The World Health Organisation have documented that approximately 3.2 million deaths each year are attributable to insufficient physical activity. The current levels of physical inactivity are partly due to insufficient participation in physical activity during leisure time and an increase in sedentary behaviour during occupational and domestic activities. The WHO Member States have agreed on a voluntary global non-communicable disease target for a reduction of 10% in physical inactivity by 2025.

Why this video was created? In many countries, physical activity is disappearing from daily life. It happened in just one or two generations in some countries, and even sooner in others. Designed to Move is a call-to-action supported by a community of public, private, and civil sector organisations dedicated to ending the growing epidemic of physical inactivity. They believe that if we reach children when they are young enough, before age 10, they can learn to love physical activity and sports for life. They’ll reap the rewards and pass them on to the next generation.

No single organisation or institution can fix this alone. We must combine our collective efforts and work together in order to create a world where physical activity, play, and sports are prioritised and integrated into everyday life. This video and its’ framework for action is designed across multiple sectors to provide the best roadmap toward building more active future generations.
The design of this resource emerged from the development of Government-led initiatives and the Healthy Ireland framework, in response to increasing levels of evidence that suggest physical inactivity is one of the leading health risk factors. At present only 19% of primary and 12% of post-primary school children meet the physical activity recommendations from the World Health Organisation; 10% of active sports participants at primary school have dropped out of sport by the first year of post-primary; and one in four children are unfit, overweight or obese and have elevated blood pressure. Irish research has measured Fundamental Movement Skills in adolescents, and found that only 11% could perform the required movement patterns adequately.

- A key feature of the National Physical Activity Plan is the need for physical activity to be implemented as an educational tool, especially at primary level. This resource will enable the teacher to implement a wide range of activities aimed at developing the physically literate pupil as part of their PE programme.
- The Better Outcomes, Brighter Futures framework aims to ensure that children and young people are active and healthy, with positive physical and mental well-being.
- Get Ireland Active - Physical Activity, physical education and Sport for Children and Young People (A guiding Framework) sets out a coordinated approach to physical education, physical activity and sport in school and also in community settings for children and young people.
- Again we are reminded that to improve children’s physical activity levels, there needs to be a coordinated approach between home, school and the community to improve these levels. Schools and teachers are not alone in this journey.

This resource has been designed to complement the teaching of the PE curriculum. The PE Curriculum has not changed and the PE curriculum documents should be the seminal documents through which pupils’ skills and understanding are developed at primary level, and through which continuity and progression in pupils’ learning is developed from one class level to the next. We are still teaching the six strands – Athletics, Gymnastics, Dance, Games, Aquatics and Outdoor and Adventure Activities. We are not starting from scratch with a new concept – this seminar will facilitate an extension of your current understanding in many areas of PE and will help you to integrate fundamental movement skill development into your PE lesson in line with your overall school plan.
The key characteristics of PE: The term physical education refers to activities taught as part of the curriculum within class time where the emphasis is on learning (Department of Education and Skills 2012).

The key characteristics of PL: The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey.

The relationship between PL and PE:
Physical literacy is not an alternative or in competition with Physical Education (Rotert and MacDonald 2015). Physical literacy is broader than just physical education and can be developed at school, at home or in the community. Quality PE does, however, provide one of best opportunities to develop PL (Australian Government 2016). Physical literacy can be considered as a goal or outcome of high quality PE (Hyndman and Pill 2017, Rotert and MacDonald 2015, SHAPE America 2014).
Fundamental Movement Skills are a core element of physical literacy. They are the basic building blocks of movement competence and are essential for everyday life and recreational activities.

Research has demonstrated that children who have a better movement competency may find it easier to be physically active and may be more likely to engage in physical activity when compared with peers of poorer motor competency. Subsequently children with poor movement competency may opt for a more sedentary lifestyle as a means of avoiding these movement difficulties. Typically FMS are divided into three main categories each of which is subdivided into a variety of skills.

The PE curriculum has not changed – you will continue to teach a broad and balanced programme encompassing the six strands. It is not intended that the development of FMS replaces the PE lesson. Rather, it is intended that this skill development is integrated into the PE lesson in line with the overall school plan. We will explore planning in further detail later.

Highlight the following features of the resource:

- Table of contents on page 1 – refer to colour coding of categories throughout books 1/2/3 – blue, purple and orange
- Pick any movement skill as an example of the layout throughout the book. (This layout is replicated across all of the skills in each book)
  - Teaching points
 Movement inspector

 Activities

 Stages of development

Time permitting follow the link and briefly introduce them to the online website www.scoilnet.ie/pdst/physlit

Use this video to highlight the positive experience many schools, teachers and pupils have had in using this resource.

Stability skills are a type of gross motor skill involving balance and weight transfer. Stability skills allow the body to balance in stillness and in motion.

In the Move Well, Move Often resource, two stability skills are outlined for development - Landing and Balancing.

