

## Five principles of games that develop physical literacy:

### 1) *With purpose*

Every game or activity should have a purpose. The purpose of the game may seem obvious, such as running, jumping or throwing, but there are many more layers you can add to this. Many games incorporate social skills such as teamwork and sharing, and some activities may develop creative thinking and problem solving. This varies depending on the age and ability level of your participants but is a key element to think about when planning your activities.

### 2) *Always engaged*

All participants should be engaged throughout the length of your activity. This can take many forms, from modifying the rules so that there are no eliminations, adjusting the size of the area or height of the target so everyone can achieve success, and altering the competitive element to some games. Other options are thinking of creative ways to engage participants that may withdraw themselves from the activity, like including their favourite TV show or toy in a game. Another way to keep all participants engaged is to ensure that each participant has their own piece of equipment. This allows for personal skill development at an appropriate pace for that individual, and enables the facilitator to provide specific feedback for each participant.

### 3) *Everyone included*

Much like keeping everyone engaged, adaptations and modifications should be made in order to include everyone in all activities. Modifications can be made to each game or activity, for every movement skill, in order to include participants with a disability, mobility limitation or challenging behaviours.

### 4) *Progressive and challenging*

Providing progressive and challenging environments and situations leads to children being provided with optimal challenge, and therefore developing the skill in the most efficient and engaging way. If a task is too difficult too early, a child becomes disengaged, and if a task is too easy for a sustained period of time, boredom occurs.

### 5) *FUN!*

Fun games and activities keep participants engaged and wanting to come back again to that activity in the future. The best time to end an activity is when the participants are having the most fun, which leaves them with a positive experience and they will be excited to return to that game in the future. Fun games allow for skill development through play, where the participants are not focused on the specific skill but more about achieving the outcome of the activity.

## Physical literacy

is the...



 **Sport for Life** **active for life**

## Success

Success for each individual and each program may look extremely different. Allowing each individual to achieve their own level of success adheres to all the principles mentioned above. Creating these opportunities in activities may require some creative thinking or extra equipment.

### Success rate:

**1 out of 3** – too challenging for individual, may result in disinterest and lack of participation

**2 out of 3** – succeeding more times than not but still having occasional challenges, ideal ratio

**3 out of 3** – too easy for individual, may result in boredom and misbehaviours

### 2-up, 2-down rule:

Incorporating the 2-up, 2-down rule in lesson planning for games and activities allows for forethought before facilitation to ensure that all equipment and modifications have been prepared. The 2-up, 2-down rule provides a framework for each activity to be modified to create the optimal challenge for each individual. Some adaptations may not be obvious at first, but trial and error and experience leads to more knowledge of ways to adjust activities. Providing the progressions to each individual for each skill allows for the success ratios mentioned above to be followed. If an individual requests an adaptation that makes the skill too easy for them, they will quickly move to another piece of equipment in order to provide themselves with their own optimal challenge.

### Example: Badminton

<b>Activity</b> Learners will work independently to practice making contact with the game object and the badminton racquet head. They will practice hitting the game object up into the air consecutively using proper grip and contact point.	<b>2-up, 2-down</b> <b>+2:</b> Alternate high and low passes <b>+1:</b> Hit high passes only <b>-1:</b> Hit low passes only <b>-2:</b> utilize a balloon as the game object to slow down the movement	
<b>Type of Modification</b> Equipment	<b>Description</b> Lighter, softer, larger ball I.e. balloon, light flight, finger light Shorter, lighter striking implement I.e. hand racquets, noodle, small tennis racquet Larger striking implement, larger goal or target area I.e. hoops + ropes Lighter objects substituted for balls I.e. Beanbags, teddy bears, crumpled paper	<b>Effect</b> Slows game and allows more time to prepare to execute skill Allows greater control for weaker and less skilled player Reduces number of misses and increases opportunity for success Not as elusive as balls and may be easier to throw
<b>Skill Level</b>	Tasks simplified for example, drop and catch the ball rather than bounce it consecutively Props used to enhance skills; for example, a towel or noodle extends the reach for tag games	Increases success and opportunity to be involved in class activity Increases level of success and motivation for participation