

# Sport for Life



## Physical Literacy for Communities – Building Resilient Citizens

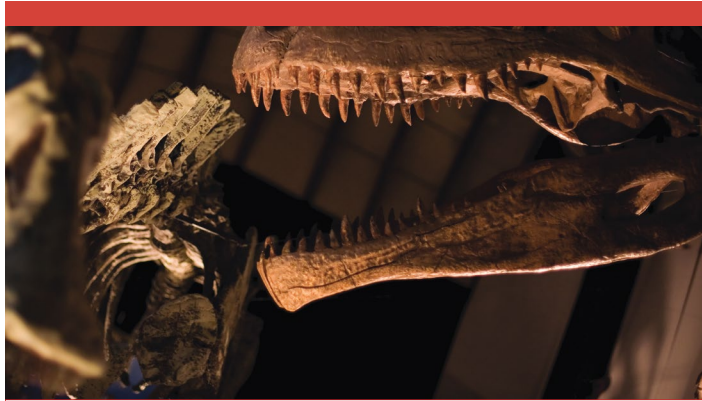
Presented by:

Drew Mitchell - S4L

I gratefully acknowledge the Syilx people for hosting me as an uninvited settler on their Okanagan territory.



# Generational Differences



Unstructured play is EXTINCT!



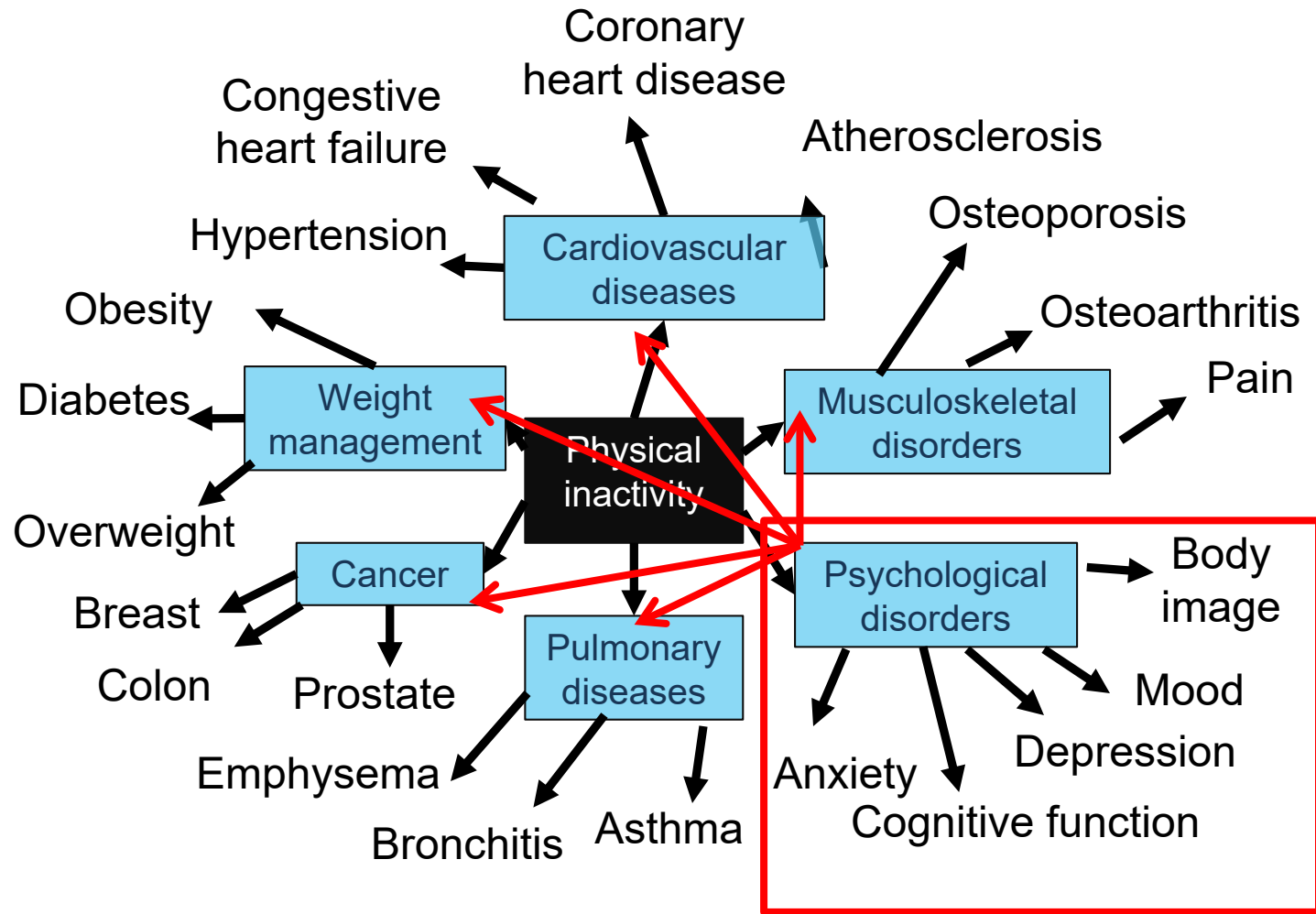
Playgrounds empty!



