



Physical Literacy Activity Pack:

Supporting children and young people to explore and shape their relationship with movement

School Sport and Activity
Sector Partnership



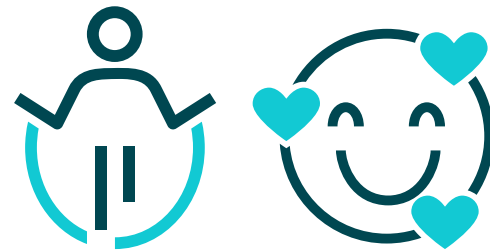
www.youthsporttrust.org/SSASP

Introduction



Children and young people with a meaningful relationship with physical activity are almost twice as likely to be active as those with no positive feeling about it.

Sport England, Active Lives Survey, 2023



What is Physical Literacy?

Physical literacy is the relationship we have with movement and physical activity throughout our life. It reflects how we value, enjoy and engage with physical activity and is shaped by our experiences of it. Some good, and some not so good. It is why we like or loathe being physically active.

While our physical literacy ebbs and flows throughout our lives, children and young people who have lots of positive experiences of physical activity will have the strongest foundations on which to build a healthy and active future.

For more information on physical literacy, watch the animation video and use the SSASP Physical Literacy Toolkit with your staff.



How to use the Activity Booklet

This guidance is primarily for teachers to use with students, however, at the start of each section there are optional reflective activities for teachers and school colleagues to further their understanding of physical literacy and their own relationship with physical activity and movement.

The student sessions are designed to help students:

- Build their knowledge of what physical literacy is
- Increase understanding of their own relationship with physical activity
- Identify what makes physical activity positive for them
- Identify what they can do to access more positive physical activity experiences.

By working through the activities teachers will hear what makes PE and school sport positive or not so positive for their students and consider how they can ensure positive experiences for all.

This resource aims to achieve the learning outcomes through a series of creative and reflective activities. Each task has active and classroom-based learning options and suggestions for inclusive practice - 'Think Inc.' There are also 'Deeper Learning' activities which can be used to further understanding.

Supporting materials with examples and images are provided on a PowerPoint slide deck (QR code below). Please download this in advance of delivering the first learning activity.

Scan QR code to view separate slide decks for primary and secondary aged students



When and where can I deliver this?

Physical Education and School Sport

PE is the primary place where children and young people can build their physical literacy. Through movement, challenge and positive experiences, PE helps pupils develop physical competence, confidence, motivation, knowledge and the ability to reflect on how they move, think, feel and connect.

To support children in developing a positive relationship with physical activity, their experiences in PE, sport and movement at school need to feel enjoyable, meaningful and valuable to them.

These tasks are meant to work within and alongside your PE lessons, not instead of them. The activities simply offer a flexible way for pupils to reflect on their experiences, helping you see what brings them joy and meaning plus what might help you shape even more positive movement moments.

Teachers who have used this resource found that they and their students benefited most when they used the activities to create the space for open and honest conversations where students felt that their views about PE and sport were listened to.

As a key part of physical literacy is giving students voice and choice, this resource provides a series of activities that not only develop students' knowledge but also encourage reflection and forward thinking. It can be used by teachers to increase their own understanding of what makes PE positive for the young people they teach.

Consider delivering the sessions at the start of the school year to understand what makes PE and school sport positive (and negative) for your students. Share this with colleagues and adapt your practice to increase engagement by applying a physical literacy lens to your PE, school sport and physical activity offer.

Relationships Education (RSE) and Health Education

In addition to the PE curriculum, learning about physical literacy has a strong alignment with RSE and Health Education:

- Physical health and fitness: Activities encourage pupils to explore enjoyment and value in movement – directly promoting active lifestyles.
- Mental wellbeing and self-esteem: Reflection tasks link how children and young people think, feel, move, and connect during activity with their wellbeing and sense of self.
- Healthy relationships with self and others: Activities encourage awareness of self and positive connections through movement, linking to RSE healthy relationships outcomes.
- Curriculum coherence: The toolkit helps teachers integrate physical literacy across PE, Health and PSHE, ensuring consistency of language and practice.

The active and classroom-based activities could also be delivered in circle time or tutor time with specific tasks such as 'A Letter to Movement' suitable for English lessons or homework.



Section 1

Learning about Physical Literacy

Responsibility for ensuring young people develop a positive relationship with movement and physical activity belongs to everyone who provides PE, sport and opportunities to be physically active throughout and beyond the school day. In addition to learning more about physical literacy yourself, consider how you might share your learning and the available resources with colleagues so everyone can contribute to developing healthy and happy students.

