

Teacher's Monthly Guide To Physical Literacy Newsletter

OCTOBER 2026



Move, Explore and Connect Outside This Fall

October is a great time to get students moving, exploring, and connecting with the world around them. This month, we're highlighting **Land-Based Learning** and the importance of building a meaningful connection to the land through simple activities such as nature walks, outdoor exploration, and observation.

Movement doesn't need to be complicated or require a gym. **Movement without limits means getting active anywhere.** In the classroom, hallway, playground, or on the land. Every opportunity to move can help students develop physical literacy while supporting their physical, mental, emotional, and social well-being.

Take learning outside, explore the land around your school, and discover new ways to make movement a natural part of every school day.

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Feature Artist

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What's New

Looking for new ways to connect Indigenous culture, movement, and physical literacy?

Check out the Activity Cards, available on the Learning in Motion website.

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

These reflective and experiential tools provide educators with questions, games, and activities that connect cultural learning with physical movement through the First Peoples' Principles of Learning.

The Activity Cards support educators in linking **Indigenous cultural sports and activities to physical literacy**, creating meaningful opportunities for students to learn, move, connect, and experience learning through culture and the land.

Explore the Activity Cards and bring movement and Indigenous ways of knowing into your classroom, gym, and outdoor learning.



Parent's Newsletter

Check out our Parent's Learning in Motion (LIM) October newsletter.

Share this newsletter with your student's families for fun, simple, nature-based activities to encourage them to get outside, explore, play and learn together.

Check the link below to download your copy.

[LIM Parent's Newsletter-October 2026](#)



Content at a Glance

Welcome to October. We are excited to share this month's feature **"Nature-based Learning"** 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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Daily Classroom Activity Calendar

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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 drobot@isparc.ca.

Explore Movement Through Culture

All of the activities featured on this page are from the **I•SPARC Cultural Activity Card Set**. Each card connects a fundamental movement skill with cultural activities and includes reflection questions to spark discussion and learning.

Use the cards to start conversations, explore movement skills, and inspire student-led games and activities.
Move, explore, learn and have fun!

Check out the full card set:
[Activity-Cards-Indigenous_WEB.pdf](#)



Bear Crawl Race

Grades K-7

Equipment/Materials

- Cones or markers
- An open space

Fundamental Movement Skill (FMS)

- Crawl.

Activity Description

- Divide students into equal teams. The first player on each team starts on their hands and knees.
- On “Go!”, players lift their knees off the ground and bear crawl to the designated marker, moving their opposite hand and foot together.
- When they reach the marker, they stand tall, reach high to mark their territory, then reach back to give their back a scratch—just like a bear!
- Players then turn around and bear crawl back to their team. The next player goes.
- Keep going until everyone has had a turn.

Challenge

- Can your team move like a quiet, strong bear while keeping their knees off the ground?



Creeping Coyote

Grades K-7

Fundamental Movement Skill (FMS)

- Bend, reach, squat.

Equipment

- Flag or stick.

Set Up

- Choose a safe outdoor area with plenty of fallen leaves and twigs on the ground. Mark a large circle. One student becomes the **Silent Listener** and sits or stands blindfolded in the centre, with a flag or stick placed at their feet.
- The other students are the **Coyotes** and begin around the outside of the circle.

Activity Description

- The **Coyotes** must use quiet, careful movements to sneak toward the centre and try to capture the flag. Their goal is to pick it up and return to the outside circle without being heard.
- The **Silent Listener** uses their ears to listen carefully. If they hear a **Coyote** and can point in the direction they think the sound came from, that **Coyote** must return to the outside circle and try again.
- The game continues until a **Coyote** successfully captures the flag and makes it back to the outside circle without being heard.

Forest Connection

Ask students:

- What sounds helped you know where someone was moving?
- How did the leaves, twigs and forest floor change the way you moved?

This game encourages students to slow down, listen carefully and become more aware of the sounds beneath their feet.



Spider Web

Grades K-7

Equipment/Materials

- Cord or string.

Fundamental Movement Skill (FMS)

- Twist, bend, reach.

