

The Yukon Physical Literacy Project:

A how to guide for teachers grade 4 to 7



Bruce Craven



Yukon
Government

Canadian Sport for Life: LTAD Model



Physical Literacy

Active Start

FUNDamentals

Learn to Train

High Performance

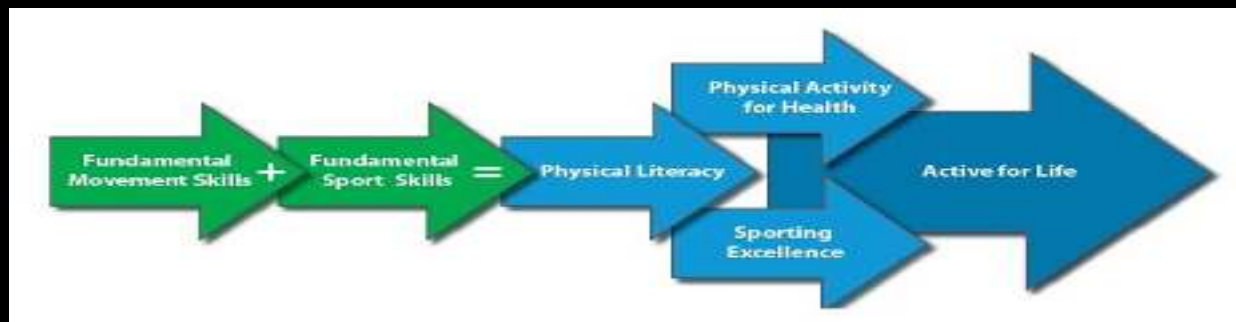
Train to Train

Train to Compete

Train to Win

Healthy Lifestyle

Active for Life



Performance Excellence

Goldsmith (2003), Groves (2011)

The ability to maintain TECHNICAL EXCELLENCE

- at SPEED
- under PRESSURE
- when FATIGUED
- with the WILL TO WIN



We are what we repeatedly do.
Excellence then, *is not an act but a habit.*

- Aristotle -

How do we evaluate movement?



GENERAL ATHLETIC and SYNCHRO SKILLS SCORE SHEET

TRAINING TRAINING Stage 41 - 13-15 yrs old

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START # _____

PAGE 1/1

*Qualifying scores for each category. Points possible are noted for each event.

LAND SKILLS (180 pts possible) - TOTAL SCORE 0

<p>1. SWIMMER - UNARMED SKILL - RIGHT & LEFT</p> <p>Head (ears specifically) shoulders and hips aligned 1 0</p> <p>*Torso is perpendicular to floor 1 0</p> <p>Hips and shoulders square 1 0</p> <p>Extension of both knees and ankles is per Canadian standard 1 0</p> <p>Complete full split 1 0</p> <p>Total out of 5: 0</p> <p>LEFT</p> <p>Head (ears specifically) shoulders and hips aligned 1 0</p> <p>*Torso is perpendicular to floor 1 0</p> <p>Hips and shoulders square 1 0</p> <p>Extension of both knees and ankles is per Canadian standard 1 0</p> <p>Complete full split 1 0</p> <p>Total out of 5: 0</p> <p>2. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Legs together 1 0</p> <p>Heels fully extended to per Canadian standard 1 0</p> <p>Forearms, chest and back touching legs 1 0</p> <p>Heels pin-up, behind legs (back to back) 1 0</p> <p>Total out of 4: 0</p> <p>3. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Legs in full extension and together 1 0</p> <p>Feet aligned with shoulders in vertical alignment 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Total out of 4: 0</p> <p>4. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Right knee up 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Complete 1 repetition count for 2 full points of 4 1 0</p> <p>Left knee up 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Complete 1 repetition count for 2 full points of 4 1 0</p> <p>Total out of 8: 0</p> <p>5. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Legs in full extension and together 1 0</p> <p>90 degree flexion/position of the hips maintained 1 0</p> <p>*Shoulders, shoulders, neck aligned in full extension 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Total out of 4: 0</p>	<p>6. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Head (ears specifically) shoulders and hips aligned 1 0</p> <p>*Torso is perpendicular to floor 1 0</p> <p>Hips and shoulders square 1 0</p> <p>Extension of both knees and ankles is per Canadian standard 1 0</p> <p>Complete full split 1 0</p> <p>Total out of 5: 0</p> <p>7. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Legs together 1 0</p> <p>Heels fully extended to per Canadian standard 1 0</p> <p>Forearms, chest and back touching legs 1 0</p> <p>Heels pin-up, behind legs (back to back) 1 0</p> <p>Total out of 4: 0</p> <p>8. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Legs in full extension and together 1 0</p> <p>Feet aligned with shoulders in vertical alignment 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Total out of 4: 0</p> <p>9. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Right knee up 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Complete 1 repetition count for 2 full points of 4 1 0</p> <p>Left knee up 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Complete 1 repetition count for 2 full points of 4 1 0</p> <p>Total out of 8: 0</p> <p>10. SWIMMER - BALANCE SKILLS - RIGHT & LEFT</p> <p>Legs in full extension and together 1 0</p> <p>90 degree flexion/position of the hips maintained 1 0</p> <p>*Shoulders, shoulders, neck aligned in full extension 1 0</p> <p>Heels in full extension (per Canadian standard) 1 0</p> <p>Total out of 4: 0</p>
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Movement Strategy:

...beyond a simple description of a movement pattern and includes with it **how the learner** organizes motor, sensory, and perceptual information necessary to perform the task in different environments.



- Sport Physiotherapy
- Orthopaedic Rehabilitation
- Training

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Performance by Design

An athlete's adaptation bears the imprint of the type of exercise systematically used in training/treatment.



The Problem ...

