

Teacher's Monthly Guide To Physical Literacy Newsletter

OCTOBER 2025



Embracing Fall: Building Physical Literacy Through Outdoor Learning

As October brings cooler days and colorful changes to the outdoors, this season offers an ideal opportunity to integrate movement and physical literacy into your classroom routines.

Exploring outside not only allows students to observe the natural transitions of fall but also provides meaningful ways to develop fundamental movement skills in an open and engaging environment. From nature walks that spark curiosity, to outdoor games that encourage coordination and teamwork, these experiences help students build confidence in their physical abilities while supporting overall health and well-being. By embracing the outdoors this month, educators can create dynamic learning opportunities that strengthen both the body and the mind.

With appreciation,
The Learning in Motion Program Team

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About the Artist

Claire Shannon-Akiwenzie is an Anishinaabe digital artist and beader from the Chippewas of Nawash Unceded First Nation. She is also a teacher in the Vancouver School District and a dedicated leader to I•SPARC's FitNation, Healthy Living, Indigenous Cultural Safety and Learning in Motion Program.

What's New

Traditional Indigenous Games Workshop

Learning in Motion is excited to present a Traditional Indigenous Games workshop and a Professional Development Training Forum.

Movement has always been central to Indigenous culture, supporting physical, mental, and spiritual well-being through daily living on the land. Traditional Indigenous games continue this legacy, building strength, agility, cooperation, and connection to community. When students participate in these games, they are not only being active but also engaging with traditions and teachings passed down through generations, experiencing culture through movement.

The Learning in Motion Training Forum is a dynamic one-day professional development event that equips educators with practical, culturally informed strategies to integrate movement-based learning into the classroom and throughout the school day. Grounded in Indigenous ways of knowing and being, the forum explores how physical activity supports academic success and holistic well-being—engaging students’ body, mind, heart, and spirit while enhancing focus, connection, and classroom engagement.

Contact Dwayne Roberts to register for a date and time that works for you. droberts@isparc.ca.

Content at a Glance

We have new and exciting content for the 2025-26 school year.

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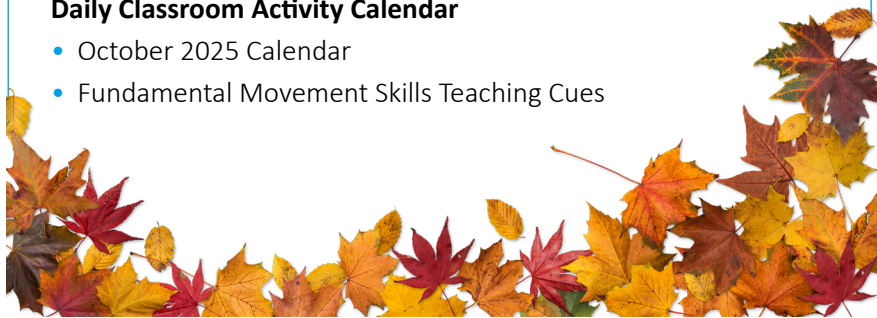
Movement Without Limits—Get Active Anywhere

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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.

Fundamental Movement Skills

Fundamental movement skills are the basic building blocks of physical literacy. They are divided into three categories—non-locomotor, locomotor and manipulative skills.



Non-Locomotor Skills

These are about controlling the body while not moving, like balancing on one foot and yoga. They improve balance and body control.



Locomotor Skills

These involve moving the body from one place to another, such as running, jumping, swimming, and skating.



Manipulative Skills

These are about actions like throwing, catching, kicking, and striking.

1-2-3 Jump—Clap—Woo

Grades K-7

Reference YouTube: [1-2-3 Jump](#)

Equipment/Material

- No equipment required.

Fundamental Movement Skill (FMS)

- Jump.

Activity Description

- Find a partner and stand facing each other.
- Take turns counting aloud: you say “1,” your partner says “2,” you say “3,” and continue repeating the sequence.
- At the start of each new round, switch who begins with “1.”
- Gradually replace the numbers with actions: “1” becomes a jump “2” becomes a clap “3” becomes a loud “Woo!”



Bean Bag Toss

Grades K-7

Equipment/Material

- Hula hoops (3 per group), bean bags (1 per group), cones.

