Teaching about physical literacy and fundamental movement skills

Facilitator’s Reference Guide
2 hours
ATTENDANCE SHEET

Group: ______________________________________  Date: __/__/____  
        (yyyy/mm/dd)  
Trainers: ______________________________________

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<th>Main Location</th>
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Training content for:

Head guards, swimming instructors, lifeguards and YMCA swim instructor apprentices.

**Purpose of training:**

The purpose of this course is to educate (leaders/Instructors) about Physical Literacy and how they must create environments where children and youth have opportunity to practice moving and feel successful when executing movements.

Provide an understanding of what physical literacy is.

Understand how physical literacy should happen in your role.

Provide understanding and resources to incorporate physical literacy into your lessons every day.

**Expectations of participants:**

- Generate conversation around Physical Literacy
- Be curious and ask questions
- Participate in group discussions and activities
- Support others in exploring and learning the concepts of physical literacy and fundamental movement skills
Section 1: Get to Know You

Ask group to introduce themselves and how long they have been in their role and what colour their tooth brush is.

- Reveal the purpose of the training
- Provide a welcoming and inclusive training
- Bring your humour
Section 1: Get to Know You

Busy Bee – GTKY (7 min)

How To:
Have group mingle around the space
Call out find a partner
Facilitator gives a question(**) both parties need to answer
Facilitator gives a letter that both parties need to make
When letter has been made; mingle starts again
Letter suggestions: T, N, Q, R, L, B

Variation: get into groups of 5 and make the letter all together (lay down on the ground)

(**) Possible Questions:
What is your favourite colour?  What is your favourite item of clothing?
Would you rather watch a T.V. show or a movie?  Coffee or tea?
If you could go anywhere in the world where would you go?
If you were stranded on an island and could have 3 things with you what would they be?

Get To Know You’s …

- allow people to meet, learn names and find commonalities.
- create opportunities that generate connections with peers and with their leaders/instructors. Connection, and belonging assist in the positive experience of an activity which helps build confidence and provides motivation to keep active.
- can be creative, serious and can provide safety tips. There are no rules for a GTKY except use them!

Debrief:

What types of get to know you activities could you do in the pool?

What do you need to remember when planning them? (age and developmentally appropriate, fun)
Definition: “Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

International Physical Literacy Association, May 2014.

Physical Literacy Activity: Understand what Physical Literacy is.

Facilitator questions:

What do you hear me say when I give you the definition of Physical Literacy?
What does this definition mean to you?
What do you think it looks like in your swimming lessons?

Focus the group’s thoughts to 3 main ideas.

Facilitators key words:

- Motivation
- Confidence
- Physical competence
Building motivation

The definition of motivation is:

“the general desire or willingness of someone to do something”

www.businessdictionary.com

Experts say that there are 7 proven ways to motivate others. These definitely apply to the work that we do with children (and adults) in the pool.

1. One on one time
2. Find out what motives them? What makes them tick?
3. Provide resources to do their work exceptionally.
4. Praise and complement.
5. Help develop new skills.
6. Actively involve them.
7. Believe in them.

Activity: Divide into 7 groups. Using the above points brainstorm ways this can be done in the pool with intentionality and genuineness. (see attached sheet for points to consider, give each group their section to ponder). Give 5—6 minutes to brainstorm and write down on a flip chart. Debrief each point as a large group (one person from each group reads their paper).

Fill in the gaps as needed to highlight:

- Intentionality
- Being prepared with a plan
- Build positive relationships and create a sense of belonging
- Progressions are key
- Skills learned competently before moving on to a new skill
- Engaging the kids in positive interactions including words that I use to build them up.
### One on One Time

<table>
<thead>
<tr>
<th>Why is one on one time important?</th>
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<td>What can it accomplish?</td>
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<td>How can you do this within the bigger group?</td>
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<tr>
<td>What are the rest of the kids/participants doing when you are doing one on one with a child?</td>
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### What motivates them?