Activities for educators

Before leading your students through the physical literacy learning activities in this booklet, teachers have shared it is helpful to first understand their own relationship with movement and physical activity.

For a short introduction to physical literacy, share the Movement Moments animated video available here.



To understand your own relationship with and influences on movement and physical activity do the Our Movement History activity on slides 7-10 in the Physical Literacy Toolkit available here.

Consider using these in a staff meeting to introduce the concept of physical literacy to your colleagues.



Student Introduction

Share the following with students as you talk through the 'Why' and 'What' physical activity slides from the slide deck :

Physical activity is an essential part of a healthy and active lifestyle. Being physically active every day helps our mental and physical health, helps us build friendships and helps us feel like we belong.

It is so essential to health and wellbeing that the NHS has created recommendations for the amount and type of physical activity we should do.

Activity 1 - My Movement History

Now we understand how physical activity is important to our health and wellbeing we are going to do a task to help us think about how our relationship with physical activity has changed over time and what has caused the changes.



Active option



Equipment

- Playground chalk in different colours or coloured pens and pieces of paper stuck together to create one long piece of paper.
- Physical Literacy Activity Pack slide deck



Think Inc.

- Show the completed example in the slide deck or talk through your own example.
- Students could buddy up to support with writing or drawing.



Process

1. Using the My Movement History example and template in the slide deck as a guide, draw a large graph onto the playground using playground chalk.
2. Ask students to discuss how active they were at every age of their lives and the things that affected how active they were.
3. Using different coloured chinks, create a large group graph. Each student to draw a line on the graph which represents how active they were at each age. (Students may find it easier to mark how active they were at each age with crosses first, then join their crosses to create a continuous line).
4. Students discuss in pairs or small groups and feedback to the group:
 - When you were most active, why was that?
 - When you were least active, why was that?
 - Why did you start and stop some of the activities?
 - When you were most active over the longest period of time. Why was that?
 - Why do you remember some activities more than others?

5. Students compare the shape of their graphs and the amount of physical activity they did with the physical activity guidelines graph in the slide deck. Note how they differ and discuss what they could do to increase their physical activity levels if they are lower than the guidelines.

Classroom option



Equipment

- Individual activity - one pen and printed copy of the graph in the slide deck per student.
- Group activity - one A3 sheet of paper and several different coloured pens per small group.



Think Inc.

- As per the active option.



Process

Ask students to complete the activity above individually using the printed graphs. Alternatively, they can do this in small groups using A3 paper after drawing the graph as follows:

1. Draw a graph with your age from one years-old to your age now evenly spaced along the horizontal axis (left to right).
2. To the left of the vertical line (bottom to top), write 'Engagement with physical activity' or draw an icon to represent you being physically active.
3. On the graph, draw dots above each year of your age which show how much physical activity you were doing at that age – with most active towards the top of the graph and least active towards the bottom.
4. Using a different colour to other students in your group, draw one line which joins the dots from left to right and shows how much your engagement with physical activity has changed over your life so far.
5. Discuss the questions in active option point four above.
6. Responses can be added to the graph as notes above the relevant ages (see example in slide deck).
7. Students compare the shape of their graphs and the amount of physical activity they did with the physical activity guidelines graph in the slide deck. Note how they differ and discuss what they could do to increase their physical activity levels if they are lower than the guidelines.

Activity 2 – Blockers and Enablers

This next activity builds on My Movement History to help you consider what helped you to be physically active and what stopped you



Active option – Snowball!



Equipment

- A piece of A4 paper and pen per student.
- A line or markers to represent a 'net'.
- Physical Literacy Activity Pack slide deck.



Think Inc.

- Use the prompts on the slide deck to support students to identify their movement enablers and blockers.
- Students could partner with a writing buddy or draw pictures of what helped and what stopped them from being physically active.
- Students with mobility impairments could pair up with a ball retriever in 'Snowball'.



Process

1. Divide the playing area into two with the line or markers representing the 'net'.
2. Ask everyone to divide their sheets of paper in half by drawing a vertical line.
3. Thinking back to the graph activity, on the left of the page students write a list of things that helped them to be physically active. On the right – things that stopped them from being physically active. Consider:
 - People
 - Communities e.g. clubs, neighbourhoods
 - Spaces – parks, pitches, equipment
 - Places – school, home
 - Circumstances – moving house, changing schools, joining a club.
4. Everyone scrunches their paper up into a tight 'snowball'.
5. Create two teams of students and allocate them each one half of the playing area.
6. Explain the aim of the game is to throw snowballs into your opposition's half of the playing area on either side of the net. The team with the least number of snowballs on their side at the end of 30 seconds is the winning team.