September 2013 first year of Sport School at FH Collins

- Students did not have basic physical literacy and fundamental movement skills in grade 10 when started in September
- Difficult to develop sport school when your teaching the basic



The Hypothesis

Develop a curriculum for elementary students to teach kids “how to” have physical literacy and fundamental movement skills

Work within the sport system to educate coaches “how to” coach physical literacy skills within their daily training environment

The Yukon Physical Literacy 12

YUKON
DEPARTMENT OF
COMMUNITY
SERVICES



WORKING GROUP

- Educators
- Coaches
- Sport Consultants

YUKON
PHYSICAL
LITERACY
12

YUKON
DEPARTMENT
OF EDUCATION

Yukon – Physical Literacy12

1. Posture
2. Balance
3. Squatting
4. Landing
5. Jumping and Hopping
6. Skipping
7. Bounding
8. Rotation
9. Throwing
10. Catching and Dodging
11. Striking
12. Running

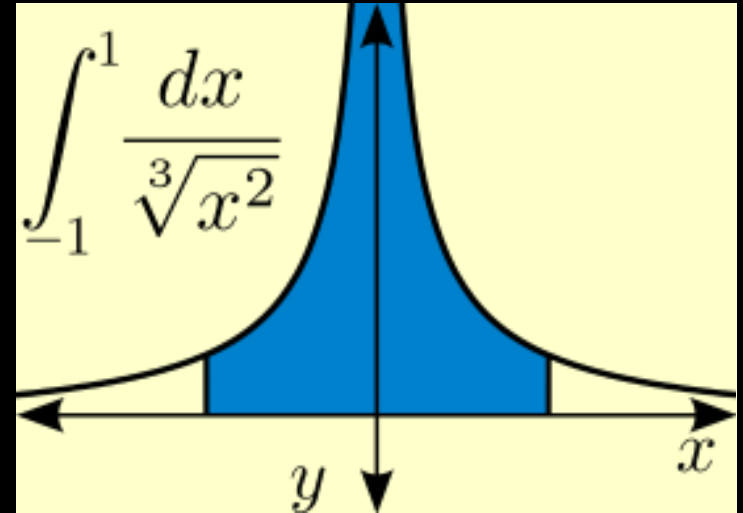


Goal

- Develop “how to” resources for teachers to teach physical literacy skills
 - Primary Grade – Fundamental Skills
 - Middle Years – Advancement of Skills
 - Jr. Years – Integration of Skills
 - Sr. Years – Mastering of Skills
- Develop multi-sport opportunities where sports integrate Fundamental Movement Skills into the development of physical literacy into individual sport excellence

Kinesiology – The science of movement

- Math curriculum
 - $2 + 2 = 4 \dots (x + 2) = 4 \dots$



- Physical Education Curriculum
 - Does the process of math skill development exist to teach physical literacy?



Education: Physical Literacy Curriculum

- Set processes with objective KPI's for how to teach movement skills and create competent and confident students through-out K to 12



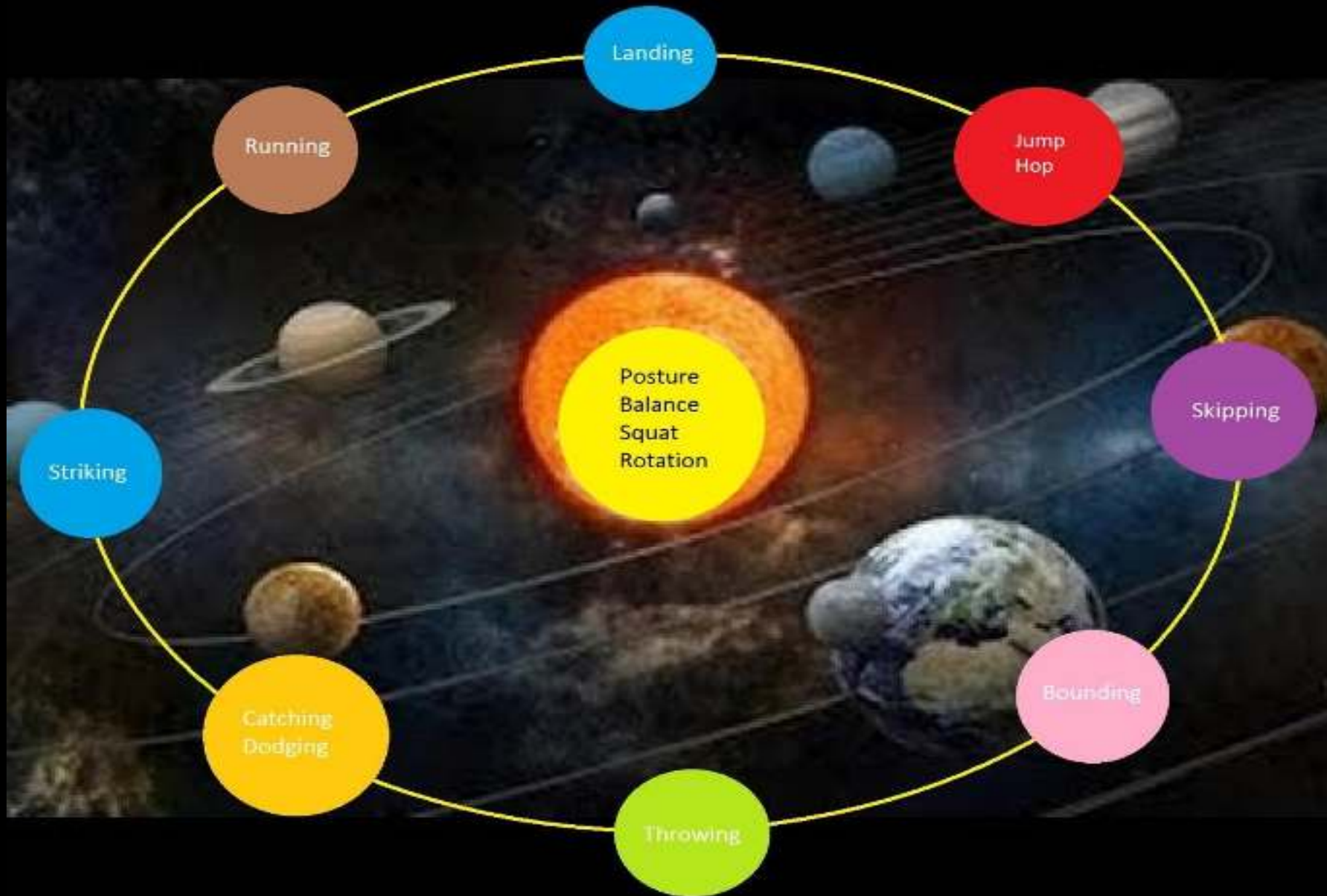
THE TEACHING

Sport: Physical Literacy Curriculum

- Fundamental Skills
- LTAD system with emphasis on teaching multiple sport skills towards specialization to create competent and confident athletes through-out life.

ACTIVE FOR LIFE

Yukon Physical Literacy Program



WHAT IS PHYSICAL LITERACY?