Fundamental Movement Skill (FMS)

- Throwing (underhand).

Activity Description

- Divide students into teams of 3–4 and have each team line up behind a cone.
- Place three hula hoops in a line, touching each other, in front of each team’s cone. The distance between the team and their hoops can be adjusted based on the age group.
- The first player underhand throws a beanbag, aiming to land it inside one of their team’s hula hoops.
- If successful, the player may “steal” a hula hoop from another team and add it to the end of their own line.
- If the throw misses, the player retrieves their beanbag and hands it to the next teammate in line.
- Only one player per team may throw and run at a time.
- Teams continue taking turns, aiming to collect as many hula hoops as possible.



Secret Squirrel

Grades K-7

Equipment/Material

- Three colored pinnies, four beanbags.

Fundamental Movement Skill (FMS)

- Dodge, walk, run, gallop, skip, jump (change the FMS each round).

Activity Description

- Select three students to wear colored pinnies. They will be adult squirrels.
- Adult squirrels turn away from the group while the rest of the class become baby squirrels.
- Distribute four beanbags (“chestnuts”) to four baby squirrels.
- All baby squirrels pretend to hold a chestnut by keeping their hands on their chest, so the adult squirrels cannot tell who has the real ones.
- The adult squirrels try to tag the baby squirrels.
- When tagged, a baby squirrel shows their hands:
 - If they are holding a chestnut, they give it to the adult squirrel and returns to pretending they have a chestnut.
- The game continues until all chestnuts have been collected.

Variations

- Increase challenge**—add more chestnuts or more adult squirrels.
- Timed round**—see how quickly the adult squirrels can collect all chestnuts.
- Team play**—divide into two groups. One group hides chestnuts, and the other group tries to collect them.
- Movement challenge**—baby squirrels must move using specific locomotor skills (e.g., hopping, skipping, sliding).
- Safe zones**—place a few cones around the area where baby squirrels can pause for three seconds to avoid being tagged.

Zookeeper Game

Grades K-3

Equipment/Material

- Stuffed animals or cards to represent the animals (run like a cheetah, gallop like a horse, jump like a frog, hop like a bunny on one foot, skip like the children at the zoo, balance like a flamingo).
- Cones.



Fundamental Movement Skill (FMS)

- Hop, jump, run, gallop, skip.

Activity Description

- Set up a “zoo area” by placing cones around the space.
- Hide animal cards or small animal figures underneath the cones.
- Choose one student to be the zookeeper.
- The zookeeper lifts a cone to reveal an animal.
- Once the animal is identified, all students perform the corresponding fundamental movement skill (e.g., run like a cheetah, gallop like a horse, jump like a frog).
- When the whistle is blown, all students freeze.
- Select a new zookeeper and repeat the activity.

Variations

- Timed Challenge:** Set a timer for each animal movement (e.g., 15–20 seconds) before freezing.
- Multiple Zookeepers:** Allow two zookeepers to reveal animals at once, giving students a choice of which movement to perform.
- Mystery Moves:** Instead of revealing the card aloud, the zookeeper silently acts out the animal, and students must guess before moving.

Progression Pathways

- Assign different locomotor skills to pathways (e.g., straight line = gallop, zig-zag = slither, circle = hop). When the animal is revealed, students must follow that pathway style.

Freeze Variation

- Instead of freezing in place when the whistle blows, students must freeze in a pose like the animal they were moving as.

Recess Game

Grades K-7

Four Square

Equipment/Material

- 4-square court.

Fundamental Movement Skills (FMS)

- Striking, hand-eye coordination

Activity Description

Objective

- The goal of the game is to advance to Square A (the top square) and remain there as long as possible.

Serving

- The server always begins in Square A.
- To serve, the ball must first bounce in Square A before being hit underhand into another square.
- The player receiving the serve must allow the ball to bounce once before returning it.

Game Play

- The ball must bounce in a square before being played.
- All boundary lines are considered out.
- Each player has only one attempt to return the ball.
- If a player misses, hits the ball out, or breaks a rule, they are “out” and go to the end of the line outside Square D.
- All players rotate counter-clockwise to fill the open space, with a new player entering at Square D.
- Play resumes with a new serve from Square A.
- You may NOT:
 - Throw, hold, or catch the ball.
 - Double hit the ball.
 - Allow the ball to bounce more than once in your square.
 - “Cherry bomb” (slam the ball with excessive force to make it bounce over players’ heads).

