



Integrating Physical Literacy into communities “Mindset”



Physical Literacy

 Sport for Life

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wii

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Unstructured play is EXTINCT!



Playgrounds empty!

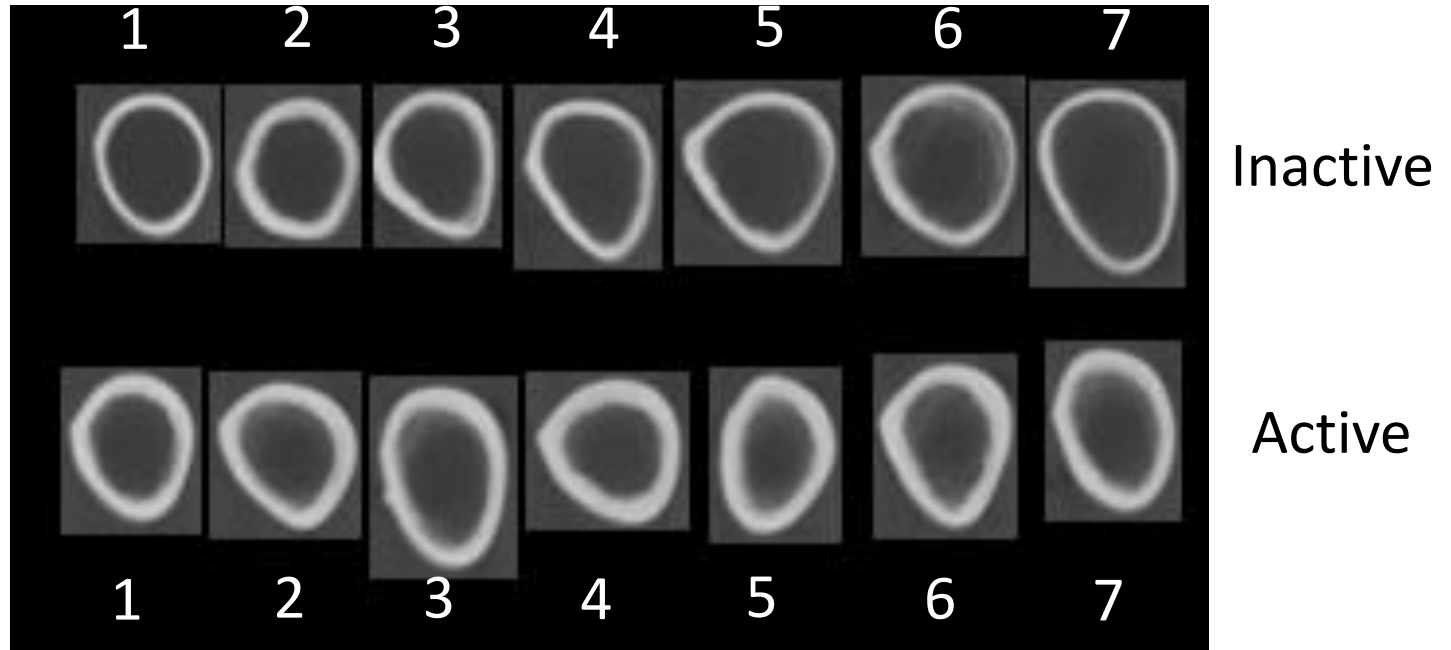
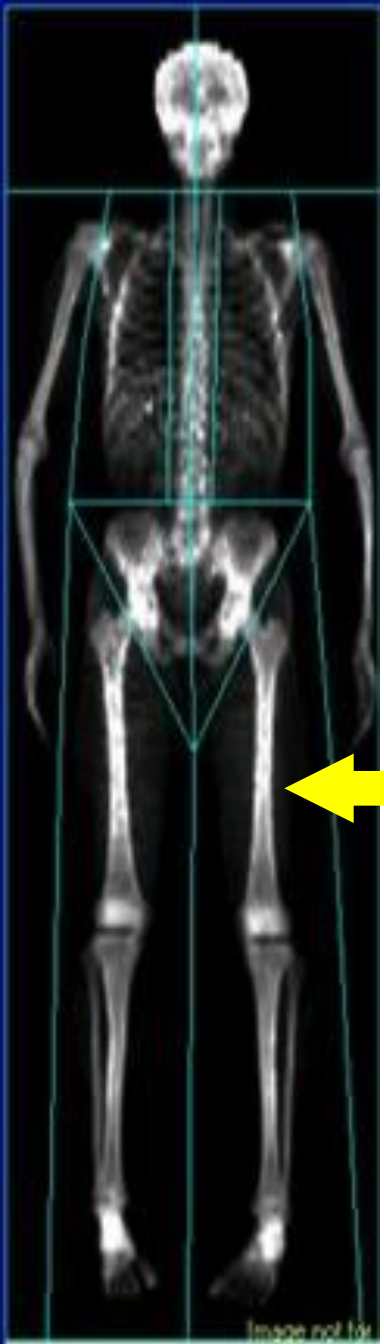


