Sharjah American International School

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SAIS PHYSICAL LITERACY

Abu Dhabi Branch



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SAIS PHYSICAL LITERACY : RATIONAL

Developing physical literacy is the foundation of PE and school sports. Physical literacy is not a program, rather it is an outcome of any structured PE and school sport provision, which is achieved more readily if learners encounter a range of age and stage-appropriate opportunities. This framework will help you to consider what those age and stage-appropriate opportunities need to focus on to maximize the potential to develop the physical literacy of all students through PE and school sports.

The purpose of this Statement is to:

- **Promote** the value of physical literacy and preserve the integrity of the concept.
- **Advocate** for the use of a common definition of physical literacy, as defined by the International Physical Literacy Association.
- **Facilitate** alignment within and between the multiple sectors in the physical literacy community.
- **Improve** the consistency and clarity of communications relating to physical literacy.
- **Inform** the consistent and coordinated development of physical literacy tools and resources created by various stakeholders.

Definition of Physical Literacy:

Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

International Physical Literacy Association, May, 2014

THE ELEMENTS OF PHYSICAL LITERACY

The definition of physical literacy includes four essential interconnected elements:

Motivation and confidence (Affective)

Motivation and confidence refer to an individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.

Physical competence (Physical)

Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced physical competence enables an individual to participate in a wide range of physical activities and settings.

Knowledge and understanding (Cognitive)

Knowledge and understanding include the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.

Engagement in physical activities for life (Behavioral)

Engagement in physical activities for life refers to an individual taking personal responsibility for physical literacy by freely choosing to be active regularly. This involves prioritizing and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.

Core principles :

Five core principles underlie the definition in this statement.

Physical literacy:

- Is an inclusive concept accessible to all.
- Represents a unique journey for everyone.
- Can be cultivated and enjoyed through a range of experiences in different environments and contexts.
- Needs to be valued and nurtured throughout life.
- Contributes to the development of the whole person.

MESSAGE FROM P.E DEPARTMENT

Dear SAIS Community,

The Physical Education Department extends a warm welcome to all students and their families. At SAIS, we are committed to fostering physical literacy for every child, aligning with our core principles that no child is left behind. Physical literacy is a cornerstone of our approach, encompassing a journey that is unique to each individual. We firmly believe that this inclusive concept is accessible to everyone and can be cultivated and enjoyed through a diverse range of experiences in various environments. Our dedication to physical literacy is grounded in the understanding that it needs to be valued and nurtured throughout life, contributing to the holistic development of each person.

Our commitment is reflected in the SAIS core principles of Motivation and Confidence, Physical Competence, Knowledge and Understanding, and Engagement in Physical Activities for Life. These principles guide our efforts to ensure that every student not only develops movement skills and patterns but also gains the knowledge and understanding of the essential qualities influencing movement.

We understand that physical literacy is a lifelong journey, integrating physical, psychological, social, and cognitive capabilities. It is a vital component in leading healthy and fulfilling lives through movement and physical activity. Our goal is to empower students to become physically literate individuals who can draw on their integrated capabilities to support health-promoting and fulfilling movement throughout their lifespan, adapting to their unique situations and contexts. As we embark on this journey together, we encourage every student to freely choose and prioritize involvement in a range of meaningful and personally challenging activities. The Physical Education Department is dedicated to providing a supportive and enriching environment that facilitates the development of physical literacy, fostering a love for movement and an active lifestyle. Here's to a year filled with growth, achievement, and the joy of movement for all!

Warm regards,
Physical Education Department
SAIS

INTRODUCTION

Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts. It reflects ongoing changes integrating physical, psychological, social, and cognitive capabilities.
It is vital in helping us lead healthy and fulfilling lives through movement and physical activity. A physical literate person can draw on their integrated physical, psychological, social, and cognitive capabilities to support health promoting and fulfilling movement and physical activity, relative to their situation and context, throughout their lifespan.

HOW DOES A PERSON DEVELOP PHYSICAL LITERACY

Physical literacy is about building the skills, knowledge and behavior's to help us lead active lives. It is holistic learning that accurs through movement and physical activity integrating physical, psychological, social, and cognitive capabilities.

