

Name:

Date:

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## Unit 1: What is Physical Literacy?

### Goal:

The goal of this unit is to learn about physical literacy and the importance of proper techniques for fundamental movement skills.

### Preamble:

This PHE10 course aims to empower learners to recognize the value of healthy living and to assess their understanding of the need for lifelong physical fitness and its connection to positive well-being. Statistics show that one out of five children is obese and that more children and teens than ever are spending the majority of their days being sedentary. Improving the physical literacy skills of youth will enable them to lead active, healthy lives.



In order to answer the questions for this unit, you will require internet access.

### Questions:

1. In your own words, what is physical literacy? (2 marks)

Watch “**The Introduction to Physical Literacy**” video from the PL4U.ca website at <https://www.pl4u.ca/what-physical-literacy> in order to answer questions 2 through 4.

2. From the video, list five of the basic movement skills that the author believes you need in order to have fun and be active in sports? (5 marks)

3. According to the video, when you know these basic skills and feel comfortable and confident using them, what can you do? (1 mark)
  
4. Being physically literate also includes making healthy choices. What two skills does the author believe one must have to be health literate? List three examples of these types of skills. (5 marks)
  
5. Read the information on the **PL4U Physical Literacy** webpage under the video you just watched. What five details, including statistics, may have stood out to you after watching the video and reading the information on the website? (5 marks)
  
6. When we teach fundamental movement skills, it is important to take into consideration movement concepts. In order to execute a movement properly, such as throwing, we need to know the elements required in order to perform the throw. What are the three awareness groups that we need to keep in mind for any movement skill? Give a definition of each and one example. (9 marks)
  
7. Can movement concepts be taught, or can they just be acquired through participation in different activities? (1 mark)
  
8. What does “movement strategy” mean in relation to physical literacy? Give an example. (2 marks)

9. Trying new activities happens when one feels successful and confident in their skills and abilities. Fundamental movement skills must be learned correctly in order for this confidence to develop.

Your task is to design an outdoor program for children with stations where they will practice five of the fundamental movement skills. At each station, you need to explain the movement and the activity you want them to practice. Imagine that someone else will be leading the activity using your directions, so make them detailed and specific! Include images to make it even more visually appealing. A search for “**Fundamental Movement Skills**” on the **Growing Young Movers.com** website will help you find ideas.

(<http://growingyoungmovers.com/+pub/document/FMS%20Initiative/Movement%20skills%20one%20page%20reference.pdf>)

**Presentation:** You may present your information as a poster, booklet, PowerPoint, or any other way that you and your teacher agree upon.

**What to include:** The fundamental movement skill, the activity, teaching points, possible errors, safety considerations, and an image for each of the six skills you are teaching.

For example:

### Station 1

#### **Fundamental Movement Skill:** Throwing

**Activity:** The child practices getting a ball over home plate by throwing the softball using an overhand pitching motion.

#### **Teaching points:**

- Stand with your non-throwing shoulder to the plate.
- Opposite foot steps forward
- Weight moves from back foot to front foot
- Hips and spine twist
- Throwing arm extends in a back swing
- Throwing arm moves forward
- Non-throwing arm moves downward
- Hand releases the ball
- Throwing hand follows through to target



#### **Possible errors:**

- Some begin with your hips and shoulders facing the target
- Some may step forward with the incorrect foot
- Some may not transfer any weight during the throw
- May not be any follow through

#### **Safety Considerations:**

- Use a soft ball!
- Stand apart from other students
- Only throw at the target and if it is safe to do so

**Assessment rubric: (50 marks)**

<b>Area</b>	<b>Emerging (C-) (25—29 marks)</b>	<b>Developing (C—C+) (30—33 marks)</b>	<b>Proficient (B) (34—44 marks)</b>	<b>Extending (A) (45—50 marks)</b>
<b>Content</b>	Project meets few of the criteria as laid out in the project outline.	Project meets some of the criteria as laid out in the project outline.	Project meets all the criteria as laid out in the project outline.	Project goes beyond the project criteria and offers more than is required
<b>Communication of Learning</b>	Presentation is choppy and disjointed, has little or no flow. Shows little or no creativity.	Concepts and ideas are loosely connected, lacks clear transitions. Some originality is present.	Most information presented in logical sequence, transitions from idea to idea are adequate. Presented in a creative way that shows personal interest.	Information presented in a clear, logical, and thoughtful way. Transitions smoothly from idea to idea. Presented with originality and creativity that shows a deep personal connection.