Activity Description

Spider Web Challenge

- **Take the learning outside!** Find a group of trees growing close together and bring some cord or string. Working together, students can create a giant spider web by weaving the string between the trees.
- Once the web is ready, students take turns carefully moving through it without touching the web or alerting the spider! If a student touches the string, the observer calls out, **“SPIDER!”**
- **Keep everyone moving by:**
 - » Adding more strings to make the web more challenging
 - » Changing the size and shape of the web
 - » Having students find different ways to move through it—crawl, step, sidestep, balance or stretch
 - » Rotating roles so everyone gets a chance to be the spider, explorer and observer
- Challenging students to find a route through the web without touching the string.

Forest Steward Reminder

- Choose sturdy trees and use string or cord that can be easily removed. Never wrap or tie cord tightly around living trees, and remove all materials when the activity is finished.



Bird Hunt

Grades K-7

Equipment/Materials

- 1 stick for each team.
- 5-inch pieces of string in different colours to represent worms and caterpillars.
- A safe outdoor area.

Fundamental Movement Skill (FMS)

- Bend, walk, run, and squat.

Activity Description

Set Up

- Before students arrive, hide the coloured pieces of string throughout the outdoor area.
- These will become the birds’ **“worms”** and **“caterpillars.”**
- Think carefully about where you hide them! Place some high in bushes or low branches so students need to reach, stretch and balance. Hide others down low so students need to squat, bend, crouch or move close to the ground.
- Divide students into teams of 3–4 and give each team a stick. When they find a worm or caterpillar, they carefully tie it onto their team’s stick.
- **Tell students:** “Today you are birds! Your team needs to work together to search the forest for food. Can you find as many worms and caterpillars as possible before time runs out?”
- **Set clear boundaries** and a time limit before beginning.
- **When time is up**, all the birds return to their nest.
- **Have each team count the worms and caterpillars** they collected.



Explore PLAYBuilder Website

Looking for fun ways to get students moving?

Visit [PLAYbuilder](#), our online database of easy-to-use games and activities that bring energy and creativity to the classroom, outdoors, and the gym.

Inclusive Play—S.T.E.P.

Grades K-7

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

When teaching outdoor play, 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) from PHE Canada 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

Connect Three
Activity Description

Being on the land is more than going outside.

Encourage students to slow down, notice their surroundings, ask questions and develop a relationship with the place they are learning in. We can teach students to move respectfully through the land, care for living things and leave natural materials where they are.

Take your learning outside and give students a chance to slow down and notice the world around them.

- You only need 5–10 minutes.
- Choose a safe outdoor space around your school—a forest, field, garden, playground or even a small patch of grass.
- Ask students to find:
 - One thing they can see. For example:
 - » A changing leaf
 - » Moss growing on a tree
 - » A spider web
 - » Different shapes, colours or textures
 - » Signs of an animal
 - » Something growing
 - Something beginning to decompose
 - One thing they can hear. For example:
 - » Birds
 - » Wind through the trees
 - » Leaves moving
 - » Rain
 - » Footsteps
 - » Insects
 - » Water
 - » Sounds from the school or neighbourhood
 - One thing they can feel or experience through movement:
 - » Tree → stretch, sway and balance
 - » Falling leaf → slowly spin and lower yourself
 - » Bird → flap, reach and balance
 - » Squirrel → quick feet and change direction
 - » Frog → squat and jump
 - » Water → flow, twist and move continuously



Question Students: “What is the land telling us today?”

Moving in the Classroom

Grades K-7

From Seed to Snack Movement Game

A playful way to get students moving while learning how food grows.

How to Play

- Call out each stage of plant growth, and students act it out with their bodies:
 - » Seed—Curl up small on the ground.
 - » Rain—Wiggle fingers downward like falling rain.
 - » Sunshine—Stretch arms up wide and tall.
 - » Sprout—Slowly rise up from the ground .
 - » Growing Plant—Stand tall and sway like a plant in the wind.
 - » Eat & Enjoy—Pretend to munch and smile.
 - » Harvest—Pretend to pick your plant.