<table>
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<tr>
<th>What are some ways you can find out what motivates the kids?</th>
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<tr>
<td>How could get to know you games play a part in this?</td>
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<tr>
<td>How do you apply the information that you learn?</td>
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### Provide resources to do work exceptionally?

<table>
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<th>What resources do some kids need?</th>
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<tr>
<td>What resources are available in the pool?</td>
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<td>How can you be a resource?</td>
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### Praise and complement!

<table>
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<th>How can you do this genuinely?</th>
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<tr>
<td>Why is it important to use a child’s name?</td>
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<tr>
<td>How can you use group praise/complement throughout the lesson?</td>
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<tr>
<td>How can you use individual praise/complement throughout the lesson?</td>
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### Help develop new skills?

<table>
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<th>How do kids develop new skills?</th>
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<td>Why are progressions important?</td>
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<tr>
<td>What can happen if you rush through skills without the child fully grasping it?</td>
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<td>How can being prepared help with this?</td>
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### Actively involve the kids/participants!

| How many ways can you do this throughout a lesson or group time? |

### Believe in the kids!

| How can you demonstrate that you believe in the kids/participants? |
| What can you say or do? |

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**Physical Literacy**
<table>
<thead>
<tr>
<th>One on One Time</th>
<th>What motivates them?</th>
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<tbody>
<tr>
<td>Why is one on one time important? (supports, demonstrates, can help calm nerves)</td>
<td>What are some ways you can find out what motivates the kids? (play games, GTKY, talk to the kids, ask parents, learn names)</td>
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<td>What can it accomplish? (can help the child be successful, create a sense of belonging, that the child is important)</td>
<td>How could get to know you games play a part in this? (you can ask questions that help you find out likes and dislikes. This also connects kids together with similarities to create a sense of belonging)</td>
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<td>How can you do this within the bigger group? (give a task to the group and spend brief time with children to help them progress)</td>
<td>How do you apply the information that you learn? (jot down some notes in the margin of your attendance if needed so that you remember, you can slip in information like … front crawl uses the same arm movement as overhand throw and can help you build strength for throwing in a soccer ball etc.)</td>
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<tr>
<td>What are the rest of the kids/participants doing when you are doing one on one with a child? (give them a task …)</td>
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<table>
<thead>
<tr>
<th>Provide resources to do work exceptionally?</th>
<th>Praise and complement!</th>
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<tr>
<td>What resources do some kids need? (life jacket, verbal instruction, demonstration, kick board, fins, noodle …)</td>
<td>How can you do this genuinely? (use names, recall a specific thing the child did ex: “Joe, your flutter kick was really strong today”)</td>
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<tr>
<td>What resources are available in the pool? (life jacket, kick board, pool noodles, balls, diving rings, …)</td>
<td>Why is it important to use a child’s name? (creates a sense of belonging, they feel important)</td>
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<td>How can you be a resource? (be a verbal instructor, demonstrate the skill, help (hold etc)</td>
<td>How can you use group praise/complement throughout the lesson? (can make comments like “I like the way everyone worked so hard today!” … a group complement can happen at anytime through out the lesson time. At least one group complement should be given each class/lesson.</td>
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<td>How can you use individual praise/complement throughout the lesson? (Individual compliments/praise can be given in the moment to provide instantaneous reward or it can be given at the end of a lesson … “Amy, you nailed the … today, great work.”</td>
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<th>Help develop new skills?</th>
<th>Actively involve the kids/participants!</th>
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<tbody>
<tr>
<td>How do kids develop new skills? (practice, practice, practice, progressions, learning in steps …)</td>
<td>How many ways can you do this throughout a lesson or group time?</td>
</tr>
<tr>
<td>Why are progressions important? (if you don’t learn things slowly and in the right order it can be hard to develop the skill needed, gets frustrating, too hard to do something)</td>
<td>Get to know you activities</td>
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<tr>
<td>What can happen if you rush through skills without the child fulling grasping it? (develop bad habits, won’t be able to learn the next stage …)</td>
<td>Actually doing skills in the water</td>
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<tr>
<td>Being prepared … shows thoughtfulness in choosing the right activities for the kids expected.</td>
<td>Demonstrate a skill</td>
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<thead>
<tr>
<th>Believe in the kids!</th>
<th>Overall thoughts:</th>
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<tr>
<td>How can you demonstrate that you believe in the kids/participants? (use names, have fun, give positive feedback, be intentional with activities, look like you are having fun and want to be there)</td>
<td>Be prepared with a solid plan for the day.</td>
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<td>What can you say or do?</td>
<td>How can the kids be involved.</td>
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<td>How can you engage the kids in positive interactions?</td>
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Building Confidence