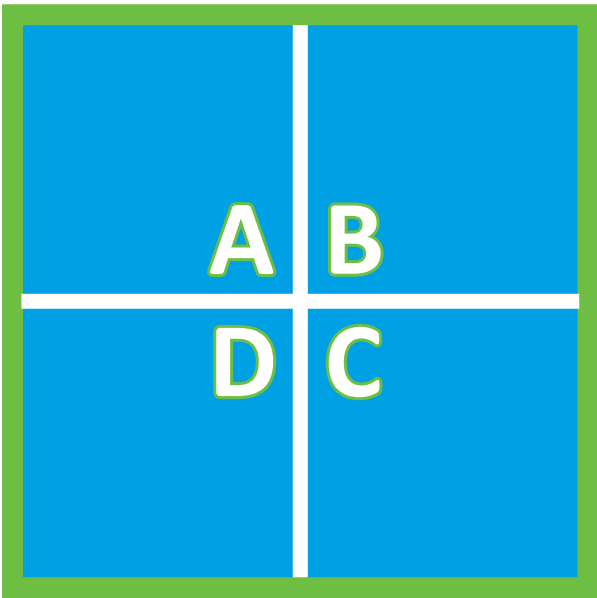
Rotation

- When a player is out, they move to the end of the line.
- If the server in Square A is out, all players rotate forward to the next square.

Referee

- The first person in line acts as the referee to help settle disputes.

Court



Moving in the Classroom

Grades K-7

Crumple and Shoot

Equipment/Material

- Whiteboard/whiteboard markers, paddles or paper.
- Basket/bin and a paper ball for each team
- Shooting line (tape).
- Questions/vocabulary/definitions.

Fundamental Movement Skill (FMS)

- Throwing (underhand) or basketball shot depending on age.

Activity Description

- Divide students into small groups and provide each group with a whiteboard and marker. The teacher asks a question.
- Group members discuss and agree on an answer, then write it on their whiteboard.
- When teacher calls for answers, one member from each group holds up their response.
- If the group’s answer is correct, a representative brings their ball to the basket and attempts a shot.

Scoring

- 1 point for a correct answer.
- 1 additional point for a successful basket. The game continues with new questions.

Variations

Point Zones—add 2 and 3-point shooting lines for different levels of challenge.

Time Limit—give groups a short time (e.g., 15–20 seconds) to agree on their answer.

Bonus Round—allow groups to attempt a second shot if they answer a bonus question.

Multiple Baskets—if space allows, set up more than one bucket to reduce wait times and increase activity.

Cooperative Play—instead of competing, groups combine their scores to reach a class total goal (e.g., 50 points).



Connecting to the Land

Grades 3-7

Stick Catch

Equipment/Material

- 50, 6-8” long, straight sticks.

Fundamental Movement Skill (FMS)

- Catch, hand-eye coordination.

Activity Description

- The goal of this activity is to rest a stick on the back of your wrist, drop your hand away from the stick, and then catch it in the palm of the same hand.
- You may only use one hand.
- Each group of students must find a space approximately 10-15 feet from the pile of sticks. One at a time, the first member of each group runs up to the collection of sticks and attempts the stick catch.
- If successful, the next person in the group tries for the next number (e.g. if a student was successful catching four sticks, the next group member attempts to catch five).
- The game is over after a specified amount of time. The group with the largest number of successful catches.



Book of the Month

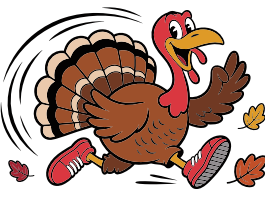
The Land Knows Me

Through the Squamish language and cultural traditions, learn about Indigenous plant relationships and how we are all connected to nature through plant-based foods, medicines, and materials.

The best way to learn about plants is through observing and interacting with living examples. Join Held by the Land author Leigh Joseph and her children in The Land Knows Me, an educational, hands-on journey to discover all the wonderful uses and gifts of the plants around us. Through the Indigenous traditions of Squamish culture you’ll learn how to ground yourself on the land, how to introduce yourself in the Squamish language to your plant relatives, and the many teachings about plants, cultural stories, and learnings related to the flora seen on your walk.