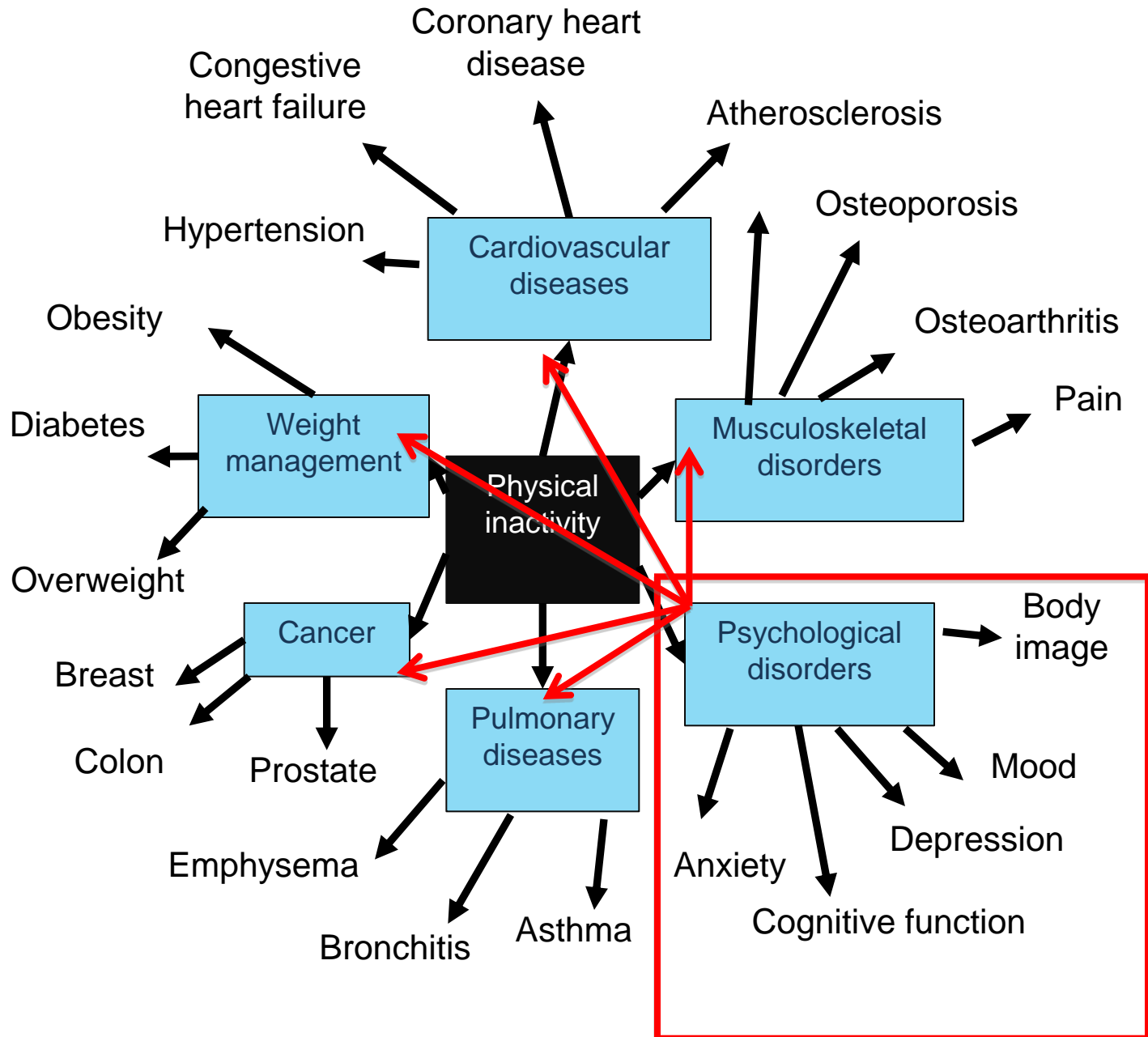
No more "Come home when the street lights come on!"



