



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Llythrennedd Corfforol

Physical Literacy

BMOE4003

Trausnewid Addysg; Trausnewid Bywydau
Transforming Education; Transforming Lives



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Amcanion / Objectives

- Datblygu dealltwriaeth a gwerthfawrogiad o Lythrennedd Corfforol.
- Cyswllt gyda'r traethawd
- Cymryd rhan mewn gweithgareddau ymarferol.
- Parodrwydd i rannu syniadau, barn a chwestiynau.
- Develop an understanding and an appreciation of what is meant by Physical Literacy
- Link with essay
- Take part in some relevant practical activities
- Be prepared to share ideas, opinions, thoughts & questions.

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Draw your journey in life in terms of physical activities, adventure, exploring, motivation and confidence

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Physical Literacy

Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

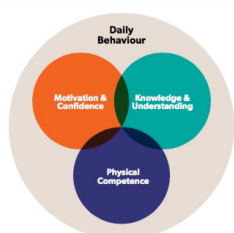
(Whitehead, 2010, p. 11).

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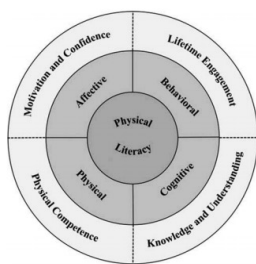
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“to value and take responsibility for engagement in physical activities for life.”

Figure 1: The Core Domains of Physical Literacy



(Healthy Active Living and Obesity Research Group, 2016)



(Robinson & Randall, 2016)

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Link with Assignment
Part 1 : Essay. March 8th, 2024

Essay Title : Evaluate how children's
physical literacy can be developed by
adventurous affordances.

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Pam mae Llythrennedd Corfforol yn bwysig o flynyddoedd cynnar?

Why is it important to develop positive experiences of being physical from early years?



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Gweithgaredd / Class activity

- Cwdyn ffa (coch, melyn, glas, gwyrdd)
- Rhannau o'r corff
- Danfon a derbyn
- Symud
- Bean bag each
- Body parts
- Send & receive
- Movement

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Dojo – pairs/ three's

- In 2024 ... what is stopping young children from **being active**?
- What aspects of life is impacting **physical activity** in a **negative way**?

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Modern Impact on Physical Activity



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Modern Impact on Physical Activity



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Fundamental Movement Skills (FMS)



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TABLE 12.1 Developmental Sequences of Five Locomotor Skills				
Fundamental Motor Skill	Stage 1	Stage 2	Stage 3	Stage 4
	<i>Initial Stage</i>	<i>Emerging Stages</i>		
Run	<i>Run High Guard</i> Arms—high guard Flat-footed contact Short stride Wide stride, shoulder width	<i>Run Middle Guard</i> Arms—middle guard Vertical component still great Legs near full extension	<i>Heel-Toe Arms Extended</i> Arms—low guard Arm opposition—elbows nearly extended Heel-toe contact	<i>Pumping Arms</i> Heel-toe contact (toe-heel when sprinting) Arm-leg opposition High heel recovery Elbow flexion
Gallop	<i>Choppy Run</i> Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact	<i>Stiff Back Leg</i> Slow-moderate tempo, choppy rhythm Trail leg stiff Hips often oriented sideways Vertical component exaggerated	<i>Smooth Rhythmical</i> Smooth, rhythmical pattern, moderate tempo Feet remain close to ground Hips oriented forward	
Skip	<i>Broken Skip</i> Broken skip pattern or irregular rhythm Slow, deliberate movement Ineffective arm action	<i>High Arms & Legs</i> Rhythmical skip pattern Arms provide body lift Excessive vertical component	<i>Rhythmical Skip</i> Arm action reduced/hands below shoulders Easy, rhythmical movement Support foot near surface on hop	
Hop	<i>Foot in Front</i> Nonsupport foot in front with thigh parallel to floor Body erect Hands shoulder height	<i>Foot by Support Leg</i> Nonsupport knee flexed with knee in front and foot behind support leg Slight body lean forward Bilateral arm action	<i>Foot Behind Support Leg</i> Nonsupport thigh vertical with foot behind support leg, knee flexed More body lean forward Bilateral arm action	<i>Pendular Free Leg</i> Nonsupport leg is bent, knee pumps forward and back in a pendular action Forward body lean Arm opposition with swing leg Full Body Extension
Long Jump	<i>Braking Arms</i> Arms act as "brakes" Large vertical component Legs not extended	<i>Winging Arms</i> Arms move forward, elbows in front of trunk at take-off Take-off angle still above 45 degrees Legs near full extension	<i>Arms Swing to Head</i> Arms move forward, elbows in front of trunk at take-off Hands to head height Take-off angle still above 45 degrees Legs often fully extended	<i>Complete arm and leg extension at take-off</i> Take-off near 45 degree angle Thighs parallel to surface when feet contact for landing

Tag!

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Fundamental Movement Skills (FMS)



FMS are the building blocks to more advanced movement skills.