7. On 'go', students throw their 'snowballs' into the oppositions half. When time is up, count the number of snowballs on each side of the 'net' and redistribute them so each side starts again with equal numbers of snowballs. Repeat two times.
8. After finishing playing, the players pick up a snowball (not theirs), open it and in pairs discuss what helped and what stopped others being physically active and the reasons why.
9. Discuss in pairs and share back 'What would make PE better for you?'

Classroom option



Equipment

- A pen and large piece of paper per small group.



Think Inc.

- Use the prompts in the slide deck if students need support.



Process

1. In small groups ask students to draw a line down the middle of the paper and on one side draw a large tick as a heading and on the other side draw a large cross as a heading.
2. Groups to discuss and then write down the things that helped them to be physically active under the tick, and the things that stopped them under the cross.
3. Discuss in pairs and share back 'What would make PE better for you?'

Section summary

Share with students:

Physical literacy is the relationship we have with movement and physical activity. That relationship can be positive or negative and changes over time. It is affected by many different things. In the next activity we are going to explore how we move, think, feel and connect through physical activity and how this can change how much we enjoy and value it.

Section 2

My relationship with physical activity

To continue learning about your own physical activity preferences and those of your colleagues, consider how you move, connect, think and feel during any kind of movement. Do you enjoy the aesthetics of dance, the thrill of scoring a goal or the friendships you have made through sport? Alternatively, do you find exercise exhausting, competition stressful and feel unable to do any sport well?

How we move, connect, think and feel affects not only our own likelihood of being physically active but also how we talk about and influence the perceptions and actions of others.

Ideas for colleagues

Work through the reflective activity on slides 11-13 of the Physical Literacy Toolkit available [here](#) to help understand what influences your own relationship with physical activity.



Activity 3 - Gingerbread Person



Before undertaking the Gingerbread Person activity, run through the Think, Feel, Move, Connect slide. Highlight how physical activity helps young people:

Move - in ways that benefits their physical and mental health.

Think positively and clearly and help them to manage emotions.

Feel - happier, less stressed and more confident.

Connect - with others to help them build skills and relationships and feel a sense of belonging.

Share with Students

In this next activity we are going to explore how being active makes you think, feel, move and connect. This is to help us understand our own motivations for being physically active.

Active option



Equipment

- Balls, balloons or play/sports equipment of choice.
- Coloured pens and one large piece of paper per small group, big enough to draw around the outline of a student.



Think Inc.

- Print off A3 sized versions of the gingerbread person on the slide deck if students would feel uncomfortable being drawn around. Alternatively ask students to draw the outline of a gingerbread person.
- Select and/or adapt the physical game to include all students.
- Use the prompts on the slide deck if students need inspiration or examples.



Process

1. Play a five-minute physical game depending on space and equipment available, e.g., balloon keepy-uppy, dodgeball or taking turns to run under a giant skipping rope. Ask students to think about how the activity makes them feel inside, what they are thinking as they are doing it, how they are connecting with their team mates socially, and the different types of movements they are making.
2. Create small groups and ask for a volunteer from each group to lie on the large piece of paper to act as a template to be drawn around to create a human outline or 'gingerbread person'.
3. Give students two minutes to draw around them and draw a heart and brain within the body outline. They can add clothes and accessories of their choice to the image within a time limit e.g. 2 minutes.
4. At the top of the paper write Move - near feet/hands, Feel- near the heart, Think -near the brain, Connect - in a space
5. Thinking about the game they have just played, ask students to discuss and write or draw on the body outline how the activity made them:

Move – what makes movement fun and enjoyable? E.g., competition.

Think – what skills do you develop when you are physically active? E.g., communication.

Feel – what helps you feel happy and confident when you are physically active? E.g., praise from others.

Connect – how does being active help you connect with others? E.g., working together in a team.

6. Ask students to reflect on the positive ways physical activity can make them think, feel, move and connect and bearing that in mind, discuss what would make PE and sport at school better for them.

Classroom option



Equipment

- A piece of A3 sized paper and several coloured pens per small group.



Think Inc.

- Print off A3 sized versions of the gingerbread person on the slide deck if students will struggle to draw a gingerbread person outline.
- Use the prompts on the slide deck if students need inspiration or examples.