Children walk to school less than the previous generation

Physical inactivity and bone





Physical Competence

The Physical Literacy Cycle

**Movement
Competence**

Confidence

Psychological

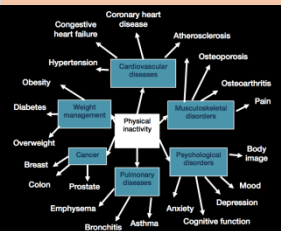


**Enjoyment
& Social
Connection**

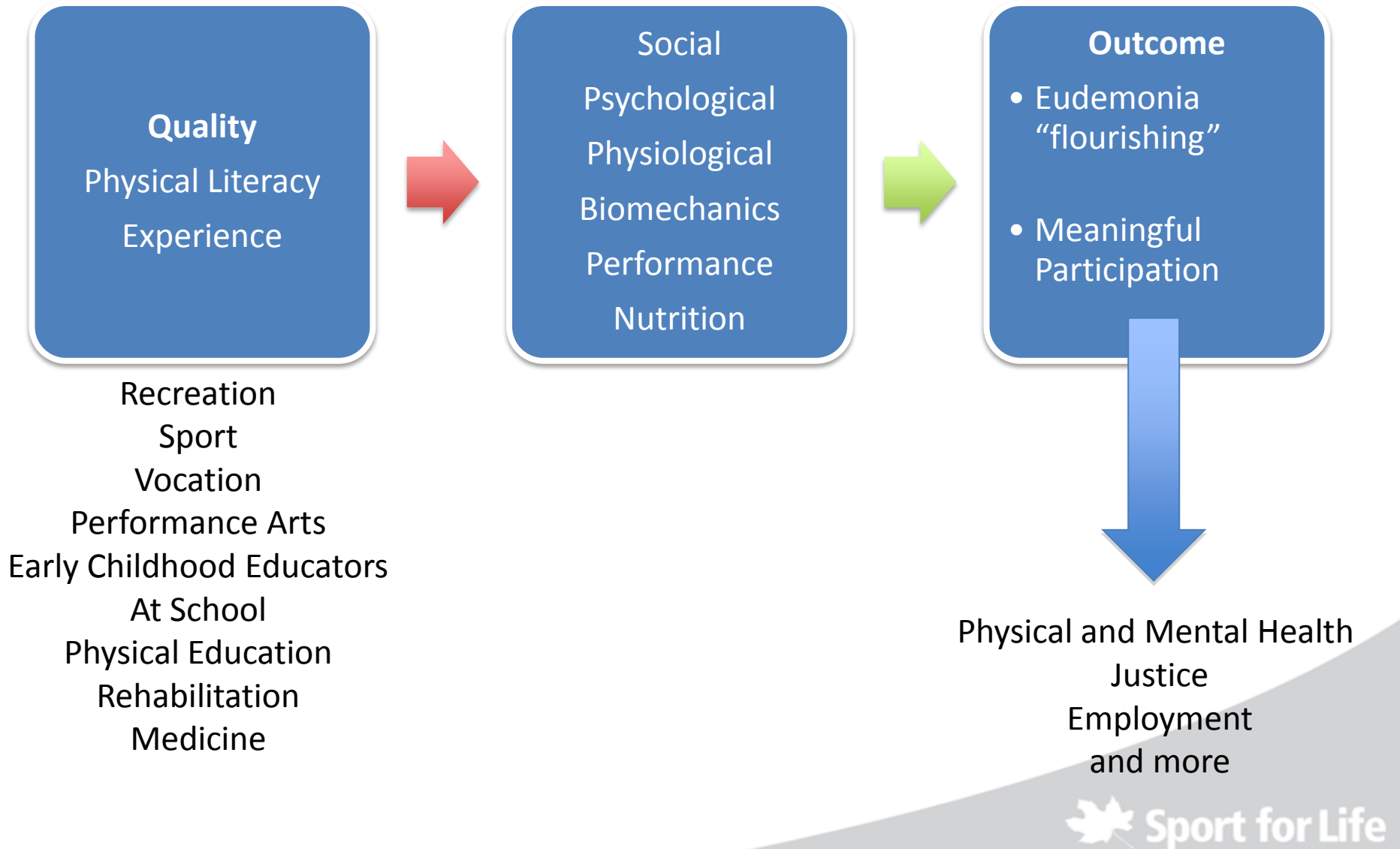
Motivation

Participation

Behavioral



The NEW MODEL for Intervention





Sport for Life

Working together for Canada's health & wellness

Physical literacy

is the ...



... to be

active for life

www.activeforlife.com

Quality sport

based on Long-Term Athlete
development is ...



... leading to

**individual excellence
and optimal health**

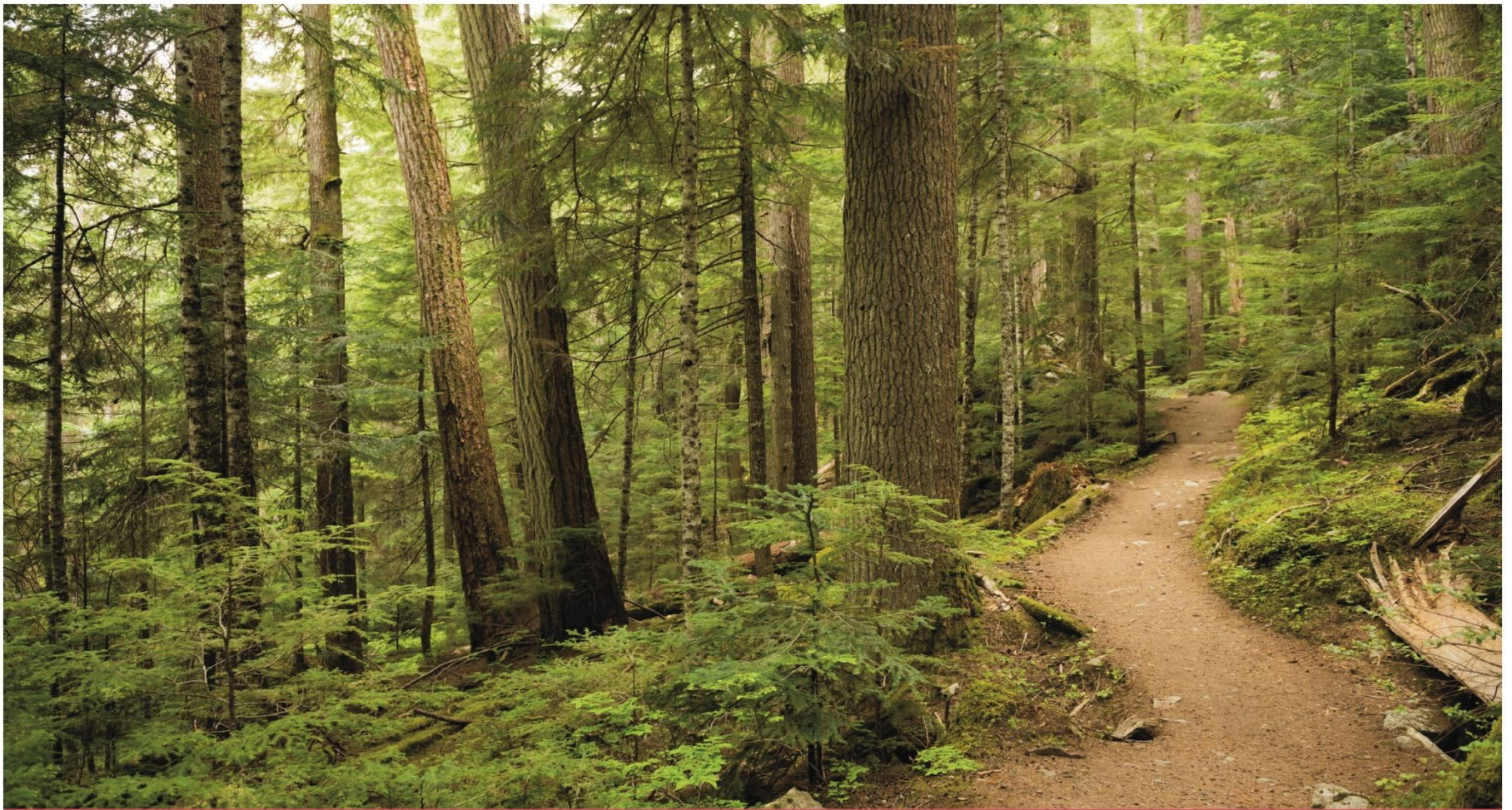
www.sportforlife.ca



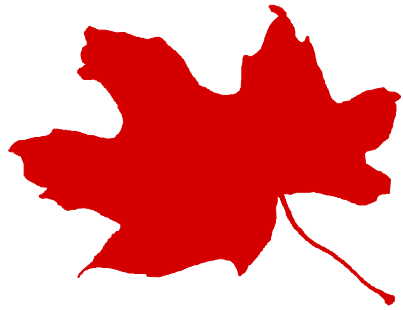
Sport for Life

Physical Literacy Across the Lifespan and Sectors

- Leisure: Recreation & Sport
 - *Fundamental* Movement Skills –General Movement Sequences- Performance Excellence & Participation
- Performance Arts
 - Circus, dance
- Vocational
 - Firefighter, armed services, dry waller, iron worker, underwater welder, any vocation with physicality
- Activities of Daily Living
 - Garden, paint, hammer, walk on slippery surfaces, etc.
- Injury Prevention
 - Lift, carry, transfer, lower – back injury – WCB
 - Falls, stumble recovery, landing – fracture
 - ACL: Female to Male ratio is 6:1, physical literacy related!