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Fundamental Motor Skills



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Sensory integration – food for the brain (Ayres 2005)

“Higher intellectual functions will develop after the age of 7, and they will develop better if the sensorimotor functions are well developed. The 3rd – 7th years are a critical period for sensory integration” (Ayres, 2005 p.24)

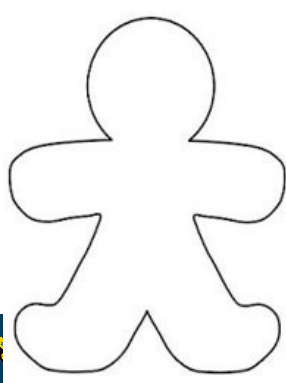
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Sensorimotor components that influence learning.

- Body awareness
- Motor planning
- Perception of movement
- Fine motor control
- Touch
- Visual skills
- Language processing



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Cognitive - brain

Physical – body movements

Emotional – personality

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<https://youtu.be/yaF0CaNuUlc>



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Post 7 yrs old

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Dualism



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Monism

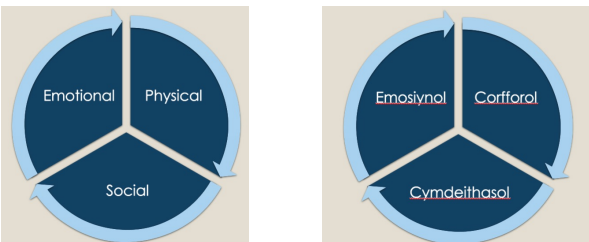


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Llythrennedd Corfforol Physical Literacy



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Ymarferol /Practical

• Ymwybyddiaeth corff ac arddodiadau	• Body awareness & prepositions
• Locomotor ac arddodiadau	• Locomotor & prepositions
• Rheoli offer ac arddodiadau	• Object control & prepositions
• Mewn parau creu gêm a dysgwch pâr arall	In pairs create a game & teach another pair

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Foundational Movement Skills/ Competencies

Foundation Movement	Fundamental Sports Skills
Squat	Vertical Jump, sprint, hop, dodge, side gallop
Lunge	Sprint run, skip, hop, dodge, kick, static balance, catch, side gallop
Push Up	Overarm throw, strike
Pull Up	Throw, catch, strike
Hinge	Vertical jump, overarm throw, kick, dodge
Rotation	Sprint run, overarm throw, kick
Brace	Static balance, overarm throw, kick, sprint run, dodge

(Tompsett, Burkett & McKean, 2014)

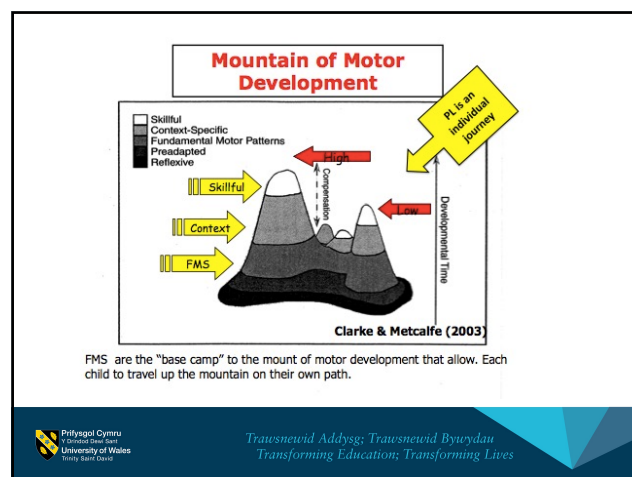
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Post 13yrs

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Link with Assignment
Part 1 : Essay. March 8th, 2024

Essay Title : Evaluate how children's physical literacy can be developed by adventurous affordances.

Cat 1 : 30/100: read & reference, read & reference etc – Start with what's on Moodle page & Leganto.



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Erthygl / Article

'What is Physical Literacy, Really?' (Jurbala (2015))

- Rhannu 'top tips' sut i ddarllen erthygl (dosbarth)
- Op. A : Rhannwch un/cwpwl o bwyntiau diddorol o'r erthygl (partner).
- Op. B : Darllenwch paragraph o'r 'Conclusion' Pa eiriau sy'n bwysig?
- Rhwch gynnig ar gyferinodi'r erthygl mewn testun ac rhestr ddarllen.
- Share top tips how to read article (whole class)
- Op. A : Share one/couple of interesting points from the article (partner).
- Op. B : Read paragraph from conclusion & highlight key words
- Have a go referencing this source in text & reading list



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Developing Physical Literacy in **the Outdoors**



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Life long journey of Physical Literacy



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OAE & PE

What do we need to do to ensure that people engage positively in their physical literacy journey?

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How can we provide opportunities for physical embodiment?

It is through physical 'embodiment' that humans 'create themselves as they interact with their surroundings.

(Whitehead, 2010, p.26).

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Crynhai / Summary

- Dealltwriaeth da a gwerthfawrogiad o lythrennedd Corfforol.
- Cyswilt gyda'r traethawd
- Wythnos nesaf – byddwn yn astudio sut mae amgylchedd yn medru dylanwadu ymhellach ar lythrennedd corfforol person.
- Cymrwch ofal o'ch hun yn feddyliol, corfforol ac yn emosiynol.
- Now you have a very good understanding and appreciation of what is meant by Physical Literacy
- Link with essay
- Next week we'll look at how an environment can influence one's Physical Literacy journey.
- Take care of yourselves mentally, physically and emotionally.

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Mind - Body – Emotion for Life

Your primary job is to take care of yourself. You've got to decide to make your health and wellbeing your priority

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Rhestr Cyfeirnod / Reference List

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