If time allows, you may like to carry out one or both practical sample lessons you undertook in the seminar with your colleagues to demonstrate how to embed stability skills in the curriculum. Follow the link at http://www.pdst.ie/physlit to see the full lesson plans.
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If time allows, you may like to carry out this practical sample lesson with your colleagues. **Lesson plan available at [http://www.pdst.ie/physlit](http://www.pdst.ie/physlit)**

Explain that the whole-part-whole approach is recommended for the teaching of fundamental movement skills because it provides pupils with context and rationale for their learning, allows pupils to learn skills in an authentic setting and embraces children’s enjoyment of play (as it puts the main focus on activity within a lesson rather than on ‘drills’). The whole-part-whole teaching approach that can be used to teach an activity from the resource or to teach other curriculum content.

**Whole:** This provides pupils with the opportunity to engage with the FMS in a natural, meaningful setting, whether it is curricular content or activities from the move well move often resource.

**Part:** During the ‘part’ component, the skill is isolated and the teaching point of the skill is explored in a simple activity. It can be performed individually, in pairs or in a small group. This provides the pupils with an opportunity to practice their skill without an element of competition or distraction that an activity could provide.

**Whole:** The second ‘whole’ is used to apply the learning done in isolation (in the part) to a real life context again, giving relevance to the learning done and providing an opportunity to practice the skill in a more authentic setting.

For children with special educational needs or disabilities, it may be beneficial for resource teachers to use the Move Well, Move Often resource to explicitly teach FMS in isolation in advance of them
being covered within the PE class. The resource may also be used to reinforce FMS learning after a PE class. In particular, children with Developmental Coordination Disorder (DCD) may require additional explicit instruction and opportunities for FMS development. With further explicit practice of FMS children will be better able to participate in their PE class. The class teacher should liaise with the resource teacher and provide an outline of the FMS being covered throughout the year so that additional support can be provided to children with special educational needs and disabilities in advance/after PE classes. The whole part whole approach should still be used within PE class and FMS should not be taught in isolation during the PE class.

Facilitator background information:

The STEP tool is a simple system for making changes to physical education and sport activities so that everyone can be included and participate together. STEP provides an easy way of structuring changes to the activity. *Facilitators should also note that there is another differentiation approach known as the Tree model, as participants may have come across this approach at SESS or CARA courses. Both approaches are equally valid.*

It is not intended that the development of FMS replaces the PE lesson. Rather, it is intended that this skill development is integrated into the PE lesson in line with the overall school plan. In this way, the teacher focuses a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. It is important to teach a balanced range of locomotor, stability and manipulative skills across the stands during the year. It is not expected that teachers teach all skills every year - schools should select the number of skills for development in any given year in accordance with pupils’ needs and aligned with the School Plan. It is suggested that the teacher introduces one or a maximum of two teaching points per skill during each PE lesson.

Click on the link to see how other schools have embedded FMS into their PE plans. Watch the video near the bottom of the page ‘Embedding FMS in PE’. 
It is at the discretion of each individual school to decide which FMS to focus on, what strand to embed it in, and when to focus on it during the school year in line with the school plan for PE. Begin the planning process by selecting the appropriate or current strand being addressed according to the school plan, and then prepare a lesson on that strand that places a focus on a particular FMS. In this way, teachers can maximise the development of FMS as part of the provision of a broad and balanced PE programme.

To deliver a broad and balanced PE curriculum 5 of the 6 strands should be taught each year for at least 4-6 weeks. Over the course of the eight years of primary school each child should each experience each FMS two-three times.

Where the expertise of external tutors and coaches is used to support the implementation of the PE curriculum, teachers should ensure that these personnel are following the school plan, are aware of the needs of the individual pupils within the class, and are supporting the role of the teacher in the implementation of this physical literacy programme.

Show the staff the various different planning templates available at https://www.scoilnet.ie/fileadmin/user_upload/Sample_Planning_Tools_for_embedding_FMS_in_your_PE_Plan_2018_3_.pdf

Discuss as a group which approach would work best for the school. Time permitting start to fill in the most appropriate template.

School self-evaluation can also be used to support PE planning in your school. A number of schools have started to use self-evaluation to support PE planning in their schools, particularly those already involved in the Active School Flag process. If you would like any information about the Active School Flag visit www.activeschoolflag.ie If you would like support in any area of PE, including SSE, the PDST can provide a range of supports to suit your needs. SSE can be a great opportunity to bring about positive changes in physical education in your school. Also check out the PDST PE SSE support document by following the top link above.
Many thanks to Kilconnell National School, Co. Galway for sharing this display with us on Twitter!

Many thanks to Scoil Cholmcille, Ballybrack, Dublin for sharing this display with us.
We have one last example of a display that was part of an entry to the PE Expo as part of an Irish Primary PE Association initiative. This is a wonderful example of how PE can be integrated with visual arts.

Many thanks to St Fiacc’s National School, Carlow, for sharing this display with us!

School support can take many forms and is tailored to the needs of the school.

- Meetings with principal/deputy/in school management/groups of teachers/subject departments
- Whole staff days
- Croke park meetings
- In class modelling
PDST Physical Literacy Summer Course
Teaching Children To Move Well and Move Often

Athlone  Navan  Monaghan  Dublin West  Kildare
Waterford  Kilkenny  Waterford  Blackrock  West Cork
Tipperary  Laois  Sligo

www.pdst.ie