

Teacher's Monthly Guide To Physical Literacy Newsletter

JUNE 2026



Move into May—Grow Stronger Every Day!

As educators, we know that movement is more than exercise, it's the foundation for confidence, creativity, connection, and lifelong well-being. This edition of our Physical Literacy Newsletter celebrates the joy of movement through outdoor learning and active play.

Outdoor environments provide endless opportunities for children in K-7 to develop physical literacy while strengthening teamwork, problem-solving, resilience, and a connection to nature. Through running, jumping, throwing, catching, balancing, twisting, skipping, and exploring, students build confidence, competence, and a lifelong appreciation for movement and active play.

Whether it's transforming the playground into an obstacle course, creating movement challenges in the schoolyard, or integrating active learning into daily routines, every outdoor experience helps children discover the joy of moving their bodies. Together, we can inspire students to be active for life by creating engaging, inclusive, and playful opportunities to move every day.

Thank you for your continued dedication to helping children grow through movement, exploration, and play.

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International Children's Day

International Children's Day, celebrated on June 1, is a special day dedicated to celebrating childhood, promoting children's rights, and advocating for their well-being worldwide. Originating in 1925, it is distinct from the UN's World Children's Day in November, focusing heavily on joy, protection, and children's welfare.

Key Aspects for Schools and Kids (K-Grade 7):

Celebration & Play: Activities often emphasize play, happiness, and allowing children to just "be kids," with schools holding special assemblies or fun outdoor events.

Advocacy: It serves as a reminder to protect children and ensure they have a safe, nurturing environment, especially addressing needs like nutrition and education.

Global Connection: It is celebrated in many countries as a day of fraternity among children.

Activity Ideas: Promoting children's art, hosting talent shows, or engaging in outdoor group games and community.

What's New

National Indigenous Peoples Day June 21, 2026

In recognition of National Indigenous Peoples Day on June 21st, we are highlighting Traditional Indigenous Games as a meaningful way to celebrate Indigenous cultures, histories, and ways of learning. These games build teamwork, resilience, physical literacy, and connection to community while sharing traditions that have been passed down through generations.



Visit the link below:

[Indigenous Activities & Resources - Learning in Motion](#)

Within the link, you will find information such as:

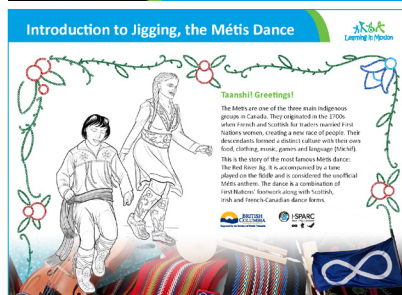
Linking Indigenous Cultural Sports and Activities to Physical Literacy

A reflexive and experiential tool that provides educators with questions, games and activities to link cultural activities with physical movements through the First Peoples' Principles of Learning.



Intro to Jigging, the Métis Dance

Join Cree and Métis knowledge keeper Madelaine McCallum and youth in learning the Métis jigging Basic Step and several Fancy Steps to the music of the Red River Jig.



Content at a Glance

Welcome to our final month of the school year—June. We are excited to share this month's featured outdoor activities content, filled with new ideas, resources, and activities to support your teaching and student engagement to practice their locomotor, non-locomotor and manipulative skills throughout the month.

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Fundamental Movement Skills—Outdoor Games

- Games—Bugs, Bear, Salmon—Ecosystem Tag Game
- Games—Sardines—Reverse Hide-and-Seek
- Games—Sticks in the Fist

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Movement Without Limits—Get Active Anywhere

- Inclusive Play—S.T.E.P. for Outdoor Games
- Connecting to the Land—Native vs Invasive Plant Tag Game
- Moving in the Classroom—Silent Ball Game

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Daily Classroom Activity Calendar

- June 2026 Calendar
- Ultimate Frisbee—Learn & Play

Learning in Motion Website

Ready to energize your classroom? Explore the [Learning in Motion](#) physical activity and physical literacy website for fun, practical tools and inspiring ideas that bring movement into your teaching. It's an easy way to boost student well-being, spark engagement, and create a more active, vibrant learning environment.

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.

Bugs, Bear, Salmon—Ecosystem Tag Grades K-7

Fundamental Movement Skill (FMS)

- Running.

Equipment/Material

- Open outdoor space or gym.
- Cones or markers for safe zones.
- **Optional:** Pictures/cards of bugs, bears, and salmon.



Learning Objectives

- Work cooperatively with peers during physical activity.
- Model fair play and teamwork.
- Understand food webs and ecosystem connections.