Make it More Fun

- Speed it up or slow it down.
- Add music.
- Let a student be the “caller”.
- Mix up the order to keep everyone on their toes.

Learning Connection

- This game helps students understand the journey from seed to food while building coordination, listening skills, and creativity.



Fruit & Veggie Harvest Tag

A playful way to get students moving while learning about fruit and vegetables.

How to Play

- Choose 3–5 students to be the “Harvesters.”
- Everyone else chooses a fruit or vegetable name for themselves (i.e., apple, carrot, pea, strawberry, etc.).
- The Harvester’s job is to gently tag players and “collect the harvest.”

When someone is tagged:

- They go to a “garden patch” (a designated area).
- To get back into the game, they must complete a quick task:
 - » Name 2 fruits or vegetables.
 - » Do 5 movements (jumping jacks, arm circles, balance pose).
 - » Answer a simple nutrition prompt (e.g., “Name a green vegetable”).
- You can pause briefly before each round to highlight a colour group (e.g., “Let’s think of red foods!”).



October 2026

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
				YouTube Fall Stomp 1	Exercise Target Toss Challenge 2 - Create targets using garbage cans or create circles on the floor. - Toss into targets using a paper ball. - How far can you toss?	3
4	YouTube Corn Maze Run 5	Exercise Dance and Create 6 - Play music, when the music stops, call out: - Create a shape with 2 people. - Create a shape with 4 people. - Make the shape of a letter or number - Make the shape of a mountain.	YouTube Tabata Workout 7	Exercise Paper Ball Toss 8 Find a partner and toss a paper ball back and forth 100 times	YouTube Fall Festival Brain Break 9	10
11	THANKSGIVING No School 12	YouTube Challenge Me 13	Exercise Class Challenge 14 Who can plank the longest?	YouTube The Anxiety Cool Down 15	Exercise Do each 3 times: 16 10 calf raises 10 jump jacks 10 sec jump on spot	17
18	YouTube Would You Rather 19	Exercise Balance a Book 20 Balance a book on your head and walk 1–2 laps around the class	YouTube Hocus Pocus Run 21	Exercise Class Team Challenge 22 Get into teams of three and see which team can do the most push-ups, sit-ups or jumping jacks together?	YouTube Escape Into Fall Run 23	24
25	Exercise Superhero Training Camp 26 - Call out 30 seconds each - Superman = flying lunges - Spider-Man = bear crawl - Hulk = squat jumps - Flash = quick feet - Wonder Woman = balance pose	YouTube Halloween Freeze Dance 27 	Exercise Class Challenge 28 Who can wall sit the longest?	YouTube Halloween Brain Break 29 	Exercise Do each 3 times: 30 4 hops on each foot 3 squats 3 jumps 1 squat jump 	31

Brain Break vs Physically Active Learning

What is a brain break vs what is physically active learning?

Brain Break

- A short break from learning.
- Helps students reset, re-energize and refocus.
- Can be used between lessons or when students need a reset.
- Examples**
Stretching, dancing, dancing, quick movement game, GoNoodle-style activity.
- Move → Reset → Refocus**

Physically Active Learning

- Movement is part of the learning.
- Helps students learn and practise curriculum concepts.
- Can be used during a lesson.
- Examples**
Jumping to solve math problems acting out vocabulary, moving different corners to answer questions.
- Move → Learn → Remember**

Don't Forget—Enter to Win!

This year each month, **your class is invited to take part in the Physical Literacy Calendar Challenge.**

Complete the daily movement activity together each school day, and you will be entered into a draw to win PE equipment for your classroom or school!

How to enter

- Complete the daily calendar activity as a class.
- Check off each day you participate.
- At the end of the month,** provide a proof of completion by:
 - Adding a check beside each date your class completed
 - Taking a photo of the completed calendar with your class identified
 - Emailing the photo to droberts@isparc.ca to let us know your class completed the calendar.
- Once submitted, your class will be entered into the prize draw to be announced at the end of each month!**
- The best part?** Each activity takes just a few minutes and helps build movement skills, confidence, focus, and classroom community.

Move every day. Learn through play. Win together!

September Winner: TBA