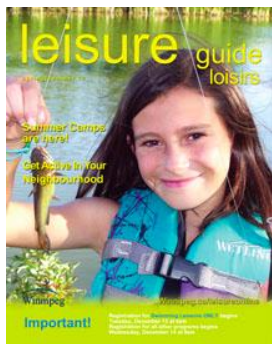
PHYSICAL LITERACY
The GATEWAY to ACTIVE PARTICIPATION



Sport for Life



Recreation,
Performance Arts



In & At
School



Sport, Coaching, Ex Pro



Health

No child
left behind

Work towards seamless
integration for
PL development



PL Enriched Environments

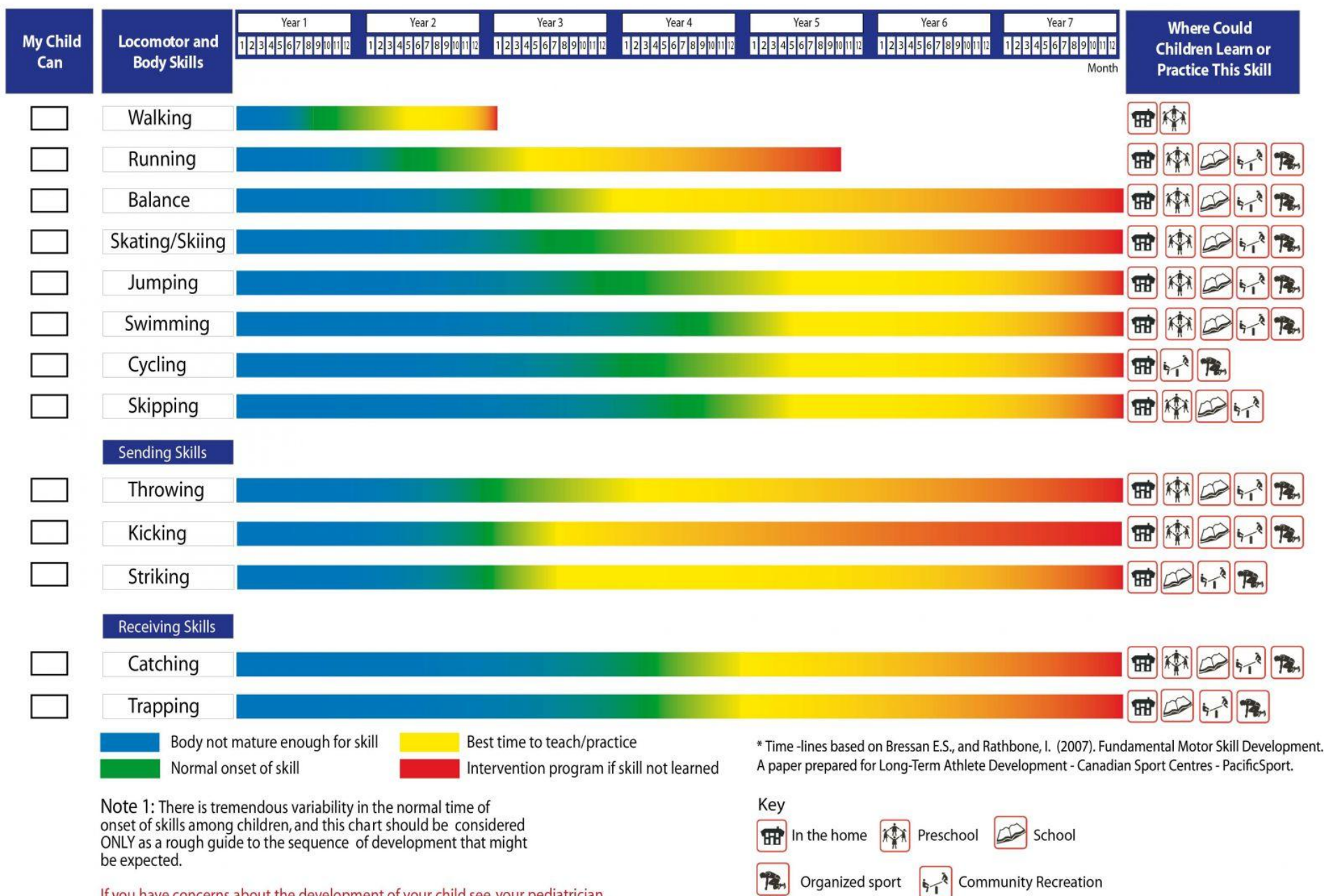
Building Physically Literate Children



Time and **A**ccountability
in the hands of **C**aring & **T**rained Adults

***“No matter how many
sidewalks we build, no matter
how many parks we construct,
no matter how much we urge
people to get involved with
physical activity, they simply
won’t do it unless they have
the ability, confidence, and
desire to be physically active.
That’s where physical literacy
comes in.”***

American Surgeon General, Vivek Murthy
([Murthy, June 27, 2015](#))



All children should be exposed to a wide range of fundamental movement skills in a wide range of settings including on-land, on ice/snow, in water, and in the air. Since agility, balance and coordination are critical, children should be given the opportunity to learn running, jumping and throwing; gymnastics; swimming; and ice/snow activities. Communities should consider establishing single programs that expose children to the whole range of skills.

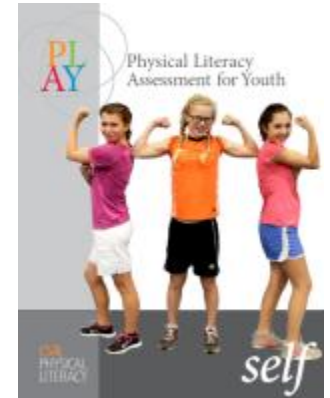
* Time -lines based on Bressan E.S., and Rathbone, I. (2007). Fundamental Motor Skill Development. A paper prepared for Long-Term Athlete Development - Canadian Sport Centres - PacificSport.