Process

1. In small groups ask students to draw a gingerbread person outline on the paper.
2. Give two minutes to draw it and draw a heart and brain on the gingerbread person. They can add clothes and accessories of their choice to the image.
3. At the top of the paper write Move, Think, Connect and Feel.
4. Thinking about their favourite sport or physical activity, ask students to reflect and discuss how it makes them move, think, connect and feel?
5. Follow the instructions in point five of the Active Option.

Section summary

Share with students:

Movement is personal. How we move, think, connect and feel during physical activity plays a very important role in how positive or negative our relationship with physical activity is, and is affected by many things. In the next session we are going to decide what those things are for you by considering 'What makes physical activity positive for me?'

Section 3

What makes physical activity positive for me?

Our perceptions of what a physical activity will be like and how that makes us feel is hugely influential on whether we will want to take part.

If we examine what makes us feel positive about trying something new and conversely what we find off putting, we can be very clear about our motivations and what we look to gain from any movement experience.

Ideas for colleagues

- Generate discussion in a staff meeting with colleagues by doing the Perceptions and Perspectives activity on slides 19-28 of the Physical Literacy Toolkit. Alternatively print the slides and stick them on your staff room walls to get colleagues thinking and talking about what makes physical activity positive or negative for them.
- Using the prompts and examples on slides 29 to 33 of the Physical Literacy Toolkit, write your own letters to movement and use as prompts and inspiration.

Physical Literacy Toolkit



Activity 4 – See, Think, Why?

This task has been designed to help us reflect on how our past experiences of physical activity shape how we feel and think about different types of activity now – and why?



Active option



Equipment

- An A4 copy of each of the 9 'See, Think, Why?' slides.
- Sticky tac.



Think Inc.

- Reduce the distance between the images (if appropriate).
- Simplify the questions – What do you see in the picture? What do you think about it? Why do you feel that way?.
- Discuss each image as a group to help form opinions.



Process

- 1) Print one set of 'See, Think, Why?' slides and stick or place them around a large indoor or outdoor space.
- 2) Group students into pairs or small groups and give them a different image to start at.
- 3) Ask them to walk, run or move in a creative way to each image and discuss the following:
 - a) What do you see in the picture?
 - b) What stands out for you?
 - c) What do you think taking part would feel like?
 - d) Would you like to take part?
 - e) Why do you feel that way about the activity?
 - f) Why would you or would you not like to take part?
- 4) After students have visited at least six images either:
 - a) Bring them together to discuss what they have learnt about what makes PE, sport and play enjoyable and important or not to them as individuals or
 - b) Give each small group a large sheet of paper and pens to create a mind map or spider diagram which shows what they enjoy and find important about PE, sport or play.

Classroom option



Equipment

- A4 copies of the 9 'See, Think, Why?' slides x one set per small working group.



Think Inc.

- Simplify the questions as per the active option.



Process

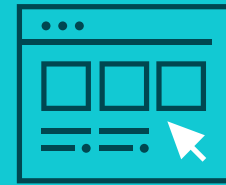
1. Divide students into small groups and give each group a set of 'See, Think, Why?' slides.
2. Ask students to discuss the questions listed in point 3 of the active option above.
3. Complete point 4 of the active option.



Activity 5 – A Personal Letter to Movement

Share with students:

A Letter to Movement is a task to help you reflect and put into words what physical activity, PE, sport or play mean to you.



Deeper Learning

Examples

A Letter to Sport
– see slide deck



A letter to PE video



A Letter to Football video



Classroom option



Equipment

- Paper and pen or audio/video recording device.
- Physical Literacy Activity Pack slide deck.



Think Inc.

- This task can be undertaken as a written letter, drawing, audio or video recording.
- Students can discuss this in small groups first to help form ideas.



Process

1. Show students the Letter to Sport from the slide deck or one of the video links above.
2. Ask students to write their own Letter to Movement. It should include the good and bad ways it makes them think and feel, and why.
3. Consider:
 - i) **Who** will your letter be to? This could be PE, a sport, an activity, a place or person such as a coach.
 - ii) **How** does it/do they make you feel about movement and physical activity? Do you like to move? If so, how?
 - iii) **Have** you experienced any moments or events that stand out – good or bad?

iv) **How** does it/do they make you think and connect to others?

v) **Where** do you like to move?

vi) **What** are you grateful for?

vii) **What** purpose does it have in your life?

If you have not yet found a way to move that makes you feel good, write a letter to movement which tells it how you want it to make you feel and how it could do that.