Activity Description

Set Up

- Take students outside or into a large open area.
- Mark a “safe zone” at each end of the playing area.
- Divide students into two teams.



The Characters

- Each round, every team secretly chooses one character:
 - » Bear—bears chase salmon; Salmon—salmon chase bugs; Bug—bugs chase bears.

Character Actions

- Assign a movement or action for each animal:
 - » Bear—stomp feet and growl; Salmon—swim arms; Bug—wiggle fingers.
- Practice together before starting.

Playing the Game

- Teams quietly decide which character they will be.
- Teams line up facing each other.
- Teacher counts: “1... 2... 3... SHOW!”
- Both teams reveal their character using the action.
- The winning character chases the losing character back to their safe zone.
- If a player is tagged before reaching safety, they join the other team.
- If both teams choose the same character, teams regroup and choose again.



Sardines—Reverse Hide-and-Seek (con't)

Step 3 (con't)—

- » They quietly squeeze into the hiding spot beside them,
- » As more players find the spot, the hiding place becomes crowded—like sardines packed in a can!

Step 4—Last Player. The last person to find the hidden group loses the round and becomes the next Hidden Sardine.

How to Win

- Find the sardine group before everyone else!
- Avoid being the last player searching.

Discussion Questions

- After the game, ask:
 - » What hiding spots worked best?
 - » How did you stay quiet while searching?
 - » What helped you notice people in nature?
 - » How did teamwork affect the game?

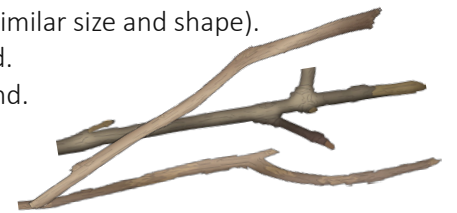
Sticks in the Fist Grades K-7

Fundamental Movement Skill (FMS)

- Hopping, jumping, skipping and running.

Equipment/Material

- 10 sticks collected from nature (similar size and shape).
- 1 stick marked purple on one end.
- 2 sticks marked orange on one end.



Activity Description

Players

- Small groups of 5–6 students or whole class.

Set Up

- Gather 10 similar sticks.
- Secretly mark: 1 stick with purple on one end; 2 sticks with orange on one end.
- The colored ends should face downward so players cannot easily see them.
- Choose one student to be the “Stick Holder.”

Playing the Game

Round 1—Find the purple stick.

- The Stick Holder holds all 10 sticks in a bundle.
- Players take turns choosing one stick.
- The goal is to find the purple-marked stick.
- If a player picks the purple stick:
 - » They win the round!
 - » They become the next “Stick Holder”.

Round 2—Add orange sticks.

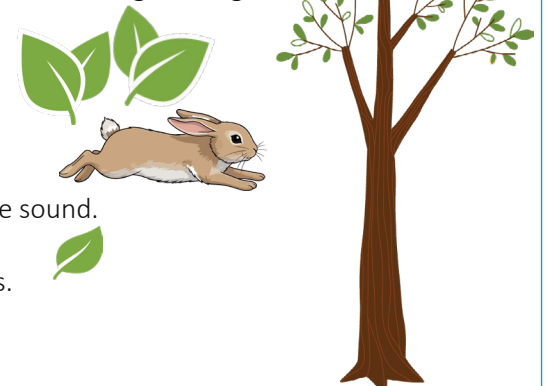
- After students understand the game, add the two orange sticks.

Rules

- Players still try to draw the purple stick to win.
- If a player draws an orange stick, they must complete a quick nature challenge before returning to the game.

Nature Challenge Ideas

- Touch something green.
- Find five pine cones.
- Hop like a rabbit to a tree.
- Find something smooth.
- Listen quietly for one nature sound.
- Bring back a fallen leaf.
- Count three birds or insects.



Discussion Questions

- After the game, ask:
 - » What clues helped you make your choice?
 - » Was it easier or harder when orange sticks were added?
 - » What nature items did you notice during the challenges?
 - » How did teamwork help during the game?

Explore PLAYBuilder Website

Looking for fun ways to get students moving? Visit [PLAYbuilder](https://playbuilder.ca), our online database of easy-to-use games and activities that bring energy and creativity to the classroom, outdoors, and the gym.

Sardines—Reverse Hide-and-Seek Grades 3-7

Fundamental Movement Skill (FMS)

- Running, jumping, dodging, and squatting.

Equipment/Material

- 1 pinnie for the hiding player.
- Outdoor space (best in a forested or natural area).

Activity Description

Players

- Small or large group.

Learning Goals

- Build teamwork and cooperation
- Practice observation and awareness
- Encourage outdoor movement and problem-solving
- Develop respectful and safe play in nature.