PL Assessment

- Physical literacy should include more than just movement skills (movement repertoire and competence to move),
- It should also include confidence, different environments, participation, comprehension, and motivation.
- Perception of physical literacy by the child, parent or practitioner also important
- To identify barriers or facilitators to participation.

PLAY Tools

- Were developed at the University of Manitoba and deployed by Canadian Sport for Life
- Originally designed for research but have excellent fit with program evaluation
- The tools have very good to excellent reliability, strong validity, are easy to interpret and are very sensitive to change.
- The PLAY Fun/Basic tools do not exhibit “ceiling effects” so they can be employed over a very large range of abilities



Public Health

Public Health Nurses

- Roles changing – great potential
- Sudbury example – Natalie Philippe
- Many points of contact

Physical Activity Activators/Promoters

- Interface with community
- Connect and mobilize PL opportunities
- Unique circumstances – Chatham-Kent

OSPAPPH – Ontario Society of PA Promoters in PH

Hospital Foundations

Peace Arch Hospital Foundation

- Investment in the community
- Reduce the number of people needing the hospital
- Developed a cross sectoral table
- Establish sectoral leads
- Teach them how to fish

Health Policy

- Lead by public health
- ECE policy for Alberta & BC
- ECE policy for Windsor-Essex Health Unit
- Granting steams

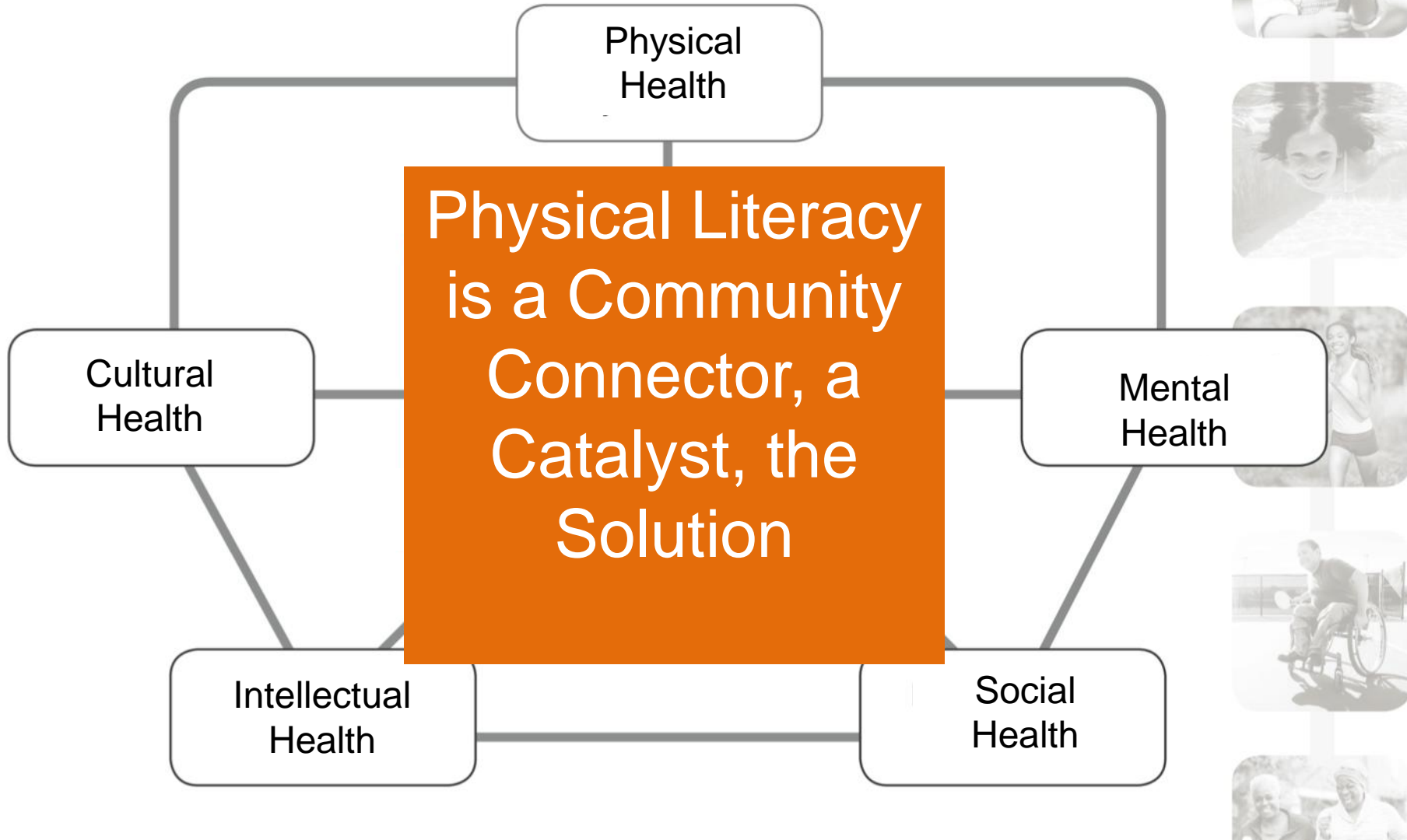
A large, faded background image showing a group of diverse children running happily on a grassy field. Overlaid on the left side of the text are four stylized maple leaves in red, orange, yellow, and dark red.