Alternative option

Instead of writing a letter to movement, students can write a 'Letter to their younger self' or a 'Letter to their older self.'

1. Ask students to write a letter to their older or younger selves which gives guidance on what physical activities they enjoy, what will get better and what activity to do more of or what not to do.
2. Consider:
 - i) What would you tell your younger self so you could get the most out of physical activity then and now?
 - ii) What would you tell your older self to encourage the 'you of the future' to be physically active.
 - iii) What younger or older 'you' should do more or less of.
 - iv) Any benefits you have gained from being active.
3. Discuss how their guidance to themselves could help them be or stay active now.

Section summary

Share with students:

The activities in this session have shown us why we need to have as many positive experiences of movement and physical activity as we can – as this changes the way we think and feel about new opportunities to be active.



Section 4

How I can have more positive experiences

As educators, it’s important to consider, how we can enjoy positive movement experiences ourselves as well as how we can create them for our students.

Being regularly physically active improves health, wellbeing and energy levels supporting our personal and professional lives. By sharing what you do to be physically active and talking about the benefits you gain from it with your students you can also become valuable role models demonstrating how physical activity can give joy and meaning at all ages.

Ideas for colleagues

- Challenge each other to try a new activity and share your experiences of it with colleagues and students.
- Using slides 37 and 38 of the Physical Literacy Toolkit, reflect on the last time you tried a new activity and how it felt for you. What learning can you take from that to consider how you approach introducing new activities to your students?
- Discuss with colleagues how you can incorporate more movement into your school or working day as staff – with and without students. Share plans on how you are going to do this to increase your likelihood of sticking to your movement goals.



Activity 6 – My Movement Playlist

This activity provides an opportunity to write and share with your teacher what makes movement positive for you by creating a playlist of your favourite physical activities.



Active option



Equipment

- Slide deck and projector or one printed My Movement Playlist example slide.
- A3 copies of the Our Movement Playlist template from the slide deck and flipchart pens one per small group.
- Writing paper and a pen per student.



Think Inc.

- Students write down or draw their 3 top activities before starting the relay race to give them more time to think.
- Mobility impaired students could partner with a ‘runner’ in the relay.
- Partner all students to run to the flipchart in pairs with one partner designated as scribe.



Process

1. Choose a wall with enough space in front for students to run to it in a relay race. Stick the Our Movement Playlist templates on the wall spaced at least one metre apart.
2. Share with students, we are now going to create Our Movement Playlist. All your favourite physical activities in one playlist.
3. Show the My Movement Playlist – example from the slide deck.
4. Ask students to think of their 3 favourite physical activities.
5. Group students into relay race teams and line them up so each team is facing one of the Playlist templates and give the student at the front of each team a pen.
6. Using the pen as a baton, each student takes it in turn to run to their teams Playlist template, write the first of their top 3 activities under Top Activities 1, and run back to hand the pen baton to the next player. Repeat until every player has written an activity under Top Activities 1, 2 and 3.
7. First team to have every player write their 3 top activities is the winning team.
8. In the same teams, ask students to discuss why they chose the activities they did and what they get from them.
9. Make a note of your students’ favourite activities and reasons for choosing them.

Activity 7 – Human Slider Bar

Looking back at the My Movement Playlist – Example slide, highlight the 'Taste' section.
We're going to create a human slider bar to show where and how we would like to take part in our Top Activities.



Active option



Equipment

- Optional – line for group to stand on or cones to mark the line.



Think Inc.

- Students to discuss in small groups before choosing individually where to stand on the line to help form their thoughts.



Process

1. Ask all students to stand side by side on a real or imaginary line, facing you.
2. Call out the following options and ask students to go and stand in a place on the line that shows which option they prefer and how strongly they like it, e.g., stand in the middle if they don't mind which option or stand to one side if they strongly like that option.

Stand on the left
(if you prefer this)

Indoors

Energetic

Individual

Competitive

Personal challenge

Stand on the right
(if you prefer this)

Outdoors

Relaxed

With others

Co-operative
(e.g., Balloon Keepy-uppy)

For fun

Add further options to gain a full picture of your students' preferences.

3. After each option, students to discuss why they stood where they did with those closest to them. Ask for volunteers to share their thinking with the wider group.

Classroom option



Equipment

4. After each option, students to discuss with those closest to them, why they stood where they did. Ask for volunteers to share a summary of their discussion with the wider group.
5. Ask each group to feedback their ideas.
6. Make a note of the students' preferences for how they like to take part in physical activity.



