game).
- Teams set up their cans/boxes a distance apart and stand opposite their partner at the other end.
- One partner throws the frisbee toward the target while their teammate stands at the opposite can.
- The receiving partner can help by hitting or deflecting the frisbee in the air (“jam”) to try to guide it into the bucket—but they cannot catch or hold it.
- Teams alternate turns throwing and receiving.

Scoring

- **Dinger (1 point):** The frisbee is deflected and hits the bucket but doesn’t go in.
- **Deuce (2 points):** The frisbee hits the bucket without a deflection.
- **Bucket (3 points):** A teammate successfully deflects the frisbee into the bucket.
- **Instant Win:** A direct throw into the bucket without any help.

Winning the Game

- First team to 21 points wins.



Teaching Tips & Variations

- Start with shorter distances to build success, then gradually increase space.
- Emphasize teamwork—communication between partners is key.

Frisbee Toss and Catch Tag

Grades K-7

Fundamental Movement Skill (FMS)

- Throwing and catching.

Equipment

- 1 frisbee per pair.
- Music.



Activity Description

- When the music is playing, partners practice tossing and catching the frisbee.
- When the music stops, the player holding the frisbee becomes the tagger and tries to tag their partner.
- If the tagger successfully tags their partner, they place the frisbee on the ground. The tagged player picks it up and becomes the new tagger.
- When the music starts again, both players immediately return to tossing and catching with their partner.

Teaching Tips & Variations

- Start with no running—students should speed walk to keep control and safety.
- As students become more comfortable, switch up locomotor movements (e.g., skipping, hopping, side-shuffling).

Frisbee Bocce

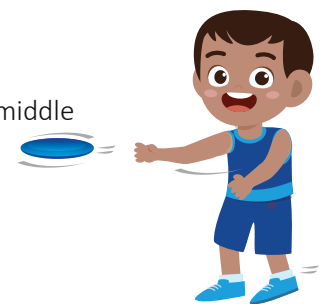
Grades K-7

Fundamental Movement Skill (FMS)

- Throwing.

Equipment

- Each player has one Frisbee (hole-in-the-middle discs work best).
- Use a tennis ball as the target.



Activity Description

- Players stand in a line or throwing area.
- The first player rolls or tosses the tennis ball out onto the field.
- All players take their first throw, aiming to land as close as possible to the ball.
- If no one lands on the ball, all players take a second throw from where they are.
- Continue taking additional throws in rounds until someone hits the ball.
- The round ends immediately when a player lands their disc on the ball; that player wins the round.

Scoring (optional)

- Landing on the ball = 2 points.
- If no one hits the ball after everyone throws, closest disc = 1 point.
- Play multiple rounds until someone reaches a set score (e.g., 5 or 10).

Frisbee Golf Challenge

Grades K-7

Fundamental Movement Skill (FMS)

- Throwing.

Equipment

- Frisbees (1 per player or team).
- Cones or markers and Hula Hoops (to create “holes”).
- Scorecards and pencils.



Activity Description

- Set up a mini “golf course” around your field using cones as targets.
- Each cone is a hole.
- Players start at the first hole and take turns throwing their frisbee, aiming to hit the cone.
- Count each throw as a point.
- Once a player hits the target, they are finished the hole.
- Continue through all holes on the course.

Scoring

- Just like golf, the goal is to have the lowest score.
- Add up the total number of throws it took to complete all holes.
- The player or team with the fewest throws wins!

Explore PLAYBuilder Website

Looking for fun ways to get students moving? Visit [PLAYbuilder](https://www.playbuilder.ca), our online database of easy-to-use games and activities that bring energy and creativity to the classroom, outdoors, and the gym.

Inclusive Play—S.T.E.P.

Grades K-7

S.T.E.P. for Frisbee

When teaching frisbee, focusing on skill development such as throwing, catching, and movement, helps create a more inclusive environment where all students can experience success. The S.T.E.P. framework (Space, Task, Equipment, People) allows you to adapt activities so every learner can build skills at their own level.

S SPACE

Adjust space to support confidence and repetition.

- Start with short distances between partners for throwing and catching. Use stations so students can practice skills without pressure from a full game.
- Provide personal space “bubbles” for beginners to reduce distractions.

T TASK

Break skills into manageable steps and offer choice.

- Focus on one skill at a time (e.g., backhand throw only).
- Use progressions:
 - » Toss and catch to self.
 - » Partner short passes.
 - » Moving passes.
- Allow catches after a bounce or trap for developing learners.
- Set personal goals (e.g., “complete 5 accurate passes”).



E EQUIPMENT

Modify equipment to match skill level:

- Use softer discs or foam discs for beginners.
- Try soft larger discs for easier tracking and catching.
- Use targets (hoops, cones, or spots) to throw towards.

P PEOPLE

Structure groups to maximize participation and support.

- Use pairs or small groups for high repetition.
- Match students by similar skill level or use peer support.
- Rotate roles (thrower, catcher, retriever) to keep everyone engaged.

Skill-Building Activity Ideas

Target Toss: Students aim at cones or hoops to practice accuracy.

Partner Passing Ladder: Increase distance after every successful pass.

Catch & Move: Catch the disc, then move to a new space before the next pass.

Trick Catch Challenge: Try different ways of catching (two hands, low, high).

Connecting to the Land

Grades K-7

Paint Chip Colour Hunt

Equipment/Material

- Paint sample cards (1 per student).
- Clipboards or hard surfaces.
- Paper (journal sheet).
- Pencils/crayons.

Fundamental Movement Skill (FMS)

- Walking, running, and squatting.

