

# Teacher's Monthly Guide To Physical Literacy Newsletter

FEBRUARY 2026



## February is Heart Health Month

Heart Health Month reminds us that one of the most powerful tools for lifelong wellness is also one of the simplest: movement. For educators, physical literacy is not just about skill development—it's about helping students understand that movement is medicine for both the body and the mind. Regular physical activity strengthens the heart, improves focus, reduces stress, and builds habits that support health well beyond the school years.

Simple, accessible activities can have a big impact. Jump rope, for example, is a fun, inexpensive way to elevate heart rate, develop coordination, and build confidence—whether used in short activity breaks or structured lessons. Pairing these opportunities with active outdoor play allows students to experience the joy of movement while benefiting from fresh air, creativity, and connection to their environment.

As educators, every opportunity to move inside or outside helps reinforce the message that caring for our hearts doesn't require complex equipment or long workouts. It starts with intentional, joyful movement woven into the school day, empowering students to be active for life.

With appreciation, The Learning in Motion Program Team.

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**Family Day** is a time to celebrate the importance of family and spending quality time together. It encourages connection, togetherness, and making special memories with loved ones.



## What's New

### PLAYBuilder REMINDER – Get Your Spring Plans Ready

A friendly reminder to start (or finish!) your spring term plans in **PLAYBuilder**. Whether you're building from scratch or tweaking an existing plan, the Term Planner makes it quick and easy to stay organized and build out your entire PE term in minutes!

[Login here.](#)

**PLAYbuilder** features easy-to-use **Jump Rope** content designed for all grade levels and physical abilities. Explore ready-to-use activities that support skill development, engagement, and inclusive participation in physical education settings.

Best of all, **PLAYbuilder** is a free online database available to all BC educators, making it easier than ever to access quality, curriculum-friendly physical activity resources.

[Learning in Motion Program\(LIM\) | PLAYBuilder.](#)



## Content at a Glance

Welcome to the month of February, we are excited to share this month's featured content, filled with new ideas, resources, and activities to support your teaching and student engagement to jump through the month.

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#### Fundamental Movement Skills—Skipping

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- Jump Skill Development
- Game—Card Sharks Jump Rope
- Game—Jump to 100

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#### Movement Without Limits—Get Active Anywhere

- Inclusive Play—S.T.E.P. Framework—Jump Rope
- Connecting to the Land—Marker Tag
- Moving in the Classroom—Alphabet Balance, Active Skipping Counting, Beach Ball or Soft Item Toss

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#### Daily Classroom Activity Calendar

- February 2026 Calendar
- Jump Rope—Skill Development

## 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 [drobot@isparc.ca](mailto:drobot@isparc.ca).

## Teaching Cues—Jump Rope

Grades K-7

### EQUIPMENT

#### ROPES

- A simple way to measure the rope is to stand on the middle of it and pull the handles upward. If they reach your shoulders, the length is appropriate. Rope length will vary depending on a player's height so these measurements are general guidelines rather than exact rules.
- Suggested rope length by grade level:
  - » Kindergarten: 6-7 foot ropes.
  - » Grades 1-2: 7-8 foot ropes.
  - » Grades 3-7: 8-10 foot ropes.

### TEACHING CUES

#### GRIP

- Hold the handles so the rope comes out of the top of your fists.
- Thumbs on top, hands relaxed.

#### ELBOWS IN

- Keep elbows close to your sides.
- Hands point slightly out toward the walls.
- Use wrists and arms, not shoulders.

#### START POSITION

- Step through the rope.
- Rope rests behind you, near your ankles.
- Stand tall and ready.

#### ROPE TURN

- Form a big, slow arm circle.
- Create a “rainbow” over your head.
- Let the rope touch the ground in front of you.
- Step over the rope with both feet.
- Repeat the rainbow turn and step-over.

#### JUMP

- Turn first, then jump.
- Stand tall, jump small.
- Jump when you see the rope.
- Keep feet together.
- Land softly on the balls of your feet.

## Game—Card Sharks Jump Rope

Grades K-7

### Equipment/Material

- 1 jump rope per player.
- 1 deck of cards placed in the center of the gym.
- 1 hula hoop per pair (placed at each pair's station).



### Fundamental Movement Skill (FMS)

- Jump, hop and balance.

### Set Up

- Separate the class into pairs.
- Each pair stands at their hula hoop station with one jump rope.
- Place the deck of cards in the center of the gym.

### Activity Description

#### Objective

- Jump, skip, hop, balance.