Physical Literacy is defined in the BC/Yukon Education PHE curriculum as: “students acquiring the knowledge, skills, and mindsets that will enable them to successfully participate in a wide range of physical activities”. It plays a significant role in the new curriculum at these grade levels, as detailed in the attached chart: [‘Physical Literacy’s place in the new PHE Curriculum’](#). As such, the YPLP is an excellent resource that supports teachers in addressing this key curriculum organizer.

HOW DO I INCORPORATE BIG IDEAS, CURRICULAR COMPETENCIES & CONTENT?

Physical Literacy should be taught within the ‘Know-Do-Understand’ model. Please refer to the [Physical and Health Education curricula documents](https://curriculum.gov.bc.ca/curriculum/) for further guidance.

Decisions around scheduling of lessons and determining how to integrate Physical Literacy with other PHE curriculum organizers are at each teacher’s discretion. We recommend, though, that the YPLP lessons are introduced sequentially to fully support progressive skill development.

HOW DOES IT CONNECT TO YUKON FIRST NATIONS’ WAYS OF KNOWING AND DOING?

Physical Literacy is integral to Yukon First Nations’ ways of knowing and doing. Value has always been placed, not only on being active, but on people of all ages acquiring the physical competencies needed to survive and thrive. Whether for hunting or gathering, for creative communication (e.g. dancing, singing, carving, storytelling), for travelling by land or water, or for physical contests between individuals and groups, the ability to perform core physical skills correctly is critical. The YPLP helps students understand and master such competencies – to maintain good posture, to balance, to run, jump and land, and to throw, catch and strike, for example.

HOW DO I ASSESS PHYSICAL LITERACY?

Teachers should assess their students’ physical literacy competencies according to the principles outlined in Yukon Education’s ‘Communicating Student Learning’ handbook, which are:

- Use authentic and culturally responsive assessment practices
 - involve students in their learning through a focus on formative assessment.
- Practice high-quality student-centered classroom assessment.
- Remember that no single instrument can meet all assessment purposes.



Department
of Education

Communication
to teachers

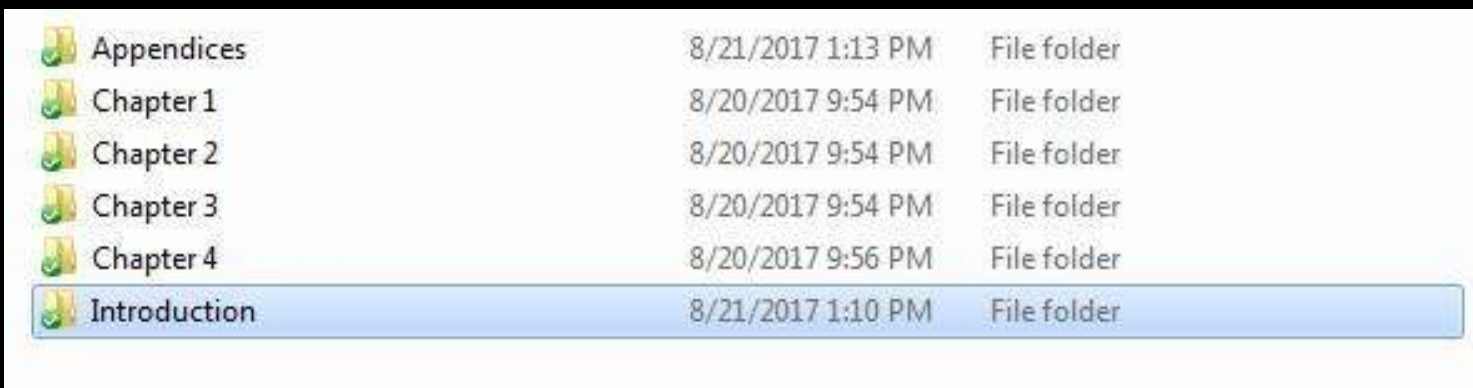
Yukon Physical Literacy Resource







- Cloud/Server based for all teachers in the Yukon
- Easily edited and uploaded when additions and edits are required
- Content is user friendly and formatted to comply with education lesson plan format with appropriate goals, outcomes and monitoring capacities

File Layout

The Yukon Physical Literacy Program will be available to teachers through “Self Service”. The file here will be Zipped such that when you “un-zip it” it will look like this










Opening Screen









 Appendices	8/21/2017 1:13 PM	File folder
 Chapter 1	8/20/2017 9:54 PM	File folder
 Chapter 2	8/20/2017 9:54 PM	File folder
 Chapter 3	8/20/2017 9:54 PM	File folder
 Chapter 4	8/20/2017 9:56 PM	File folder
 Introduction	8/21/2017 1:10 PM	File folder

File Layout - Introduction

Introduction

 Chapter Cover Pages	8/21/2017 1:15 PM	File folder	
 PDF Printable Copies	8/20/2017 9:55 PM	File folder	
 Acknowledgements	7/10/2017 11:23 AM	Microsoft Word D...	48 KB
 How to Use the Program	8/10/2017 2:04 PM	Microsoft Word D...	48 KB
 Introduction for Yukon Teachers	8/15/2017 5:35 PM	Microsoft Word D...	649 KB
 Introduction	8/10/2017 2:01 PM	Microsoft Word D...	48 KB
 Lesson Plan Outline	7/10/2017 11:27 AM	Microsoft Word D...	50 KB
 Physical Literacy's place in the Yukon PH...	8/15/2017 5:26 PM	Microsoft Word D...	115 KB
 Table of Contents	8/10/2017 2:13 PM	Microsoft Word D...	52 KB

Chapter Cover Pages

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 Chapter 3	7/4/2017 10:30 AM	Microsoft Word D...	1,085 KB
 Chapter 4	7/4/2017 10:31 AM	Microsoft Word D...	1,148 KB
 Main Cover Page	7/4/2017 9:07 PM	Microsoft Word D...	386 KB

File Layout - Chapters








Chapter 1

 Section 1-Posture	8/21/2017 12:55 PM	File folder
 Section 2-Balance	8/20/2017 9:56 PM	File folder
 Section 3-Squat	8/20/2017 9:56 PM	File folder

Posture







 Lesson Plans	8/21/2017 1:00 PM	File folder	
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 Chapter 1 - Section 1 - Posture	8/21/2017 12:55 PM	Microsoft Word D...	2,788 KB
 Poster - Posture - Printable Copy	8/10/2017 2:15 PM	Adobe Acrobat D...	184 KB
 Poster - Posture	6/22/2017 3:44 PM	Microsoft Word D...	977 KB