Physical Literacy

for Communities



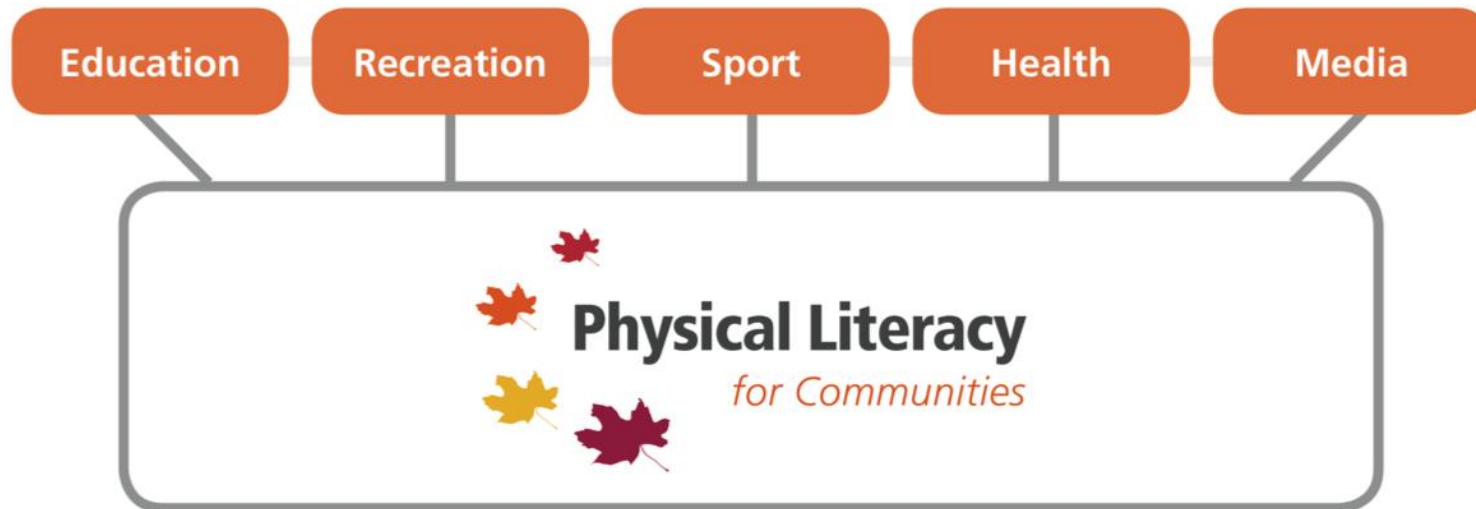
The Opportunity



The Solution

Bringing community leaders together—to lead

ALIGNMENT OF ALL KEY LEADERS OF THE COMMUNITY



- The solution we're proposing is alignment of five key community sectors, cooperating to deliver the what, why, and how of physical literacy.
- The solution is supporting national, provincial, and municipal stakeholders supporting knowledge transfer and implementation of Physical Literacy for Communities.



Current Projects

Trillium Projects

- Aurora (Health Unit Participating)
- Sudbury (Health Unit Lead)
- Hamilton (Health Unit Partner)
- Collective Impact (OSPAPPH Participating)
- PL Instructor Program (HF, CAC & S4L)
- Pre School PLAy (McMaster – HUs Partnering)
- Quality Sport (MTCS)

MAKING HAMILTON MOVE



PROJECT GOALS

- PHYSICAL ACTIVITY BEHAVIOUR CHANGE THROUGH TARGETED COMMUNICATIONS AND INCREASED AWARENESS
 - DELIVER CREATIVE, SAFE, INCLUSIVE AND EFFECTIVE PHYSICAL ACTIVITY PROGRAMS
- INTEGRATE AND COORDINATE EXPERTISE ACROSS SECTORS TO CREATE CROSS-SECTORAL SOLUTIONS
 - DEVELOP SUSTAINABLE PROGRAMS TO HAVE ONGOING IMPACT IN THE COMMUNITY

4 SECTORS ENGAGED THROUGH PARTNERSHIPS

1 PROJECT LEAD ORGANIZATION

4 PRIMARY PARTNERS

5 SECONDARY PARTNERS

75,000

CHILDREN 0-10 WITH IMPROVED CONFIDENCE, COMPETENCE AND MOTIVATION TO BE PHYSICALLY ACTIVE FOR LIFE

SUDBURY PLAY GROUPS



PROJECT GOALS

- A COMMUNITY WHERE OUR CHILDREN ARE HEALTHY, HAPPY, AND THRIVING
- A COMMUNITY WHERE OUR PARENTS, TEACHERS, COACHES, AND PRACTITIONERS ARE INFORMED, TRAINED, KNOWLEDGEABLE, AND SUPPORTED
- A COMMUNITY WHERE OUR OLDER ADULTS ARE VIBRANT AND ACTIVE
- A CONNECTED COMMUNITY

4 SECTORS ENGAGED THROUGH PARTNERSHIPS

1 PROJECT LEAD ORGANIZATION

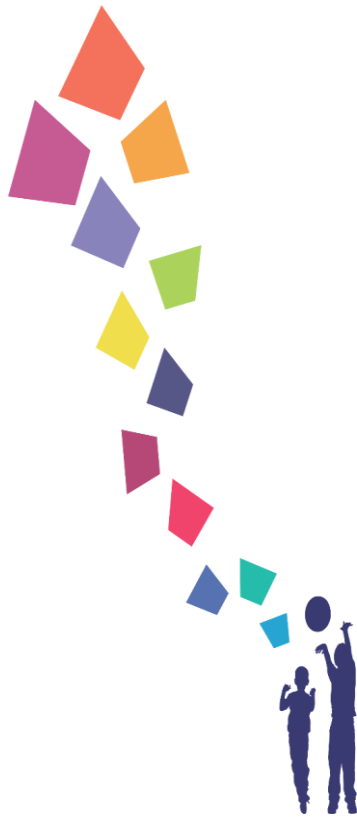
4 PRIMARY PARTNERS

9 SECONDARY PARTNERS

35,000

CITIZENS 0-10 WITH IMPROVED CONFIDENCE, COMPETENCE AND MOTIVATION TO BE PHYSICALLY ACTIVE FOR LIFE

We want to help kids reach their potential through sport!



- **Sport Nova Scotia Multisport programs are collaborative projects between community sport organizations and municipal recreation departments, with the support of numerous community sport stakeholders.**
- **Our vision is to grow children through sport by providing opportunities to develop the skills and confidence to enjoy the positive benefits of a quality experience.**

Process Development

- ❑ Work plan and bilateral alignment
- ❑ Nova Scotia Sport for Life implementation
- ❑ Community energy around enhancement
- ❑ Municipal recreation alignment
- ❑ Continued S4L/PL/LTAD 101
- ❑ Collective impact
- ❑ Building it together



Learnings & Ongoing Development

- ☐ **Testing ground for enhanced quality sport in**
- ☐ **Increased opportunities by thinking outside**
- ☐ **Increased parental engagement**
- ☐ **Building stronger community relationships**
- ☐ **When we know what we know, it's simply the**



Multisport in your Community...