How and what a person learns is affected by their context including individual, environmental, social, and culturalfactors, as well as their learning situation. For example, a person without access to water may not have the opportunity to improve their movement inwater and swimming ability.
The nature of movement a student engages in, and the context in which it accurs, can both influence whether the resulting development in physical literacy is intergrated across the domains.
For example, a student who uses an expertise bike for 30 minutes per day at the exact same settings might maintain a level of physical activity (and fitness), but they are unlikely to be developing integrated skills across all four domains. Whereas a student participating in a minor game of tag may have greater opportunity to develop integrated skills across the domains such as agility (physical), tactical awareness (cognitive), fair play behaviors (social) and confidence in playing with others (psychological).
All students learn differently and at different rates across different skill sets. For this reason, progression within each element may accur independently and *may or may not be closely connected to* progression in another element. Earning through movement is a non-linear process, meaning development does not necessarily progress in a straight line. It can move forward or back or skip a level. Across a lifetime, a student may both progress and regress in different aspects of physical literacy based on their context.



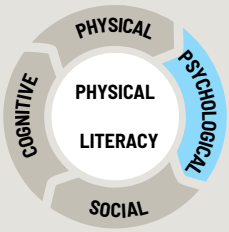
DOMAINS

Four interrelated domains together support the holistic development of physical literacy to help SAIS students lead active, healthy, and fulfilling lifestyles.



PHYSICAL DOMAIN

The skills and fitness a that applies through movement



PSYCHOLOGICAL DOMAIN

The attitudes and emotions student have towards movement and the impact these have on their confidence and motivation to move.



SOCIAL DOMAIN

Student's interaction with others and the environment in relation to movement.



COGNITIVE DOMAIN

Student's understanding of how, why, and when they move.

TIPS FOR DEVELOPMENT

Students can build physical literacyto support participation in movement and physical activity.
The table below shows examples of Tips for Development for the Strategy and Planning elements from the Cognitive domain.

DEVELOPMENT	PROGRESS TO FOUNDATION & EXPLORATION	PROGRESS TO ACQUISTION & ACCUMULATION	PROGRESS TO CONSOLIDATION & MASTRY	PROGRESS TO TRANSFER & EMPOWERMENT
	• Help students identify their strengths and formulate methods to help them develop these. • Encourage all students to be creative and try different methods to solve movement challenges.	• Encourage students to seek feedback on their performance from peers, teachers, coaches, and parents. • Provide opportunities for participants to reflect on their performance and identify ways they can perform more successfully next time. • Encourage participants to consider skills they can transfer and apply from other activities or previous experience. • Demonstrate defensive and attacking play in modified games. • Use and apply movement skills and strategies from other contexts to generate solutions to unfamiliar movement challenges.	• Discuss with students the strategies they have adopted and evaluate their effectiveness. • Identify factors that enabled them to achieve success in movement activities and explain how these factors can be transferred to other learning contexts. • Design and refine movement concepts and strategies to manipulate space and their relationship to other players in this space.	• Engage in Games Sense scenarios which focus on developing and implementing strategies in different environments and scenarios. • Modify games or rules to extend, exaggerate or emphasise particular strategic aspects to support participant development. • Use established criteria to apply and evaluate the effectiveness of movement concepts and strategies. • Select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges, with and without equipment.

PHYSICAL LITERACY FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS (ALN)

- **Equity & Inclusion**

At Sharjah American International School (SAIS), all students, including those with Additional Learning Needs (ALN), are entitled to equal access to physical education in line with ADEK's Inclusion Policy. Activities must be adapted to ensure every student participates meaningfully, without exclusion.

- **Least Restrictive Environment**

In line with ADEK guidelines, SAIS ensures that physical education activities for ALN students take place in the least restrictive environment possible, promoting maximum participation with peers while maintaining safety and accessibility.

- **Holistic Development**

Physical education at SAIS is designed to support the holistic growth of all students. In line with ADEK's P.E. Policy, programs address not only physical development but also social, emotional, and cognitive skills, helping ALN students build confidence, resilience, teamwork, and a positive approach to lifelong health.

- **Health & Safety**

All physical education activities are risk-assessed and adapted to maintain safety and accessibility for ALN students, with appropriate supervision, medical considerations, and support in place.

- **Individualized Support**

PE programs at SAIS recognize the diverse strengths and challenges of students with ALN. Adaptations and modifications are personalized to ensure meaningful engagement, progress, and achievement for every student according to their abilities.

- **Collaboration**

Inclusive physical education requires coordinated collaboration between PE teachers, the Inclusion Department, and parents in order to design supportive activities that meet the individual needs of students.

- **Monitoring & Evaluation**

SAIS ensures that student participation and progress in physical education are continuously monitored, with feedback used to refine teaching strategies and ensure effective, inclusive practice.

