



HLTH-163 – Physical Literacy for Life

Health and Human Services

Effective Term & Year: Fall 2025

Course Outline Review Date: 2030-03-01

Program Area: Health

Description:

Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. This course will cover the development and assessment of these components, as well as their importance in physical literacy participation and health throughout the lifespan. Students will have the opportunity to complete the National Coaching Certification Program (NCCP) Fundamental Movement Skills (FMS) module.

Program Information:

This is a required course in the Kinesiology Diploma Program and may be used as an elective for students in other disciplines.

Delivery Methods: On-campus (Face-to-Face)

Credit Type: College of the Rockies Credits

Credits: 3

Course type/s: Social Sciences

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	30

Seminar/Tutorials	
Laboratory/Studio	30
Practicum/Field Experience	
Co-op/Work Experience	
Other	
Total	60

Course Requisites:

- Earned a minimum grade of C+ (65%) in at least 1 of the following:
 - [ENST 12](#) – English Studies 12
 - [ENFP 12](#) – English First Peoples 12
 - [ENGL090](#) – English – Provincial Level

Prior Learning and Recognition: Yes

Students are able to request formal recognition of their prior learning or experience outside the classroom. Challenge examination, portfolio-assisted assessment, work-based assessment or a combination of assessments that is appropriate to identify, assess, and recognize prior skills, competencies, and knowledge to achieve course credit. Tuition fees apply, refer to [Policy 2.5.5 Prior Learning Assessment and Recognition \(PLAR\)](#) or contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Pickering, J. (2024). KNES 163 Logbook. In J. Pickering (Ed.), *KNES 163: Physical literacy for life*. College of the Rockies.

Coaching Association of Canada. (2018). *NCCP Fundamental movement skills: Coach workbook*. Coaching Association of Canada.

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

- explain the concept of physical literacy;
 - explain the three domains of learning, and apply them to the development of physical literacy;
 - explain and apply the stages of the Canadian Sport for Life, Long-Term Development Model;
 - demonstrate and analyze various fundamental movement and fundamental sport skills;
 - administer the Canadian Sport for Life Physical Literacy for Youth (PLAYfun) assessment;
 - describe the relationships between physical literacy, physical activity, movement experiences, and health across the lifespan;
 - identify issues and challenges in providing quality physical activity experiences for persons with disabilities, older adults and other diverse populations;
 - develop and lead age appropriate movement games and activities;
 - create safe, inclusive environments and movement games;
 - apply effective leadership and communication skills; and
 - advocate for physical literacy programming in the community.
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Course Topics:

Physical Literacy, Programs and Organizations

- Introduction to the concept of physical literacy
- Introduction to Canadian Sport for Life (CS4L)
- Introduction to the long-term development model (LTD)
 - Active start, FUNdamentals, learn to train & active for life
- Introduction to the National Coaching Certificate Program (NCCP)

Physical Literacy and Domains of Learning

- Psychomotor
- Affective
- Cognitive

- Applications to coaching, leadership and games development

Fundamental Movement Skills (FMS) and Sports Skills (FSS)

- Skills covered will include: throwing, catching, running, jumping, skipping, hopping, galloping, kicking, crossovers, hand/foot dribbling
- Movement ABCs (agility, balance and coordination)
- Teaching FMS and FSS
 - Effective leadership and coaching skills
- Assessment of movement skills using Canadian Sport for Life PLAYfun tools
- Assessment of movement skills using the NCCP 3-stage model
- Skill modifications for persons with disabilities
 - Introduction to Special Olympics and Paralympics organizations
- Fundamental movement skills for wheeling
- Fundamental movement skills for biking
- Movement preparation

Physical Literacy and Health

- Role of risky play and physical literacy in the growth & development of young children
- Health benefits of being physically literate
- Health problems associated with low levels of physical literacy
- Strategies to promote physical literacy

Movement Games

- Using games to develop physical literacy
- Age appropriate game selection
- Game development
 - Lesson planning
- Games instruction
- Teaching games for understanding (TGfU)
 - Strategies and tactics

Physical Literacy & Diverse Populations

- Young children
 - Active start stage
- Older adults
 - Barriers
 - Active for life stage
 - Competitive for life stage
 - Movement preparation
- Persons with disabilities
 - Barriers
 - Adaptive games
- Indigenous Peoples of Canada
 - Truth and Reconciliation Commission of Canada: Calls to Action

- Indigenous long-term development pathway
- Traditional games
- Cultural diversity
- International physical literacy initiatives

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: On-Campus (face-to-face)

Assessment Type	% of Total Grade
Assignments	65%
Midterm	15%
Final Exam	20%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	59-55	54-50	<50

Evaluation Notes: A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.1.4 Course Audit
- Policy 2.4.1 Credential Framework
- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Rights, Responsibilities and Conduct
- Policy 2.4.8 Academic Performance
- Policy 2.4.9 Student Feedback and Concerns

- Policy 2.4.11 Storage of Academic Works
 - Policy 2.5.3 Student Appeal
 - Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)
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Equivalent Course(s) and Course Code Changes

Equivalent Course: Students who have received COTR credit for HLTH 163 may not receive additional credit for KNES 163.

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.