- ☐ Are you at a state of readiness for a collaborative community approach to Multisport delivery?
- ☐ What partners would you engage? Who has energy and capacity to do something different in community sport delivery?
- ☐ What is the best avenue to bring people together to start the conversation?
- ☐ Who will provide the backbone support?
- ☐ What will be the partner?
- ☐ What are your community's goals and vision for Multisport delivery?
 - ☐ What program format and target age group fit best?
 - ☐ What facilities and environments would be ideal?
 - ☐ What does quality leadership look like?
 - ☐ What are the curriculum and equipment needs?
 - ☐ What logistics are needed?
 - ☐ How do you know if you are successful?



School Mental

School Conversation Guide

#1

How can school staff support physical literacy within the school ?

Resources:

- The Edmonton Catholic School District Mental Health Strategic Plan provides opportunities to further develop your understanding of mental health and build awareness about tools and strategies to support all students' mental health.
- ECSD Physical Literacy Share Point

<https://edmontoncatholicschools.sharepoint.com/sites>



Key Understandings:

- Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.
- Physical Literacy promotes students to be active and supports their social emotional wellness, which impacts their mental health. (Social Emotional Learning has five core competencies: Social Awareness, Self-Management, Self-Awareness, Responsible Decision Making, and Relationship Skills)
- Physical Literacy develops social responsibility and strong decision-making skills
- When students are active, they learn how to be cooperative, communicate with one another and collaborate, which are skills that can be brought into the classroom and help them to be lifelong learners.
- Physical Literacy is not a destination, rather a lifelong journey from 1 to 100.

Questions for discussion:

- What am I doing to support physical literacy in my school?
- How can I promote physical literacy, while teaching my curricular outcomes in all subject areas?
- How can I encourage the development of social emotional learning through promotion of physical literacy?

For More Information:

- Physical Literacy Sessions with Dr. Vicki Harber
Elementary - February 15 - JH/SH March 8
<https://districtinservicing.ecsd.net/Session/UserSessionregistration>
- Physical Literacy Consensus Statement
<http://physicalliteracy.ca/physical-literacy/consensus-statement/>
- Steps to Improving Physical Literacy
<http://passportforlife.ca/what-passport-life-information-pdf-file/0010/658081/ASC-3465-1-Physical-Literacy-what-does-it-mean-for-it>
- Physical Literacy: What Does This Mean?
<http://www.ausport.gov.au/data/assets/>



Collaboration ≠ Collective Impact

- A core group of partners is committed to making a measurable impact on a specific social or environmental problem
- Making progress addressing this social issue at scale requires the involvement of nonprofits, philanthropy, the public sector, and the private sector
- Making significant progress against this issue requires systems change, and greater alignment and connection between many organizations



Collective Impact Readiness
Assessment: Jan. 2014

requires both scaling
tions, as well as

The logo for Sport for Life, featuring a stylized white figure of a person in motion, possibly a runner or dancer, to the left of the text "Sport for Life" in a sans-serif font.