#### How to Play

- One pair at a time sends one partner to run to the center of the gym.
- The player draws one card and runs back to their hula hoop.
- The player attempts to jump rope the number shown on the card.
  - Example: If the card is a 4, the player must complete 4 successful jumps.
- If the player successfully completes the jumps:
  - » The pair keeps the card.
- If the player does not successfully complete the jumps:
  - » Their partner attempts the same number of jumps.
  - » If the partner succeeds → the pair keeps the card.
  - » If the partner does not succeed → the card is returned to the center.
- The game continues as partners try to collect as many cards as possible within the time limit.

#### Card Values

- Number cards = the number on the card represents the number of jumps.
- Jack, Queen, King = 10 jumps.
- Ace = 1 jump.

#### Sight Word Variation

- If a sight word card is drawn:
  - » The player must spell the word while jumping.
  - » One jump per letter.
  - » The word must be spelled correctly while maintaining continuous jumps.

## Jump Skill Development

Grades K-7

### Equipment/Material

- One jump rope per participant.

### Fundamental Movement Skill (FMS)

- Jump, skip, hop, balance.

### Setup

- Spread participants out so everyone has plenty of personal space.
- Begin with the rope laid flat on the ground.



### Activity Description

#### Rope on the Ground (Skill Development)

- Bell Jumps: Jump forward and backward over the rope with both feet together.
- Skier Jumps: Jump side to side with feet together over the rope.
- Spin Jumps: Straddle the rope and jump while adding a spin.
- One-Foot Hops: Hop on one foot five times, then switch.
- Leaps: Take off from one foot and land on the other across the rope.
- Broad Jumps: Stand beside the rope and jump off two feet and land on two feet.
- Challenge: How far can you jump?

#### Pick Up the Rope (Introduction to Turning)

- Jump and Turn: Swing the rope overhead in a “rainbow” arc.
- Alligator Chomps: Catch the rope under the toes.
- Turn and Jump: Swing, jump, and repeat.

#### Jump Rope Challenge

- How many continuous jumps can you complete?

## Game—Jump to 100

Grades K-7

### Equipment/Material

- Jump ropes.
- Dice (1 die or 2 dice for addition).
- 100-number grid.
- Pencils.

### Numbers 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Fundamental Movement Skill (FMS)

- Jump, skip, hop, balance.

### Setup

- Divide players into pairs.
- Give each pair one jump rope, dice, a 100-number grid, and a pencil.

### Activity Description

#### Objective

- Jump, skip, hop, balance.

#### How to Play

- Partners decide who will jump first and who will record.
- The jumping partner rolls the die (or two dice if using addition).
- The jumping partner completes the number of jumps shown on the die/dice.
- While the jumps are being completed, the recording partner marks off the same number of spaces on the 100-number grid.
- Once finished, partners switch roles.
- Continue taking turns rolling, jumping, and marking the grid.
- The game continues until one partner's 100-number grid is completely filled.
- When both partners finish their grids, players may practice jump-rope tricks or skills while waiting for others to finish.

## Inclusive Play

Grades K-7

### S.T.E.P. Framework—Jump Rope

#### S SPACE

- Use a larger personal space or clearly marked spot (floor dots, hoops).
- Allow jumping in place, forward/back, or side-to-side.
- Reduce distractions by using a quiet corner or gym boundary.



#### T TASK

- Start with rope swinging only (no jumping).
- Progress to:
  - » Step over rope (on floor).
  - » Jump with feet together.
- Marching steps over rope.
- **Break skill into parts:** swing → time → jump.
- Use visual cues or verbal rhythm (“Swing–Jump”).
- **Modify goal:** number of attempts, time engaged, or rhythm instead of jumps.
- **Wheelchair user:** Swing rope with arms; tap rope with wheels; or use a weighted rope.
- **Balance challenges:** Jump while holding wall or bar; step-over instead of jump.
- **Coordination delays:** No-rope jumping; slow rhythm; or use a weighted rope.

#### E EQUIPMENT

- Use:** Long ropes (teacher or peer turns)
- » Beaded or weighted ropes
  - » Shorter or softer ropes
  - » No rope (imaginary rope or floor line).
- Replace rope with:**
- » Pool noodle
  - » Ribbon Taped line on floor.

#### P PEOPLE

- **Partner support:** » Peer turns rope » Hand-over-hand assistance » Verbal cue partner.
- Small groups or 1:1 instruction.
- Peer modeling or buddy system.
- Adult support as needed for balance or timing.