Set Up

- Choose a safe outdoor playing area and clearly explain the boundaries.
- Select one player to be the first “Hidden Sardine.”
- The Hidden Sardine wears a pinnie.
- Review safety and hiding rules before starting.

Hiding Rules

- The Hidden Sardine:
 - » Must stay inside the boundaries,
 - » Must remain visible (not fully covering themselves),
 - » Cannot hide in unsafe areas,
 - » May crouch behind trees, logs, or bushes but should always be reachable and safe.

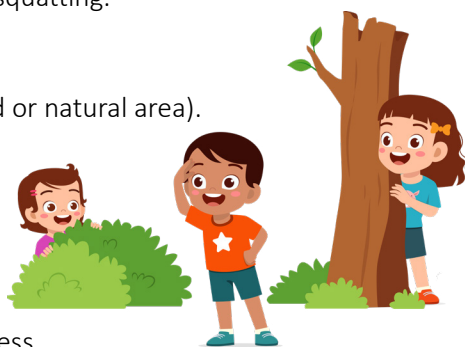
How to Play

Step 1—Hide. The Hidden Sardine gets a short head start to hide.

Step 2—Search. All other players spread out and quietly search for the hidden player.

Step 3—Join the Sardines. When a player finds the Hidden Sardine:

- » They do NOT announce it,



Inclusive Play—S.T.E.P.

Grades K-7

S.T.E.P. Framework for Outdoor Games

When teaching outdoor games, focusing on skill development such as running, dodging and jumping in a safe manner, helps create a more inclusive environment where all students can experience success. The S.T.E.P. framework (Space, Task, Equipment, People) allows you to adapt activities so every learner can build skills at their own level.

S SPACE

- Adjust the size of the playing area to support different mobility and skill levels.
- Check the forest area for environmental hazards such as uneven ground, roots, rocks, mud, or low branches.
- Use clear boundaries with cones or natural landmarks so students can safely navigate the space.

T TASK

- Modify rules to match different abilities and confidence levels.
- Allow alternative movement options such as walking, speed-walking, or partner support.
- Give clear demonstrations and reminders about outdoor safety and awareness of surroundings.

E EQUIPMENT

- Use brightly coloured pinnies or markers so players are visible in the forest environment.
- Ensure students wear appropriate outdoor footwear and clothing for traction and weather conditions.
- Provide lightweight and safe equipment that can be easily carried and seen outdoors.

P PEOPLE

- Pair students strategically to encourage teamwork and peer support.
- Assign buddies or leaders to help students navigate uneven terrain safely.
- Encourage respectful environmental behaviour, such as avoiding damage to plants and staying within boundaries.



Connecting to the Land

Grades K-7

Native vs Invasive Plant Tag

Equipment/Materials

- 2 green pinnies.
- Class set of another colour of pinnies.
- Cones.



Fundamental Movement Skill (FMS)

- Running and dodging.

Objective

- To help students understand the impact of invasive species on native plant populations through an active tag game while developing movement and teamwork skills.

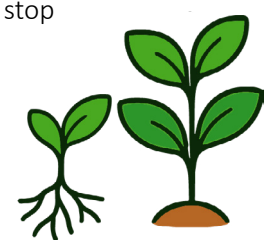
Activity Description

Players

- The whole group.

How to Play

- Start by picking two students to be the **Invasive Species** (they will not be wearing pinnies) and 2 students to be the green team (they will wear green pinnies) the rest of the students will wear blue pinnies representing the Native plant species.
- **Native Species** will avoid the invasive species by running away from them.
- If tagged, they are to stand still and loudly count to 10.
- Once they get tagged by the green team, they are free to keep running around.
- If they are not tagged before finishing counting to 10, they take off their pinnie and become part of the invasive species group.
- The **Invasive Species** will try and tag the players who are the **Native Species** (blue pinnies).
- The Green Team unfreezes the native species by tagging them before they finish counting to 10. The green team cannot be tagged by the invasive species.
- If a frozen native species is not unfrozen by the green team in 10 seconds, the player takes off their pinnie and joins the invasive species. This means running around and tagging other native species.
- The goal of the game is for the green team to stop the invasive species from spreading.



Moving in the Classroom

Grades K-7

Silent Ball

Fundamental Movement Skill (FMS)

- Catching and throwing.

Equipment/Material

- Soft foam balls.

Activity Description

Objective

- Students gently toss a ball to one another while staying completely silent. The goal is to improve focus, self-control, coordination, and listening.

Set-Up

Use:

- Soft foam ball.
- Underhand throws only.
- Clear boundaries.