Objective

- To develop observation skills and colour recognition while actively exploring the environment through movement.



Activity Description

- Give each student a paint chip card and a journal sheet, then have them spread out in the play area.
- On the signal “Go!”, students explore the space to find natural items that match the colours on their card.
- Encourage students to look closely and match the exact shade, not just the general colour.
- When they find a match, they pause to:
 - » Draw the item in their journal.
 - » Record or describe what it is (with words or simple labels).
- Students can check their match with a partner or teacher before continuing.
- Continue until time is up or all colours are completed.

Journal Component

- Each student records their discoveries by:
 - » Drawing each item they find.
 - » Writing a word or short sentence (e.g., “dark green leaf,” “light grey rock”) and note where they found it.

Rules and Reminders

- Respect nature: do not pick flowers or leaves from living plants.
- Return any moved items to where they were found.

Adaptations

- **Mixed Color Cards:** Use cards with multiple different colours.
- **Easier:** Allow close matches and simple drawings.
- **Harder:** Require detailed drawings and more than one match per colour.
- **Indoor Option:** Use classroom objects for both matching and journaling.

Moving in the Classroom

Grades K-7

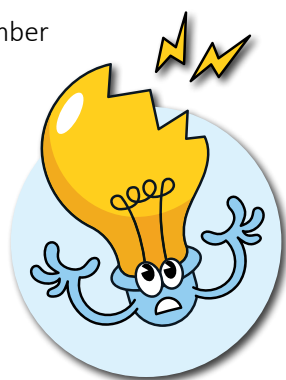
Brain Breaks—5,4,3,2,1

Activity Description

Have your students do an activity for each number in a countdown.

Example:

- 5 jumping jacks,
- 4 squats,
- 3 hops on one foot,
- 2 laps around the classroom, and
- 1 high five.



Brain Breaks—White Board Workout

Activity Description

Have your students perform several activities one after the other, and time them to see how long it takes to complete the circuit.

Example:

- 10 toe touches,
- 10 squats, and
- 10 jumping jacks.

Connecting to Learning—True or False

Activity Description

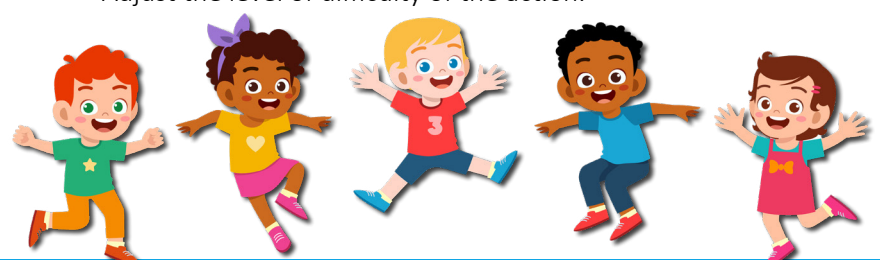
Ask your students a true or false question about a topic they are learning. Have them move differently depending on their answer.

Examples:



- “The largest organ in the body is the skin.”
True = jumping jacks, false = lunges.
- “The largest country in the world is Canada.”
True = balance on right foot, false = balance on left foot.

Variations:

- Adjust the level of difficulty of the question.
- Adjust the level of difficulty of the action.



May 2026

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat				
										
					Exercise 1 Freeze & Flow • Move freely (dance, jog, or wiggle) while music plays • When it stops, FREEZE in a funny pose	2				
3	YouTube Chair Triathlon	4	Exercise 30 Seconds Each: • Jumping jacks • High knees • Invisible jump rope • Speed skaters (side-to-side hops) • Jog in place • Finish with 5 deep breaths	5	YouTube Get up and Move Routine	6	Exercise 7 Coordination Challenge • Cross-crawl (right elbow to left knee) • Windmills (touch opp. foot) • Clap → snap → tap pattern. • March while counting by 2s or 5s • Add challenge: Reverse the pattern	8	YouTube The Safari Run	9
10	Exercise 11 The Circuit (1 min. each) • Jumping jacks • Squats • High knees • Desk or wall push-ups • Speed skaters • Plank (or wall plank)	12	YouTube The BarnYard Run	13	Exercise Wall Sit Challenge • Who can last the longest?	14	YouTube Brain Activation Yoga	15	Exercise 16 Sport Sampler—1 Min Each • Jog, defensive slides • Basketball: dribble & shoot • Soccer: kicks • Hockey: slap shots • Football: passes • Tennis: swings	
17	VICTORIA DAY 18 No School. 	19	YouTube Moana Ocean Run	20	Exercise Toss and Catch • Make a paper ball and toss to a partner 50 times	21	YouTube Clapping Game	22	Exercise 23 • Play your favourite classroom song • Form small groups and create a dance to the song.	
24/ 31	Exercise 25 Silent Rock-Paper-Scissors • No talking allowed • Loser freezes for 5 sec. • Winner finds a new partner • 1 point for each win • Then rejoin the game and find a new partner	26	YouTube Mario Galaxy Brain Break	27	Exercise Class Plank Challenge • Who can last the longest?	28	YouTube Hoppers Spring Shuffle	29	Exercise 30 Mega Rock-Paper-Scissors • Teachers vs entire class • Teachers throw R/P/S • Anyone who loses does the movement given by the teacher • Anyone who wins gives themselves a silent cheer	

LASTING IMPACT: Developing a Love for Lifelong Physical Activity

Grades K-7

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 major 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.

A Formal Definition

"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life."*

*Canada's Physical Literacy Consensus Statement definition: physicalliteracy.ca/physical-literacy/consensus-statement.