## Connecting to the Land

Grades 2-7

### Marker Tag

#### Equipment/Material

- Approximately 8 markers (different colours).
- Sticky notes (players may also use their hands if sticky notes are unavailable).



#### Fundamental Movement Skills (FMS)

- Run, leap, and jump.

#### Set Up

- Choose a designated area with clear boundaries such as a section of forest or school grounds. Players use the fundamental movement skills of running, leaping and jumping to move throughout the designated area.
- Choose a word that is 4–8 letters long. (Class size will depend on word length).
- Assign 4–8 players to be the “Marker Holders.”
- Give each Marker Holder:
  - » One marker and one letter from the chosen word.
  - » Marker holders hide within designated boundaries (playground, field, woods, etc.) and remain in one spot.

#### Activity Description

- Give each remaining player a sticky note.
- Players move around the designated space trying to locate the Marker Holders.
- When a player finds a Marker Holder:
  - » The Marker Holder writes their assigned letter on the player’s sticky note.
  - » Players continue until they have collected all letters.
- Once all letters are collected:
  - » Players return to the teacher with their sticky note with scrambled letters on it.
  - » Players work to unscramble and spell the mystery word.
- The game ends when a player correctly guesses the word.

#### Literacy Benefits

- Builds spelling skills through letter recognition and word formation.
- Strengthens phonics and decoding as player sound out letter combinations.
- Encourages problem-solving by unscrambling letters to form a word.
- Supports vocabulary development using teacher-selected word lists.
- Reinforces collaboration and communication when player compare letters. and strategies.
- Ideal for practicing: » Weekly spelling words » Sight words » Thematic or subject-specific vocabulary.

## Moving in the Classroom

Grades K-7

### Alphabet Balance

#### Fundamental Movement Skill (FMS)

- Jump, skip, hop, balance.

#### Activity Description

- The leader calls out a letter of the alphabet.
- Participants use their bodies to form the shape of that letter.
- Encourage creativity by using different levels:
  - » Standing tall
  - » Squatting
  - » Lying on the floor.
- **For added fun:**
  - » Ask participants to spell a short word using their bodies.
  - » Have others guess which letter is being formed.



### Active Skip Counting

#### Fundamental Movement Skill (FMS)

- Jump, skip, hop, balance.

#### Activity Description

- Skip Counting Activities—Movement & Counting:
  - » Lift left leg → whisper “Two”
  - » Lift right leg → call out “Four”
  - » Clap above head → shout “Six”



### Beach Ball or Soft Item Toss

#### Fundamental Movement Skill (FMS)

- Toss, hop and jump.

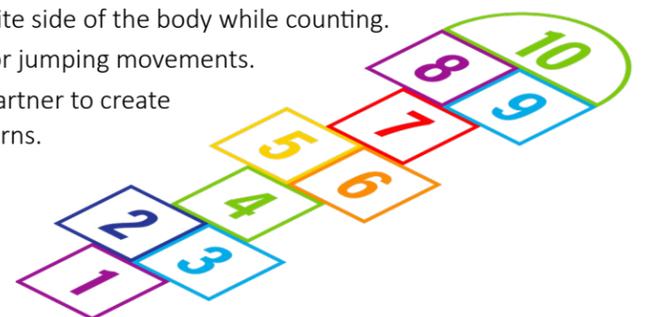
#### Activity Description

- Toss the item with a partner or in a group.
- Skip count aloud with each throw.
- Skip Counting Hopscotch:
  - » Jump through a hopscotch pattern while skip counting aloud.



#### Try These Variations:

- Tap the opposite side of the body while counting.
- Add hopping or jumping movements.
- Work with a partner to create counting patterns.



