

Creating **COMPETENT, CONFIDENT** and **MOTIVATED Movers**

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“Physical literacy is the ability to move with **confidence** and **competence** in a **wide variety** of activities in **multiple environments** that benefit the healthy development of the **whole person**.” SHAPE America

It takes a village to develop physical literacy. Parents, the community, schools and the physical education teacher *all* have roles to play.

Our role is to provide all students with a quality physical education experience and lay the foundation for our students’ physical literacy journey.

Programs must be **standards-based** and taught in a **warm nurturing environment**, where all students are **challenged** and **failure is a part of success**.

Our charge is to develop competent, confident, and motivated movers.

How is this accomplished?

- Create a positive learning environment where students feel safe to take a risk
- Remember “fun and friends” is the main reason for participating in physical activity
- We need to deliver fun and challenge for confidence development
- Develop “Perceived Competence” – “*I can do this!*”
- Children need to “learn how to learn”
- Children need to understand that success and failure go hand in hand. Failure is not the opposite of success...it’s part of it.
- FAIL = Frequent Attempts in Learning

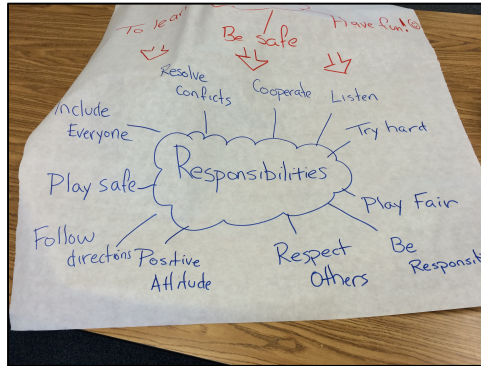
Activities - Building Respect, Inclusion and Trust

Give ‘em a Hand (Respect)

Purpose: To reinforce positive behaviors and to practice appreciating others

Assign two students each day to look for classmates who are “hand-worthy”. These students “give a hand” at the end of class to whoever they found. When they present *the hand*, specific evidence must be given to justify their selection.

Criteria – Any of the “Responsibilities”



Getting Partners

Expectations

- Students will happily partner with any other student in class
- “Will you please be my partner?” “Yes, I’d love to be your partner”. Practice!
- It’s the responsibility of all students to ensure “everyone is taken care of”

Popcorn (Respect)

Purpose – Students practice getting into groups quickly.

Play Popcorn song. Instruct students to pop in “1’s, 2’s, 4’s, 8’s etc.” The goal is to get into groups as quickly as possible

Blind Rope Jumping (Trust)

Purpose – Students need help from each other in order to be successful
Four students, one long rope.

Level 1 – Jumper starts in. Eyes closed.

Level 2 – Jumper starts out. Must enter rope with eyes closed and jump

Rule of One

Purpose – Students practice helping others to be successful

Long rope. One line of students.

Students run through the rope one after the other and try to set a record. Watch for teachable moments where a student misses and others groan. Talk about being supportive. Brainstorm strategies to help all students be successful.

Confidence – Learning to Learn

Juggling

One scarf

- “Jelly fish” grip (pinch scarf in middle)
- “Lift and flick” (get it high, need lots of “air time”)
- Practice pattern – Start with scarf in right hand. Lift and flick. Scarf should land on floor in front of opposite foot. Repeat with scarf in left hand.
- Then catch the scarves. Right to left. Left to right.

Two scarves

- Jelly fish grip. One in each hand.

- Practice sequence (no catching yet) Throw- Throw (scarves should land on the floor in front of opposite feet)
- Now catch....Right-Left-Catch-Catch (or Throw-Throw-Catch-Catch)

Three scarves

- In one hand pinch scarf #1, hold scarf #3 with pinkie
- Pinch scarf #2 with other hand
- Practice sequence (no catching) Throw-Throw –Throw. Scarves land on floor. If you start with two in your right hand, they will land in front of the left foot. The scarf from the left hand will land in front of the right foot.
- Now try one juggle – “Throw-Throw-Catch, Throw-Catch-Catch”
- Finally...full-on juggling



Fun and Friends

Axel F Dance – Susan Flynn

<https://www.youtube.com/watch?v=0hhcTkzCaUA>

Crazy Train

Music – *Pony Express* by The Vikings

Groups of 4

Commands:

- Change – Locomotive (leader) goes to end of line
 - Switch – Box cars (#2 and 3) switch positions
 - Reverse – Train goes opposite direction. Caboose (#4) now in front
 - Loose Caboose – Caboose (#4) goes to a new train
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Resources:

#PhyisedSummit – *Physical Literacy: From Theory to Practice* (Presentation by Terri)

<http://tozzl.com/t/4TOKLbZsWi>