Lesson Plans

 Printable Copies	8/20/2017 9:55 PM	File folder	
 Posture Circuit 1	7/11/2017 11:23 AM	Microsoft Word D...	2,903 KB
 Posture Circuit 2	7/11/2017 11:26 AM	Microsoft Word D...	2,973 KB
 Posture Lesson Plan 1	7/11/2017 11:11 AM	Microsoft Word 9...	103 KB
 Posture Lesson Plan 2	7/11/2017 11:15 AM	Microsoft Word 9...	104 KB
 Posture Lesson Plan 3	7/11/2017 11:18 AM	Microsoft Word 9...	102 KB
 Posture Peer Assessment	7/11/2017 11:20 AM	Microsoft Word D...	55 KB

File Layout - Appendices

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 Chapter 4	8/20/2017 9:56 PM	File folder
 Introduction	8/21/2017 1:10 PM	File folder

Appendices

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 Glossary	8/5/2017 1:15 PM	Microsoft Word D...	57 KB
 Interactive Web Resources	8/7/2017 9:50 PM	Microsoft Word D...	55 KB
 Works Cited	8/10/2017 3:36 PM	Microsoft Word D...	73 KB

How to Use the Program

Before you begin, here are a few things you should know:

1. You must start with Chapter 1: The Basics before moving on to any other chapters. The contents of this chapter - Posture, Balance and Squat, must be mastered first as they lead into each of the remaining skills.
2. Once you have finished Chapter 1 then you are free to “jump” around to different skills if you follow these rules:
 - a. Lesson 1 on Landings (2 foot Landings) must be completed before starting Jump
 - b. Lesson 2 on Landings (1 foot Landings) must be completed before starting Single leg Jumps/Hop/Skip/Bound/Run
 - c. Rotation must come before Striking



Example Class Outline

Week	Class 1	Class 2	Class 3
1	Posture 1	Posture 1	Your own plan
2	Balance 1	Posture 1	Your own plan
3	Balance 1	Squat 1	Your own plan
4	Balance 1	Squat 1	Your own plan
5	Squat 1	Landing 1	Your own plan
6	Landing 1	Posture 2	Your own plan
7	Posture 2	Landing 1	Your own plan
8	Posture 2	Balance 2	Your own plan
9	Balance 2	Jump 1	Your own plan
10	Balance 2	Jump 1	Your own plan
11	Squat 2	Jump 1	Your own plan
12	Squat 2	Posture 3	Your own plan
13	Squat 2	Balance 3	Your own plan

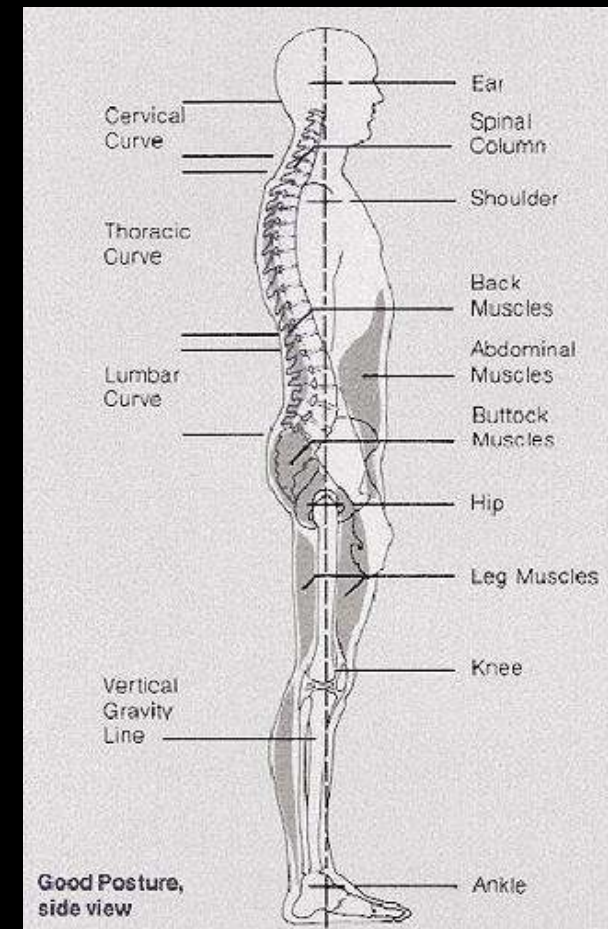
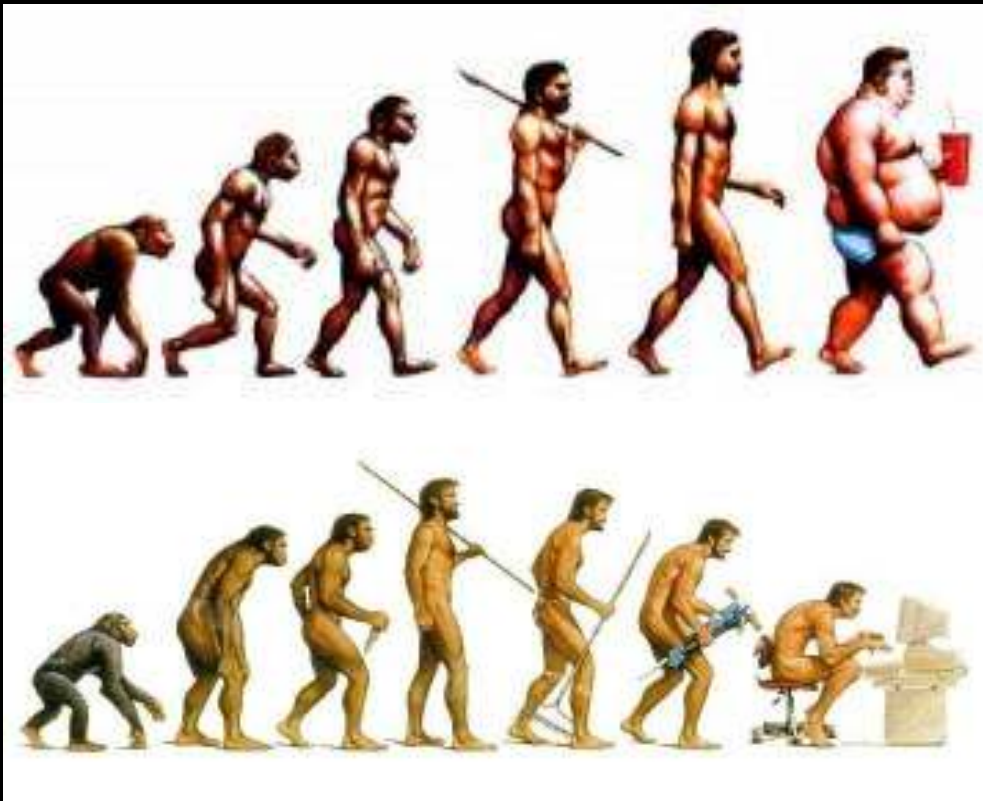
Chapter 1: Section 1