The definition of confidence is:

“a feeling of self-assurance arising from one's appreciation of one's own abilities or qualities.”

www.merriam-webster.com

Experts say that confidence in movement and sport is built by developing mastery over movement. It is daring to try something, learn how to do it, stretch yourself to achieve it and then try something new.

Group activity: Brainstorm Session (5 minutes)

Say “if confidence is built by mastering movement” how can we do this in lessons, and other activities that take place in the pool?

- Practice, practice, practice
- Progressions
- Learn the skill
- Practice in fun games and activities
- Age and developmentally appropriate
- Positive and appropriate language

If you can kick a soccer ball … you can flutter kick.

If you can egg beater … you can play water polo.

Other things to consider: praise successes, give attention (eye-contact, active listening), positive and strong communication, positive feedback.
Building Confidence through Positive Feedback/Communication

Building Confidence in our participants – good feedback that is meaningful and useful (15 min)

**Activity A** - Split group up into 4-6 people.

**Rules**: Give every group (4-6) a random picture, 1 person has to draw the image described by the others in the group. The people describing cannot see what the artist is drawing and the artist cannot see what the group is describing.

**Debrief Activity A** - What went well? What was frustrating? Your language is important, if you use words/phrases that have no true meaning it can leave an individual confused, frustrated or unresponsive.

Too many instructions – not enough time to process can leave someone feeling? How?

**Activity B** – Same groups’ different pictures; change artists too.

**Rules**: The describers can watch the artist draw. The artist can ask questions along the way. The person describing cannot touch the artist or the paper that is being drawn on. The artist cannot see what is being described.

**Debrief Activity B** – what went well? What was frustrating? Was it better than the first try? Why?

Allow for debrief time and feedback to be given from all groups.

**Thoughts for the group**: How do you like to receive feedback? How could someone delivering feedback to you make it a meaningful experience?

Can you think of a time you gave feedback that may have been less than useful for a participant? What could you have done to make it more useful?

**Facilitator**: Our words can help set our participants up for success. Providing feedback that is more than “Good Job” can make our participants feel valued and recognized as an individual within the group.
Section 2: UNDERSTANDING what is Physical Literacy?

Physical competency

Definition of physical competency:

“Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations.”

In aquatics there are many progressions and things to consider when learning a skill. For example: We need to ensure the children are comfortable putting their faces in the water and blowing bubbles before we teach them to float and glide.

Activity A: Break down a stroke use a first – then thought process
(First I would __________; then I would __________) - create a multi-step list of first/ then(s) of the stroke you have been given.

Swim skills given out: Front Crawl, Back Crawl, Breast Stroke, Elementary Back stroke, Side stroke, and Butterfly

Have groups record on flip cart the First/ Then multi-step lists. Give each group 5-7 minutes to come up with their list and write it down. Each group circulates through and can add to lists if needed. Groups will be asked to present their lists. If others have added steps it will be recorded on the flip chart also.

Making a plan helps you as an instructor by ensuring your participants are progressing. You see what you have covered and what still needs to get done.

Having a plan allows you to manage your class better.

Having a plan leaves no room for guessing the direction of your class and the goal of the day or session.
Fundamental Movement Skills

Discuss with the group what FMS skills are. These are the movement skills all children need in order to feel confident to participate in activities their whole life. These skills are broken down into…

**Locomotion:** Run, Walk, skip, hop, jump, leap, gallop

**Object manipulations:** Dribble hand, Dribble feet, throw, catch, kick

**Balance:** static, dynamic

**Facilitator:** Part of being physically literate means that we can execute movement skills in a variety of environments including: land, air, snow and ice, and WATER. We are going to take a look at some of the standard aquatic skills and see where they connect with a land based fundamental movement skill.