- **Universal Design for Learning (UDL)**

SAIS is committed to applying UDL principles in physical education by offering varied options for activities and approaches that allow all students, including those with ALN, equal opportunities for participation and success.

- **Student Voice & Choice**

Students with ALN are given the opportunity to express their interests and select activities suited to their abilities and preferences, enhancing intrinsic motivation and a sense of belonging.

- **Awareness & Peer Sensitization**

SAIS promotes awareness of inclusivity and mutual respect among all students to ensure a supportive environment in which peers collaborate and show acceptance of diversity.

- **Capacity Building for Teachers**

SAIS is committed to developing the skills of PE teachers through ongoing professional training on inclusive strategies, in line with both local and international best practices.

- **Community & Wellbeing**

Physical education at SAIS is a means of fostering community spirit and overall wellbeing through inclusive sports and health-focused activities that enhance both physical and mental health for all students.

CONSIDERATION FOR AQUIRED DISABILITIES

Following injury or illness that causes a disability, ALN needs to go through the stages of learning and Long-Term Development in Sport and Physical Activity to be active again. Once a student with an acquired disability goes through Awareness and First Involvement, he/she then needs to learn, or re-learn, to perform basic movement skills with their changed body (Active Start), progressing to fundamental movement skills and eventually a range of fundamental sport and recreation skills (Learn to Train).

ASSESSING PHYSICAL LITERACY

What is assessed is valued. If want to ensure that physical literacy is given value, we need to ensure that we can assess it across the life course.

There are many reasons why it is important to assess physical literacy:

1. To help parents and instructors better understand each child/youth's level of physical literacy.
2. To help students better understand their level of physical literacy and how it changes as they age.
3. To support program evaluation and improve program design to ensure activities contribute to the physical literacy development of participants.
4. To help in the formative assessment of students to provide a baseline of their current physical literacy and identify what needs to be worked on to promote progression.
5. To provide screening tools to determine physical literacy levels so they can be addressed.
6. For research and answering questions about the relationships between physical literacy and physical activity, health, educational achievement, and sports performance.

SUPPORTING PHYSICAL LITERACY

Supporting physical literacy at school involves creating an environment that encourages and facilitates the development of movement skills, physical competence, and a positive attitude toward physical activity.
Here are some strategies we offer to help promote physical literacy at our school:

- **Inclusive Physical Education Programs:**
  - Ensure that physical education programs are inclusive and cater to students of all abilities.
  - Provide a variety of activities that allow students to explore different movements and sports.
- **Professional Development for Teachers:**
  - Offer professional development opportunities for physical education teachers to enhance their understanding of physical literacy concepts.
  - Encourage ongoing training on inclusive teaching practices and strategies for diverse learners.
- **Integration Across Subjects:**
  - Integrate physical literacy concepts into other subjects to emphasize its importance as a holistic learning experience.
  - Collaborate with other teachers to create cross-disciplinary lessons that incorporate movement.
- **Create Active Learning Spaces:**
  - Design classrooms and school spaces to encourage movement and physical activity.
  - Implement standing desks, active breaks, and kinesthetic learning activities.
- **After-School Programs:**
  - Provide a variety of after-school programs that focus on different physical activities, allowing students to explore their interests.
  - Include activities that may not be part of the regular curriculum.
- **Community Engagement:**
  - Involve parents and the community in promoting physical literacy.
  - Organize events, workshops, or seminars that highlight the importance of physical activity for overall well-being.
- **Sports and Recreation Clubs:**
  - Establish sports and recreation clubs that cater to various interests and skill levels.
  - Encourage students to participate in intramural sports and recreational activities.
- **Assessment and Feedback:**
  - Implement assessments that measure students' progress in developing physical literacy.
  - Provide constructive feedback to help students understand and improve their movement skills.
- **Access to Facilities and Equipment:**
  - Ensure that students have access to well-maintained sports facilities and equipment.
  - Provide a variety of equipment to accommodate different activities and preferences.

- **Educational Resources:**
  - Offer resources such as books, videos, and online materials that promote physical literacy.
  - Educate both students and parents on the importance of a physically active lifestyle.
- **Celebrate Achievements:**
  - Acknowledge and celebrate students' achievements in physical literacy.
  - Organize events or ceremonies to recognize students who demonstrate a commitment to physical activity.

By implementing these strategies, schools can contribute significantly to the development of physical literacy among students, fostering a lifelong appreciation for movement and overall well-being