Posture



Optimal Posture

- Trunk stability relates to maintaining an optimal posture
 - Neutral Spine and Pelvis
 - Neutral Spine and Shoulder Girdle



Good Posture,
side view

Examples of Posture

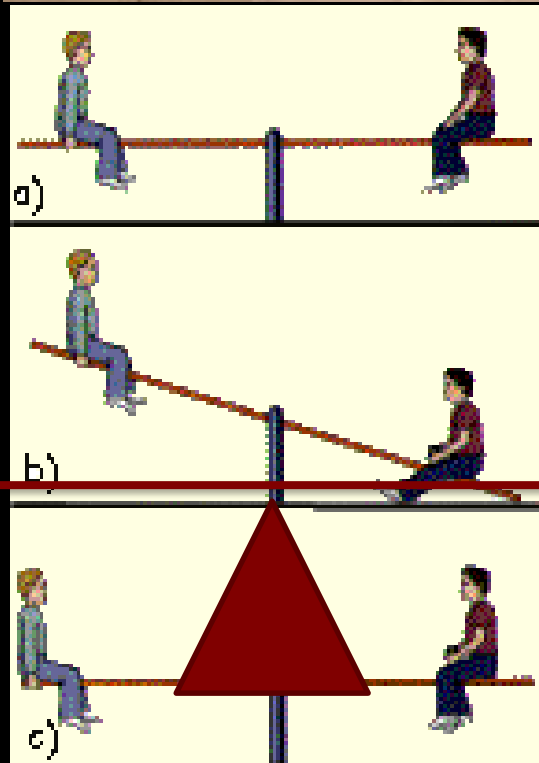


Mechanical Loading

GRAVITY



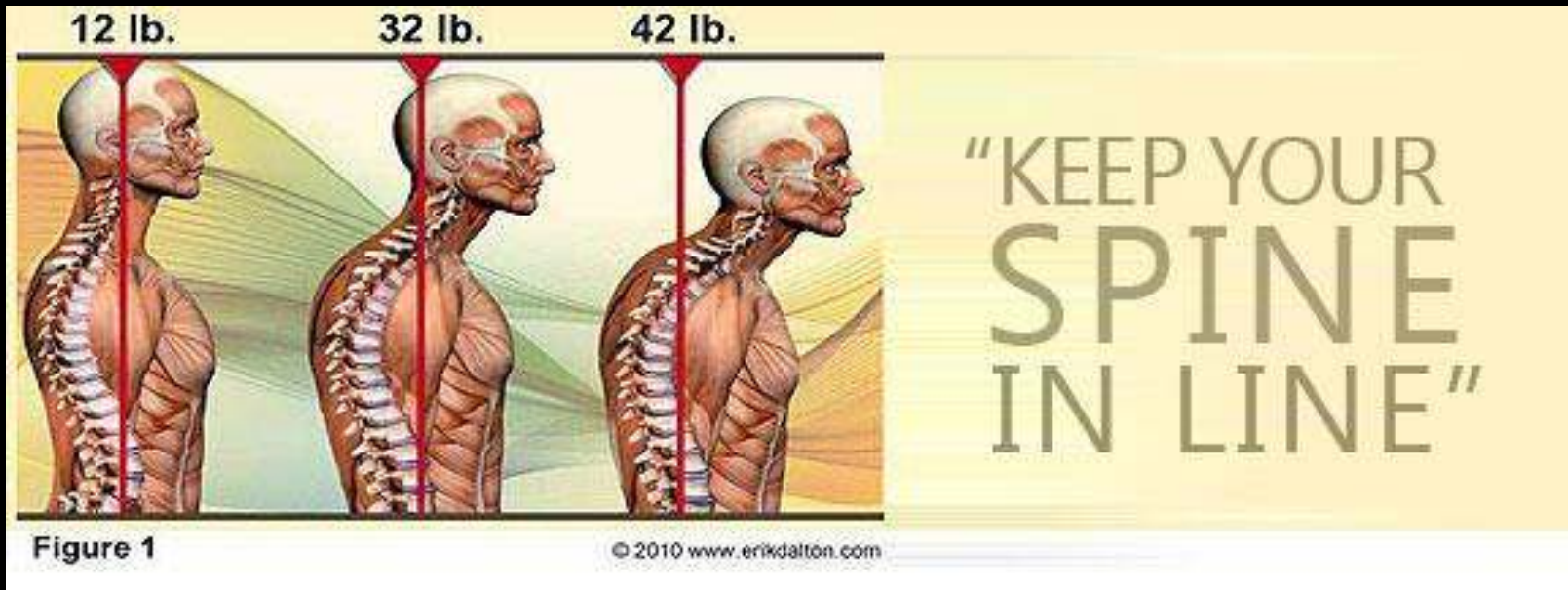
MUSCULAR
FORCES



• Sport Physiotherapy
• Orthopaedic Rehabilitation
• Training

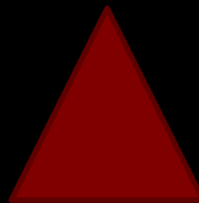
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Mechanical Loading



For every inch of forward head posture,
↑ weight of head on spine by 10 lbs

Kapandji, Physiology of Joints, Vol 3



• Sport Physiotherapy
• Orthopaedic Rehabilitation
• Training

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Lesson Plans

Physical Education Grade 3

Instructor:

Theme: Posture Lesson #1

Activity:

Date:

Lesson Length: 30 minutes

Grade: 3

Equipment: Dowels, Benches, Beanbags

Curricular Competencies: Students are expected to be able to:

Learning/Domain

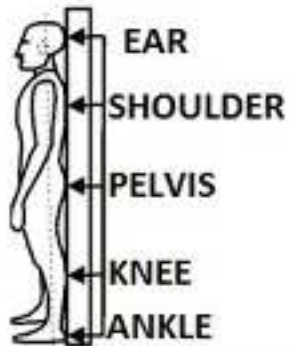
- a) Identify the following body parts: Head, Arms, Trunk, Pelvis, Legs
- b) Stand with "good posture" or "basic posture"
- c) Use the dowel to discover proper posture in standing, sitting, and lying down positions