October 2025

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
			Exercise1 Class Wall Sit Hold a wall sit (lean against a wall and slide into a squat position with your knees and hips at a 90-degree angle) for 30 seconds, rest, and repeat. Do this exercise 5 times.	YouTube2 Fall Would You Rather	YouTube3 Turkey Stomp	4
5	Exercise6 Follow the Leader Dance Circle Have students create a dance move and others follow.	YouTube7 5-Minute Brain Break	Exercise8 Classroom Challenge • Desk push-ups—10 reps x 3 sets. • Chair squats—stand/sit without hands15 reps x 3 sets.	YouTube9 Grinch Turkey Run	YouTube10 Turkey Chase	11
12	Thanksgiving13 No School 	YouTube14 Locomotor Listen and Move	Exercise15 Animal Walks Do 1 lap of the room: • Bear walk • Crab crawl • Frog jumps • Bunny hop on one foot.	YouTube16 Minecraft Full Run	Exercise17 Alphabet Stretch Stretch arms and body to form letters of the alphabet.	18
19	Exercise20 • Plank 20 seconds, rest and repeat 3 times. • Seated twists 20 seconds, rest and repeat 3 times.	YouTube21 Ninja Now	Exercise22 Classroom Obstacle Course Create a classroom obstacle course using chairs, desks, and books. Have everyone try it.	YouTube23 Halloween Brain Break Party	Provincial24 Pro-D Day No School	25
26	Exercise27 Play Vocabulary Charades Act out words physically and have class guess.	YouTube28 Halloween Chase	Exercise29 Halloween Moves Do 1 each of the following for 1 minute: • Ghost tiptoes • Zombie walks • Pumpkin squats	YouTube30 Halloween Witches Race	Halloween31 Have a costume and dance party. 	

Fundamental Movement Skills Teaching Cues

This month, our focus is on *locomotor* skills—walking, running, skipping, galloping, jumping, and hopping—along with *manipulative* skills such as catching and the underhand toss. These are the building blocks of physical literacy and are best learned when paired with simple, consistent teaching cues. Teaching cues help students remember correct technique, stay safe, and feel confident in their movements. By practicing these skills through fun games and activities, students strengthen coordination, balance, and control while building a foundation for lifelong active living.

LOCOMOTOR



WALK

• Keep your head up and look forward

• Step forward, land with your heel first, then roll onto your toes and repeat on the other foot

• Arms swing opposite to your legs



GALLOP

• Step forward with the lead foot

• Push off with the back foot to meet lead foot but not pass it (kick heel with toe)

• Bring your feet together 'step together'

• Keep arms at side for balance



RUN

• Keep your head up and eyes looking forward

• Lift your knees to create power

• Pump your arms at 90 degrees—opposite arm to opposite leg

• Elbows to hips, thumbs to lips

• Land softly on the balls of your feet, not your heels



JUMP

2 feet to 2 feet

• Stand with feet shoulder width apart

• Knees slightly bent in a 'ready position'

• Swing arms back then forward to generate momentum (as you bend down)

• Both feet take off and land at the same time

• Push off your toes to generate power

• Land softly by bending your knees



SKIP

• Step forward and perform a hop while driving the other knee up, and repeat on the other foot

• Alternate a step-hop, step-hop pattern

• Swing your arms in coordination with your legs, moving the opposite arm with each step



HOP

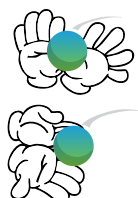
• Balance on one foot

• Keep the non-hopping leg bent with your foot held off the ground behind you

• Arms back then forward in sync with your hopping leg for balance and momentum

• Bend knees on take off and landing

MANIPULATIVE



CATCH

• Keep your eyes on the ball

• Reach out by extending your arms towards the ball

• Relax your hands to absorb the catch

• Catching above the waist—fingers up, thumbs together and facing down

• Catching below the waist—fingers down, pinkies together—thumbs up

• Bend your elbows and bring the ball towards your body



TOSS

Underhand

• Eyes looking at the target

• Step forward with the opposite foot of your tossing hand

• Swing your arm back then forward in a smooth motion toward the target

• Follow through by extending your arm aiming at the target, while shifting your weight from your back foot to your front foot

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