Basic Rules

- Students sit or stand in designated spots.
- One soft ball is used.



- Players toss the ball gently to another student.
- No talking, laughing, noises, or sound effects.
- Players must stay alert and ready.
- If a player breaks a rule, they are “out” or lose a point.
- Last player remaining wins or continue for fun without elimination.

Common “Out” Rules


- A student may be out if they:
 - » Talk or make noises
 - » Throw the ball too hard
 - » Miss an easy catch
 - » Leave their spot
 - » Distract others
 - » Toss the ball poorly on purpose
 - » Hold the ball too long.



Fun Variations

- **One-Hand Silent Ball**—Students can only catch with one hand.
- **Balance Silent Ball**—Students stand on one foot while throwing and catching.

June 2026

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat	
	Exercise 1 1 minute of each: <ul style="list-style-type: none"> • Jumping jacks • Squats • High knees • Wall sit • Desk push-ups 	YouTube 2 Summer Jump Battles	Exercise 3 30 seconds of each: <ul style="list-style-type: none"> • Fast feet • Lunges • Mountain climbers • Arm circles • Toe touches • Plank 	YouTube 4 Brain Activation	Exercise 5 Call out categories while students move: <ul style="list-style-type: none"> • “Animals” → bear crawl • “Sports” → pretend basketball shots • “Weather” → windmill arms • “Space” → rocket jumps 	6	
7	YouTube 8 Roblox Chase	Exercise 9 25 of each: <ul style="list-style-type: none"> • Seated knee lifts • Chair squats • Shoulder rolls • Standing calf raises • Stretch reaches 	YouTube 10 Tabata Workout	Exercise 11 2 minutes of each: <ul style="list-style-type: none"> • Cat-cow stretches • Child’s pose • Standing side stretches • Deep breathing • Balance poses 	YouTube 12 Summer Lava Run	13	
14	Exercise 15 Dance Freeze Break <ul style="list-style-type: none"> • Play upbeat music for 8 minutes • Students dance continuously • Pause music randomly for freeze poses/stretch/holds 	YouTube 16 67 Brain Break Party	Exercise 17 Follow-the-Leader Fitness <p>One student leads:</p> <ul style="list-style-type: none"> • Stretching • Dance moves • Balance challenges • Speed changes <p>Switch leaders every 20 seconds.</p>	YouTube 18 The Warm Up	Exercise 19 Noticing the Land <ul style="list-style-type: none"> • In honour of National Indigenous Peoples Day, walk together as a group outside—slow down, observe plants and animals, listen to natural sounds, and reflect on ways to care for and respect the land. 	20	
21	YouTube 22 Faster DJ Dance	Exercise 23 Beat the Clock Challenge <p>Set mini goals:</p> <ul style="list-style-type: none"> • 25 jumping jacks in 30 seconds • Hold a plank for 45 seconds • 20 squats in 25 seconds • Hold a wall sit for 30 sec. 	YouTube 24 Bring Sally Up	LAST DAY OF SCHOOL 25 YouTube Animals Would You Rather	ADMINISTRATIVE DAY 26	27	
28	29	30					

Ultimate Frisbee—Learn & Play

Grades K-7

How to Play Ultimate Frisbee

Fundamental Movement Skill (FMS)

- Running, catching and throwing.

Equipment

- Frisbee.

Activity Description Objective

- The goal of Ultimate Frisbee is to move the disc down the field by passing to teammates and score points in the opposing team’s end zone.

Starting the Game

- Games are usually played with 7 players on each team.
- Teams start in opposite end zones.
- The defensive team throws the disc down the field to begin play. This is called the “pull.”
- Once the disc is thrown, players can move freely around the field.

Moving the Disc

- Players move the disc by passing it to teammates.
- You cannot run while holding the disc.
- After catching the disc, players stop and pivot on one foot to throw.
- In PE classes, students may be allowed a few extra steps to keep the game moving and fun.



Scoring

- A point is scored when a player catches the disc in the opponent’s end zone.
- After a point, teams switch ends and the scoring team pulls the disc to restart play.

Change of Possession

- The other team gets the disc when:
 - » A pass is dropped
 - » A pass goes out of bounds
 - » The defense intercepts or knocks down the disc
 - » A player holds the disc too long before throwing
- Play continues quickly after a turnover, just pick up the disc and go!

Rules and Fair Play

- No physical contact is allowed.
- Players call their own fouls and violations.
- Ultimate Frisbee is known for good sportsmanship and fair play.

Ultimate Frisbee is a fun, fast-paced game that helps students build teamwork, communication, and movement skills while staying active!

[YouTube: How to Play Ultimate Frisbee](#)