Curricular Content: Students are expected to know:

Learning/Domain

- a) The difference between poor posture and good posture
- b) How to describe proper posture (H.A.T. concept)
- c) The significance of having good posture

Lesson Plans

Lesson Components	Time Frame	Introduction/Explanation	Teacher/Student Interaction	
	Anticipated Time	How Task Will Be Communicated	Teaching Cues Prescriptive Feedback	Formations
Set Induction (What, why, how)	5 minutes	<u>Warm-up game: Body Part Tag.</u> All students are Random Running in a space (can change the movement pattern from running to skipping to galloping etc.) Teacher blows whistle and call out a number ie) "3!" and a body part ie) "Elbows!". Then students have to run and get 3 people together to touch 3 elbows. Any students left out can do 5 jumping jacks and then continue the game.		
Introduction Skill/Concept Development (focus)	5-10 minutes	<p>Step 1: Recognizing and identifying body parts necessary for "good" posture</p> <ol style="list-style-type: none"> Teach students where their Head, Arms, Trunk, Pelvis (Hips) and Legs are located Have students identify those body parts <p>Step 2: Alignment- standing straight</p> <ol style="list-style-type: none"> Feet hip width apart while standing as tall as you can looking forward and lift your sternum up BE TALL! Space between rib cage and pelvis open Head, Shoulder, Hips, Knees and Toes (like song) all aligned. 	<ul style="list-style-type: none"> H.A.T. principle (Head, Arms, Trunk) ABC's (Abs, Bum, Chest) 	

Lesson Plans

Anticipated Progression of Tasks (Basic, Simplify, Extend, Refine)	10-15 minutes	<p>Step 3: Introduce the DOWELING.</p> <p>a) Teacher chooses a student to help demonstrate proper use of the doweling. Have the student hold it on their back. Make sure the:</p> <ul style="list-style-type: none"> - Top hand should be on the base of the neck, with thumb pointing down - Bottom hand should be holding the doweling firmly against the lower back <p>b) Have students pair up and have one doweling each. Have each pair do:</p> <p>1st: Standing (ABC's, HAT)</p> <p>2nd: Sitting (Pelvic Position, Keep chest open)</p> <p>3rd: Lying down (Relax into the ground, maintain chest open)</p>		
Closure	3-5 minutes	<p>Concluding Activity: Walk Tall/Run Tall: In partners, have students taking turns walking with a bean bag on their heads. Emphasize walking with good posture: back straight, head up, chin parallel to floor, like a string is pulling at the top of your head. Then take the bean bag off of the head, and try jogging with the same good posture. Students can assess one another.</p>		

Extension

Adaptations/Modifications

Assessment

Lesson Plans

Formative: Ask Students: "Which body parts are important for good posture?"; "How do you know if you are standing/sitting/lying down with good posture?"

Summative:

Evaluation



Stick Pull



The Game

This Stick Pull belongs to the group of Tag-of-Mix games. It is a test of the athlete's maximal strength and strength endurance. Two versions of the game are played. The version shown here is played with a stick and involves a two-handed pull. This game can cause considerable pressure on the lower back. It should not be played by very young athletes.

How to Play

Sit down on the floor facing your partner. Place the soles of your shoes against your partner's shoes, and bend the knees to about 45 - 60 degrees. Grab the pulling stick on the outside with your knuckles facing up. Your partner grasps the stick on the inside. When the signal is given, begin to pull evenly and strongly. Attempt to pull your partner over.



Sit down on the floor facing your partner. Bend your legs to about 45 - 60 degrees at the knees. The feet are close together. Place your feet against your partner's feet. Grasp the stick on the outside, your partner grasps it on the inside. On a signal, both you and your partner pull (backward) evenly and strongly. No jerking or twisting movements are allowed. Attempts to pull your partner over or to pull the stick out of her hands. A best of three format is used to decide a match. Switch individualized hand positions for the second round if necessary. It is now to determine hand positions for the third round.

Arctic Sports

Chapter 1 - Posture

Unit 4: Assessment

- Can the student achieve good posture:
 - Laying on their back
 - Four Point (Hands and Knees)
 - Sitting (back unsupported)
 - Standing with a dowel on their back, or with their back against a wall
- Can the student maintain this posture throughout various movements such as (but not limited to):
 - Lunging
 - Squatting
 - Crawling
- Photo Assessment:
 - Before and After Photo's
 - Take a Photo of each students posture in one or all of the following positions:
 - Laying on their back
 - Four Point
 - Sitting
 - Standing

Chapter 1 - Posture

Unit 5: Additional Resources:

For Exercise and Activity Video's please click the Exercise below

1. [ABC's of Posture](#)
2. [Dowel 3 Points of Contact on Bench](#)
3. [Deadbug](#)
4. [Kneel with Hands and Knee's \(robo baby\)](#)
5. [Plank on Bench](#)
6. [Straight Legged Deadlift to A](#)
7. [March B's](#)
8. [Skip B's](#)
9. [Side Lunge \(with March A\)](#)
10. [Single Leg Squat – Shoot the duck](#)
11. [Zombie Walk then Run](#)
12. [The Benefits of Good Posture](#)

Chapter 1 - Posture

In addition to the activities used in the Lesson Plans provided, here are some additional Activities and Games with Teaching Points that you may use in your lessons.

POSTURE: Beginner

Practice Activities	Teaching Points
Lying Prone on Ground	<ul style="list-style-type: none">• Body fully in contact with floor (Forehead, Stomach, Thighs, Knees, etc.)• Shoulders retract to make body straight/parallel with the floor• Use dowel or mirror for self-analysis
Deadbug: Lying Supine on Ground	<ul style="list-style-type: none">• Body fully in contact with floor• (Head, Shoulders, Bum)• Shoulders retract to contact floor• Open chest

Glossary

Yukon Physical Literacy Program - Glossary

Abdominals – Refers to the muscle group that makes up the core of the human body, including the Rectus Abdominis, Internal/External Obliques, and the Transverse Adominis [1]

Alignment – refers to how the head, shoulders, spine, hips, knees and ankles relate and line up with each other. Proper **alignment** of the **body** puts less stress on the spine and helps you have good posture. [2]

Back Extensors – Refers to the muscles that extend and stabilize the spine in a straight and lengthened position. These muscles include: Erector Spinae, Iliocostal muscles, Longissimis Dorsi, and Spinalis. [3]

Balance – an ability to maintain the line of gravity (vertical line from centre of mass) of a body within the base of support with minimal postural sway. [4]

Base of Support – refers to the area beneath an object or person that includes every point of contact that the object or person makes with the supporting surface. These points of contact may be body parts e.g. feet or hands, or they may include things like crutches or the chair a person is sitting in. [5]

Bound – walk or run with leaping strides. [6]

Calf - The muscles of the lower leg including primarily Gastrocnemius and Soleus [7]

Works Cited

Yukon Physical Literacy – Works Cited

Cover Page:

[1] Solar System Photo. <https://www.youtube.com/watch?v=fzWSBaAYtWs>. Latest Secrets of The Solar System – Full BBC Documentary. July 2017.