Think Inc.

- Students work with a scribe or create a collective movement playlist in groups.
- If students don't like any physical activities, they can choose an activity they would like to try and consider what they would like to get from it.



Process

1. Show students the My Movement Playlist – Example from the slide deck.
2. Ask students to copy the playlist example headings, choosing a name for themselves and drawing an image of themselves in the circle.
3. Under the heading 'Top Activities' list three activities you enjoy doing most and would include on your movement playlist.
4. Under each activity write:
 - a) Why you like it
 - b) What you get from taking part
5. Under the heading 'Taste' ask students to copy the choices for where and how they like to be physically active. Add the horizontal sliding scale bar in between the choices and mark where they would position themselves with a short vertical line based on which they prefer most.
6. Thinking about your Top Activities, write down how you would 'remix' them to make them even better. Think about the people, place, equipment and environment that affect how you think and feel about them.



Deeper Learning

- Each student to 'Search' on the internet for local movement and physical activities they would like to try (or by finding out what other students do locally).
- Add new activities to the My Movement Playlist based on the search results.

Activity 8 – Steps to success

Share with students:

This next activity is to help us plan the actions we personally need to take to do more physical activity and movement which gives us joy and is important to us.



Active option



Equipment

- A piece of A4 paper per student plus one for each group of 6.
- One pen per student.



Think Inc.

- Students work with a scribe or draw actions.
- Discuss in groups to help form ideas before writing anything.



Process

1. Group students into teams of approximately six.
2. Give each student a piece of paper and a pen, and each group another piece of paper. Ask students to think back to the Snowball Activity number 2 – Blockers and Enablers. Remembering the things that helped them to be active and the things that stopped them from being active, ask them to do the following:
3. Each student to split their paper into 6 boxes. In 3 of the boxes, each student to write one action they can take to do more physical activity, e.g., do more clubs, walk to school.
4. Then write in the remaining 3 boxes actions they can take to make sure the physical activity they do gives them joy and meaning (is important to them), e.g., more time outside, less time on consoles/ devices, sleep better.
5. Ask each team to lay out all their pieces of paper in a line along with the extra piece for their group. The paper should extend no more than halfway across the available space. The pieces of paper are stepping stones, and the floor is lava!
6. Highlight the end point of the lava filled space (finish line).
7. Each player should stand on a different stepping stone leaving the first stone empty.
8. The person at the back of the line picks up the empty stepping stone and passes it forwards until it gets to the front.

Classroom option



Equipment

9. The person at the front lays down the stepping stone. Each player steps forward at the same time being careful not to fall in the lava!
10. Repeat the activity until players have moved across the space to the finish point. If time allows, they can travel back with another player leading the way.
11. First team across (and back) wins.



Think Inc.

- As per active option.



Process

1. Give each student a printed Steps to Success sheet and pen.
2. In pairs or small groups students to discuss what they could do to increase their physical activity, and make sure they always enjoy it.
3. Each student to write one action in each of the top 3 spaces which they can take to do more physical activity, e.g., do more clubs, walk to school.
4. Write one action in each of the bottom 3 spaces which they can do to make sure their physical activity gives them joy and meaning (is important to them), e.g., more time outside, less time on consoles/ devices, sleep better.
5. Share their Steps to Success with the class or wider group.

Section summary

Share with students:

Sharing your Movement Playlist gives others the chance to understand what makes physical activity positive for you and how they can help you enjoy PE and school sport.

By developing your Steps to Success, you can take ownership of your own relationship with physical activity.

If we all carry out our actions, we will improve our physical literacy, develop a lifelong love of movement and increase our chances of living active, healthy and happy lives – success!



Further resources

Physical Literacy toolkit (School Sport and Activity Sector Partnership)

To help you and your staff reflect on your own relationships with physical activity.



Physical Literacy: Movement Moments Video. (Positive experiences collective, Youth Sport Trust and Sport England).

A really useful animation which describes what physical literacy is and what influences it. A great resource to share with staff and parents to start initial conversations.



A talking head video of the consensus statement that guides you through what it means, why physical literacy matters and how it can be supported.



THRIVE: Physical Literacy Enactment Guide

Considerations for embedding the promotion of physical literacy in your whole school context.



Activate our Voice Youth Voice Activity Cards (Youth Sport Trust)

To support you in hearing the views of students and co-producing positive PE and school sport experiences.



Funded by



Developed by



**School Sport and Activity
Sector Partnership**



www.youthsporttrust.org/SSASP