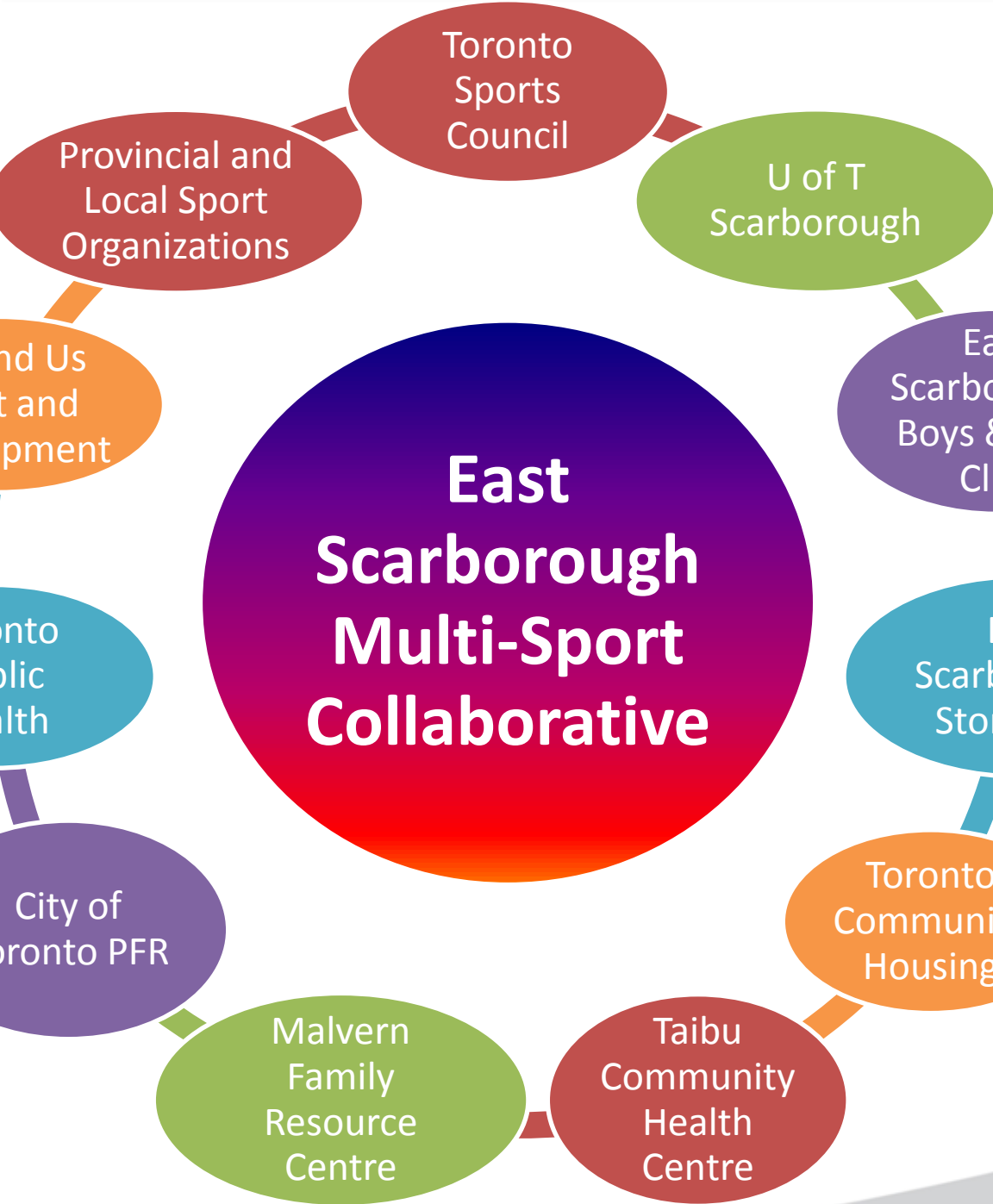
Common Agenda

To provide all children and youth in East Scarborough (City of Toronto Wards 42, 43, 44) with the skills and confidence to enjoy the positive benefits of a quality sport experience in their lives and the lives of their community.

- ✓ become more physically literate through quality, multi-sport experiences
- ✓ develop personal resiliency, learning and life skills
- ✓ reach their personal athletic potential



Sport for Life



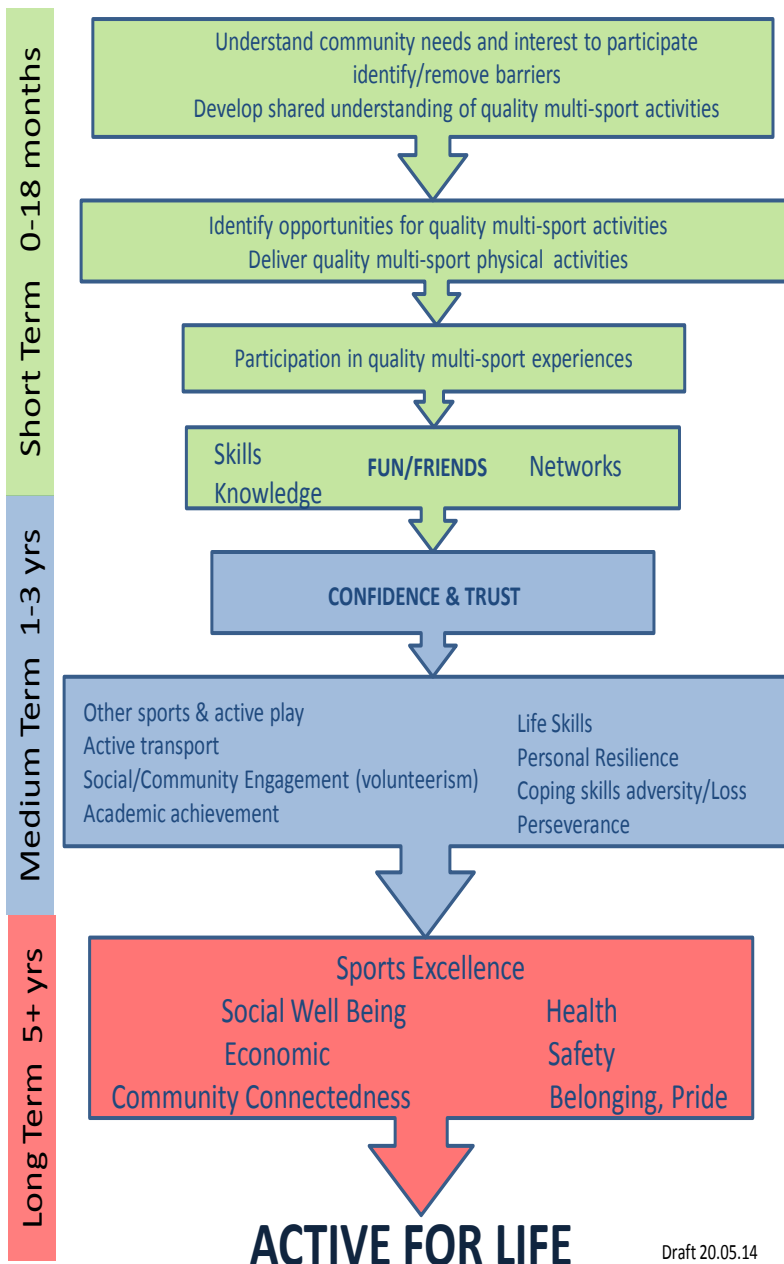
Additional Partners:

AFL Canada; Athletics Ontario; Basketball World Toronto ; BFCa Badminton ; Canadian Sport for Life ; Canadian Wongchun Fellowship; Coaches Association of Ontario; Council Agencies Serving South ; Environic Analytics ; Get Active N' Play; Heart and Stroke Foundation; Human Institute for Canadian ; Made Basketball ; Native Child and Family Services of Toronto; Parks and Recreation Ontario ; Queens University; Royal Bank of Canada; RBC Office for Injury Prevention; Scarborough Softball Association; Scarborough Tennis Federation; Scarborough Titans Volleyball Club; Soccerworld Polson Pier; Sport4Ontario; Sports Walls;

Theory of Change

East Scarborough Multi-Sport Collaborative

Journey From I Can't to I CAN



Take Aways

1. What is being done intentionally around increasing Physical Literacy in your sector?
2. Could schools, recreation departments and sport clubs work together?
3. Could/do you have a role in bringing these groups together?
4. What is one thing you would do differently tomorrow?

Thank you for your time!

Key Websites

- www.sportforlife.ca
- www.physicalliteracy.ca
- www.activeforlife.ca
- www.phecanada.ca
- www.activeafterschool.ca

Physical Literacy & You



Physical Literacy

- Now What?
- What are your takeaways?
- What could you do differently tomorrow?
- Who could you connect with?
- How would you do things differently?