How to Use the Program:

[1] “What is Physically Literacy”. <http://piseworld.com/physical-literacy/>. Pacific Institute for Sport Excellence, 2016. August 2016.

Chapter 1 – Section 1: Posture

[1] “Bear Crawl”. <http://www.spartan-lifestyle.com/bear-crawl/>. Spartan Lifestyle, 2016. August 2016.

[2] “How to do the Inchworm Exercise”. <https://www.thinglink.com/scene/637399422749114369>. ThingLink, 2015. August 2016.

[3] “Good Posture Photo”. <http://thumbs.dreamstime.com/>. Dreamstime, 2016. August 2016

[4] TED-Ed. “The benefits of good posture – Murat Dalkilinc”. Online Video Clip. Youtube. Youtube, 30 July 2015. Web. August 2016.

[5] “Arctic Sports”. Yukon Aboriginal Sport Circle. <http://www.yasc.ca/ArcticSports.aspx>. August 2017.

[6] “The ABC’s of Posture”. Karen Craven. Youtube Video. https://www.youtube.com/watch?v=K2_5I3gZARw&index=2&list=PLDLX24iGZVfyMmYlvoqVoV1TbeXd8mJVz. Craven SPORT services. 25 February 2017. August 2017.

Web Resources

1. <http://sportforlife.ca/qualitysport/physical-literacy/>
2. <http://physicalliteracy.ca/>
3. PLAYbasic/PLAYfun - <http://physicalliteracy.ca/education-training/play-tools/>
4. <http://www.playsport.net/>
5. <https://www.gonoodle.com/>
6. <http://parc.ophea.net/>
7. <http://www.phecanada.ca/programs/physical-literacy>
8. <http://safety.ophea.net/>
9. STEP -
<https://www.sussexfa.com/~media/CountySites/sussexfa/documents/news/steps-principle-pdf.ashx>
10. <http://piseworld.com/physical-literacy/>
11. <http://activeforlife.com/physical-literacy/>
12. <https://www.capl-ecsfp.ca/> - Canadian Assessment of Physical Literacy
13. <http://www.shapeamerica.org/events/physicalliteracy.cfm>

POSTERS

- To Print this document please use the PDF Printable copies to ensure the formatting doesn't change the alignment of the contents of each document.
 - This document is intended to be printed single sided and coil bound as it has narrow margins.
- There are single page posters included at the end of each Chapter. These posters are intended to be printed in 8 ½ x 11" Landscape format and posted in the classroom or gymnasium where the students will see them regularly.

Posture:

the position our bodies take to oppose gravitational pull.

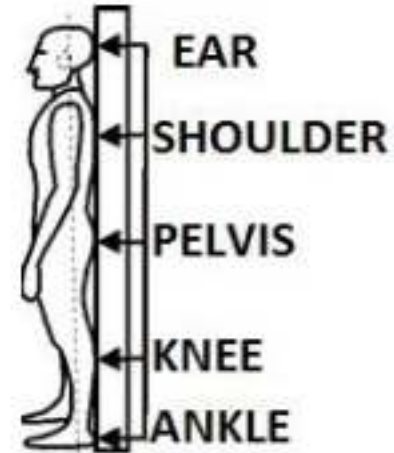
Abs
Bum
Chest



Abdominal muscles are activated by pulling the belly button up and in towards the spine.

The Gluteal muscles are responsible for dynamic control of the hip and pelvis during walking, running, jumping and landing.

The chest should be elevated slightly to extend the thoracic spine.



Head
Arms
Trunk



Head neutral.

Shoulder down and pulled back slightly.
Arms relaxed by side of body.

Legs together (feet together or slightly turned out).

Balance:

an even distribution of weight enabling someone or something to remain upright and steady.

How to Balance:

- The basics of **Posture** – HAT and ABC are key for balance
- To Balance better, move **Center of Mass** closer to the middle of your **Base of support**
- Increase **Base of support** – ex: Add a hand or a foot
- The more rigid your body is, the more stable

Along with practicing good posture, learning to balance increases body awareness, core stability and overall strength!



Center of Gravity (Center of Mass)

is the point in the body around which its weight is balanced.

A **Base of support** is the area beneath an object or person that includes every point of contact that the object or person makes with the supporting surface.



Squat:

a squat is known as a **Body Control Skill**.

How to Squat:

1. Crease of hips below knees
2. Weight on heels
3. Feet shoulder width apart
4. Knees tracking over
(but not passed) toes
5. Torso parallel to shins
6. Head in neutral position



Cues:

- a) Hip Hinge
- b) Deadlift
- c) Triple Flexion / Extension

Landings:

are the safe execution of a cushioning motion used to disperse weight and limit risk of injury after a jump, hop, skip and bound.

How to Land:

1. Proper postural alignment
2. Downward movement of a squat
3. End in the same position as you began your takeoff
4. Decelerate using the feet – weight transfer:
TOE – BALL – HEEL
5. Slowly bend ankles, knees and hips – shock absorbers
6. Arms should come out in front of the jumper parallel with the floor
7. A good landing should be quiet



Jumping:

the transfer of weight from one or both feet to both feet in an upward movement. A jump can be divided into three parts: take-off, flight, and landing.

Take-Off:

- Start from a squat position
- Bending hips, knees and ankles
- Arms swing back (like Batman grabbing his cape) as you lean forward when weight is being transferred to toes

Flight:

- From Batman to Superman
- Arms are thrust forward and up high
- At the same time, straighten hips, knees and ankles... pushing off the toes

Landing:

- End up in the same position you started with (squat)
- Bend the ankles and knees to absorb the impact
- Arms return down in front of the jumper
- Land "quietly"



Hopping:

is a **Body Movement Skill** similar to jumping, but with the goal of jumping for distance.

How to Hop:

1. Bum moves diagonally forward and up
2. Knee's straighten
3. Push off the floor through heels
4. Legs extend forcefully simultaneously while arms swing forward
5. Point your toes
6. Stretch as long as possible during lift off
7. Swing arms fast toward your target, reach for your horizon!