## February 2026

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat					
1	<b>YouTube</b> <a href="#">Safari Game</a>	2	<b>Exercise</b> <b>Play Dance Like A ...</b> • Class comes up with ideas (example dance like a robot, spaghetti, cat, etc.)	3	<b>YouTube</b> <a href="#">The Anxiety Cool Down</a>	4	<b>Exercise</b> <b>10</b> Star jumps <b>10</b> Mountain climbers <b>10</b> Squats <b>10</b> Sky reaches <b>10</b> Frog jumps <b>Repeat 3 times.</b>	5	<b>YouTube</b> <a href="#">The Warm Up</a>	6	7
8	<b>Exercise</b> <b>Follow the Leader</b> • Students stand in a circle and copy the leader's movements. • Switch leaders regularly.	9	<b>YouTube</b> <a href="#">67 Jump Battle</a>	10	<b>Exercise</b> <b>Deskercise</b> <b>20</b> Chair squats <b>20</b> Arm circles <b>20</b> Seated twists <b>20</b> Desk push-ups <b>Repeat 3 times.</b>	11	<b>YouTube</b> <a href="#">Jungle Brain</a>	12	<b>YouTube</b> <a href="#">Valentine's Day Rock, Paper, Scissors</a>	13	14 Valentine's Day 
15	<b>FAMILY DAY (BC)</b> No School. 	16	<b>YouTube</b> <a href="#">Zootopia Brain Break</a>	17	<b>Exercise</b> <b>Invisible Jump Rope</b> • Pretend to jump rope for: » 1 minute and 1 min rest. <b>Repeat 3 times</b>	18	<b>YouTube</b> <a href="#">Lego Treasure Hunt</a>	19	<b>Exercise</b> <b>Strength Challenge</b> • Have a class challenge who can last the longest » Wall sit » Plank » One leg balance (right and left).	20	21
22	<b>Exercise</b> <b>Dynamic Movements Across the classroom</b> • Lunge • Bear crawl • Crab walk • Inchworm <b>Repeat 2 times</b>	23	<b>You Tube</b> <a href="#">Minions Gummy Chase</a>	24	<b>Exercise</b> <b>20</b> Jump twists <b>20</b> Toe touches <b>20</b> Heal raises <b>20</b> Knee highs <b>20</b> Butt kicks <b>Repeat 3 times</b>	25	<b>YouTube</b> <a href="#">Continental Drift Dance</a>	26	<b>Exercise</b> <b>Jumping Jack Pyramid</b> • Start with 5, increase to 10, 15, 20, to a maximum of 25).	27	28

### Jump Rope Skill Development—FMS Jump, Hop, Balance

Grades K-7

**Equipment/Material**  
Jump ropes.



**Activity Description**  
**Snakey**

- Two players wiggle the rope side to side along the floor, creating a “slithering snake.”
- One player at a time jumps over the moving rope.
- Rotate roles so all players have a turn jumping and moving the rope.

**Blue Bells**

- One player kneels and holds one end of the rope on the ground.
- A second player stands holding other end of rope at waist height.
- A third player jumps, feet together, moving back and forth along rope.
- Rotate roles regularly to ensure equal participation.

**Basic Jump (Single Bounce)**

- Start with the rope behind your feet and hands together in front.
- Swing hands down to the sides, then back, up, and over.
- Step over the rope as it touches your toes to practice arm motion.
- Once ready: » Swing the rope over and jump with both feet together.  
» Land softly on the balls of your feet. » Continue jumping using a smooth, circular wrist motion.

**Skier Jump**

- Jump sideways 15–30 cm to the left and right over the rope.
- Land on both feet together.  
**Teaching Tips:** » Keep feet together. » Stay low—no high or long jumps.  
» Land softly on the balls of the feet.

**Bell Jump**

- Jump forward 15–30 cm over the rope and land on both feet together.
- Jump backward 15–30 cm over the rope and land on both feet together.
- Avoid jumping too high or too far.
- Stay on the balls of the feet for control and balance.

### Fun Skipping Rhymes—Long Rope—2 Turners

**Cinderella**

This is possibly the best known of all jump rope rhymes. Begin by swinging the rope back and forth until the counting starts. Then, start swinging the rope overhead as well.

**Chant** Cinderella, dressed in yellow  
Went upstairs to kiss her fellow  
Made a mistake and kissed a snake  
How many doctors did it take? 1, 2, 3, 4, 5 ...

**Teddy Bear**

While jumping to this rhyme, jumpers must mimic the actions mentioned (turning around, touching the ground, and so on).

**Chant** Teddy Bear, Teddy Bear, Turn around  
Teddy Bear, Teddy Bear, Touch the ground  
Teddy Bear, Teddy Bear Touch your shoe  
Teddy Bear, Teddy Bear That will do  
Teddy Bear, Teddy Bear, Go upstairs  
Teddy Bear, Teddy Bear, Say your prayers  
Teddy Bear, Teddy Bear, Turn out the light  
Teddy Bear, Teddy Bear Say good night!

**School**

Each grade, the person has to jump in, say the grade, and jump out.

**Chant** School, school the golden rule,  
Spell your name and go to school.

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5 ...
- up to Grade 7.