Run, hop, throw, kick and balance walk. (Have the group try each skill).

**Activity:** Divide the participants into groups and give each group one of the following categories.

Entry
Exits
Balance and Buoyancy
Rotation and Orientation
Streamling
Aquatic Breathing
Travel and Coordination

Each group should write down all of the skills needed to be proficient at their category. Use chart paper to document and be prepared to report back to large group.
Section 3: Aquatics & Fundamental Movement Skills (optional if time permits)

Activity:

Go back to the First/Then lists - How does the multi-step breakdown of the stoke correlate with activities the kids do on land? It may help some children to have a visual from a land sport/activity to learn the skill in the water. For example: In tennis when you swing the racquet to hit the ball over your head it is the same way you move your arms to do a front crawl. Can you think of some dryland skills participants may have or need to competently execute the swim skill? Are some of the skills they need in the water the same for on land activities?

In the same groups: Have them finish the statements below. Write the skills in swimming that could be impacted or improved on with more physical competency associated with the acquisition of FMS skills:

Example: If you can jump, you have the leg strength to whip kick

If you can kick a ball; you can flutter kick;
If you can throw a ball overhand; you can swim front crawl
If you can roll on land; you can do a rollover float
If you can egg beater; you could play water polo.
If you can skull; you could try synchronized swimming.
If you can tread water and float; you could try scuba diving

Each group should come up with 2-4 extra statements.

How does movement on land help with movement in the water?

Increased confidence in the water can increase confidence to try an activity on land and vise versa

Teaching kids how to move and the importance of movement can help them stay active for life.
Why is the YMCA investing in Physical Literacy? Why is Physical Literacy important?

Statistics around physical activity and physical literacy show us that only 9% of children aged 17 and under are meeting the daily requirements of physical activity?

Does anyone know how much physical activity is recommended each day? 60 minutes of physical activity daily including recess, gym class, DPA (Daily physical activity).

For those of you who have worked with kids before. Think about the times you have taken them outside to play … what have you seen them do?

Yes, there always those kids who will run around with a ball in their hand or at their foot. However, there are plenty of children who will bring out a book, art supplies, will sit against the wall with their friends or will stand in the line for a chance to play 4 square. These activities are important too but they are not being active. We cannot assume that outdoor play (or gym time) is active play.

Statistics:

- 1/3 of all children in Canada are considered overweight or obese.
- 2/3 of all adults in Canada are considered overweight or obese. (ParticipACTION 2016)
- 1/3 of the world’s population (2.1 billion people) are overweight or obese and that this leads to cardiovascular disease, diabetes, cancer, joint pain and so much more. (Institute for Health Metrics and Evaluation, University of Washington, Seattle.)
As the YMCA, we need to change these odds.
What can we do?

It is important to provide intentional opportunities to practice skills in a fun way.

As we have been learning today, the more opportunities children have to learn skills and practice them the more likely they are to feel confident in their ability to participate.

Have a clear plan for each session that includes a get to know you activity that supports your plan for the day.

Teach skills through progressions ensuring that the kids have gained solid competence before moving on to the next step.

Have a plan to move the kids who have grasped a concept on while working with those who have not grasped it yet.

Provide genuine positive feedback and complement the efforts made by the children.

Create a sense of belonging by using each child’s name, maintain eye contact when speaking to the kids, be an active listener, show the kids that you are happy to be there.

Creating a group dynamic and fellowship also increases their sense of belonging which can help in them feeling confident and motivated to be active.

Let’s do our part to build physical literacy skills in the children and youth that we work with each day.
1. In your own words, what is physical literacy?

2. How can you intentionally support physical literacy and fundamental movement skills within your program?

3. What is one area you want/need more information on or practice with to integrate fundamental movement skills and physical literacy principles into your planning and programming?
Front Crawl

Back Crawl

Breast Stroke

Elementary Back stroke

Side stroke

Butter fly