Skipping:

a combination of a walking march and a hop using alternating legs and arms.

How to Skip:

1. Begin on balls of feet
2. Shoulders over top of hips
3. Ankle, knee and hip flexion at 90 degrees
4. Feet land under hips
5. Think 'opposite arm, opposite leg'
6. Arm bent at 90 degrees and moves at the shoulder – not the elbow



Cues:

Walk like a soldier:

Arms bent, knees up, push feet

Hot floor:

Walk on tiptoes, lifting feet

Bounding:

a series of continuous leaps from one foot to the other.

How to Bound:

1. Jump off one foot and extend as you push into ground to jump.
Push the ground away from you.
2. Drive knee and opposite arm in a forward motion (alternating arms and legs).
3. In the air hold a tall body position – tall body position (neck, spine, shoulders hips and knees in alignment).
4. Land on opposite foot – absorb by flexing knees, hips and ankles.
5. Repeat same jumping motion as above by pushing the ground away from you. Land on opposite foot and repeat.



Rotation:

a **Body Control Skill** described as the action of moving in a circle about an axis or center



Different Types of Rotation:

1. **Body Rotation** – when the body rotates as a whole unit. The body can move among 3 different axes: Frontal, Sagittal, and Transverse
2. **Within Body Rotation** – when the body rotates around itself among the transverse axis.



Cues:

- a) Rolling
- b) Thoracic
- c) Dissociated Trunk/Hip

Throwing:

an **Object Manipulation Skill**, and is the act of propelling an object through the air by a forward motion of the hand and arm.

How to Throw:

1. Take the hand/arm back behind the head
2. Rotate throwing shoulder backwards
3. Point at the target where you want to throw
4. Step forward with opposite foot of the throwing arm
5. Trunk/hips should face the direction the thrower wishes to throw the ball
6. Wrist should flex as ball is released



Catching:

an **Object Manipulation Skill** and is classified as the Interception of a projectile with the hands.

How to Catch:

1. Review posture, balance and squat
2. Focus on keeping eye on the ball, and seeing the ball all the way into the hands
3. Keep elbows in close to the body with palms facing the ball
4. Reach out towards the object and move the hands with the object as it approaches
5. "Cushion" the ball and give with the momentum of the ball
6. Don't catch the ball with stiff arms
7. Close hands and arms around it and hug it to the chest as it arrives.



Dodging:

an **Object Manipulation Skill** and is the act of avoiding a projectile by moving out of its path.

How to Dodge:

1. Review posture, balance and squat
2. Watch the object as it approaches
3. Make an active decision as to which direction/what movement would elicit the best avoidance of the moving object
4. Look towards the direction in which they would like to travel
5. Keep eyes on the object at all times
6. Avoid the object!



Cues:

Push off
Change direction



Striking:

an **Object Manipulation Skill** that is the act of hitting an object through the use of a swing.

How to Strike:

1. Review posture, balance and squat
2. Find the center of each ball
3. Full backswing
4. Trunk and hips rotate back for a longer backswing
5. Use the hips, then the trunk, then the arm/leg and implement to generate power
6. Shift body weight forwards
7. Strike a ball, using your hand, foot or implement as the "striking tool"
8. Continue the swing past contact to produce a good follow through



Cues:

- a) Hands
- b) Feet
- c) Implement

Running:

a **Body Movement Skill** with a ground phase, flight phase and landing phase

Cues:

1. Lean forward from the ankle
2. Landing on the ball of the foot, foot landing directly under midline of body
3. March A position
4. Drive through the heel
5. Use your bum to pull the leg back to propel forwards
6. The arm action
7. Knee lift
8. Push-off with the foot/extension of back leg
9. Stride length

How to Run:

1. **Ground Phase** – touching the ground
2. **Flight Phase** – in the air
3. **Landing Phase** – touch down between strides



Bum Kicks

Marching A

Straight Leg Hip
Flexion

Program Implementation

- August 2017: Department of Education uploaded Yukon Physical Literacy Project to every school/teachers account for use.
- August 2017: Program presentations to all Yukon teachers during pre-school territory wide professional development workshop.

Program Implementation

Development of 4 geographic regions for program delivery

Block A –

Carmacks

- 1 training hub visit and 3 visits in fall 2017
- training hub for Pelly Crossing, Fargo and Ross River

Pelly Crossing – 3 visits in fall 2017

Fargo – 3 visits in fall 2017

Ross River – 3 visits in fall 2017

Program Implementation

Development of 4 geographic regions for program delivery

Block B –

Haines Junction - 4 visits in fall 2017

Carcross – 4 visits in fall 2017

Teslin – 4 visits in fall 2017

Program Implementation

Development of 4 geographic regions for program delivery

Block C –

Dawson - 2 visits in fall 2017

Mayo – 2 visits in fall 2017

Program Implementation

Development of 4 geographic regions for program delivery

Block D –

Whitehorse School Division

- Regular school visits during fall 2017

Program Implementation

BUDGET:

- Huge commitment by Yukon Government
 - Department of Community Services
 - Department of Education
- Travel budget for 4 region implementation plan was ~ \$10,000 ... kilometers driven ~ 10,500

What's happening now...

- Over 20 school visits by Sport Yukon's physical literacy co-ordinator to facilitate implementation into the school curriculum.
- Joint support for the development of training hubs within the more central communities in the Yukon.



What's happening next...

- Implementation of the Yukon Physical Literacy Program (YPLP) into the sport system.
- Plan is to develop a multi-sport concept where kids can be exposed to the YPLP and multiple sports
- Plan to work with individual Territorial Sport Organizations and Clubs to implement the YPLP into their practice plans

From our Students

FH Sport School – Whitehorse

- “I am very pleased that I learned all of those skills, and got out of my comfort zone and tried new things. This program gave me more **confidence** and helped me push myself physically and mentally. I really liked learning about the human body and expanding my knowledge.”
- “I saw a big improvement in my riding as well, my position has gotten so much stronger and my **body awareness** has really improved”
- “I feel stronger and faster in the sports that I do. **I feel like I’m at my best in dancing and hockey** etc. I am happy that I did sports school and I hope one day that I am a guest speaker later in life.”
Community student ~ Pelly Crossing

“In the end we will conserve only what we
love;
we will love only what we understand;
and we will understand only what we have
been taught”

- Baba Dioum



QUESTIONS

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Thank-you



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