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



Children walk to school less than the previous generation

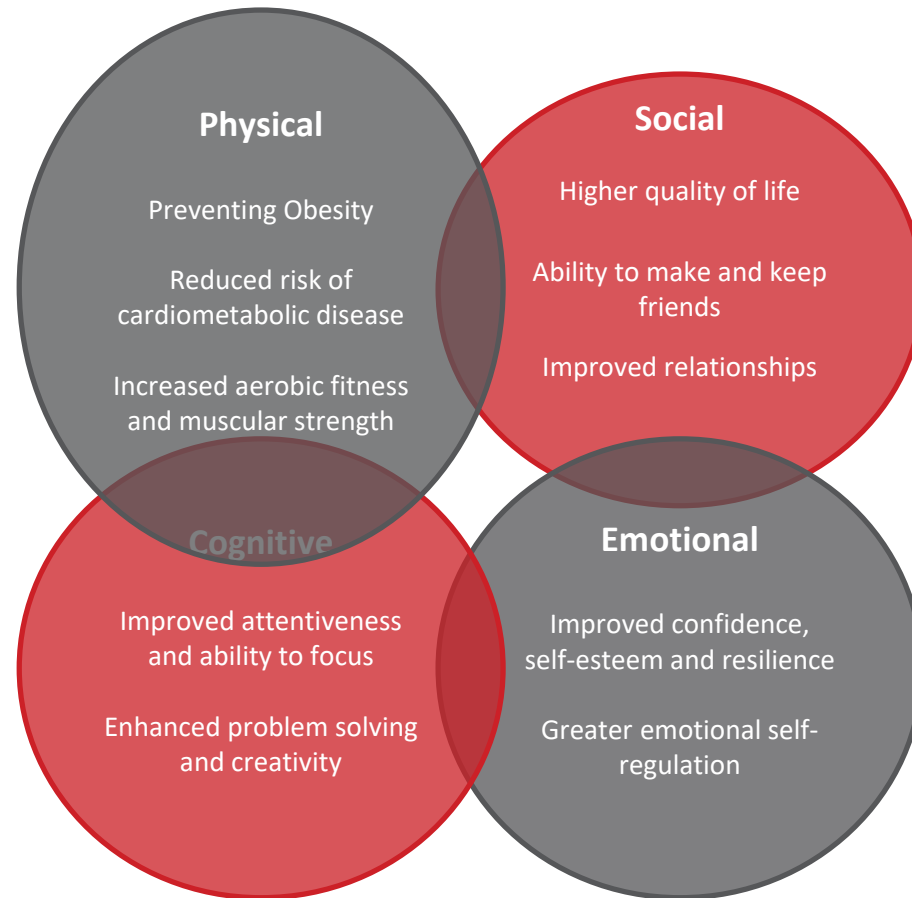


## Physical Activity Levels of Canadian Children

- 12% of Canadian children and youth are meeting the current daily physical activity guidelines (Statistics Canada, 2021)
- 36% of 8- to 12-year-olds in Canada assessed by the CAPL meet or exceed the minimum level recommended for physical literacy (Tremblay et al., 2018; Participaction, 2021)



# Health Benefits of Physical Literacy





# Physical literacy

is the...

motivation  
knowledge  
valuing



physical  
competence

confidence

...to be

**active for life**

## Body Control



Agility  
Balance  
Coordination  
Speed  
Rhythm  
+

## Locomotor



Running  
Jumping  
Swimming  
Sliding  
Skating  
And more

## Object Control



Sending  
Receiving  
Dribbling  
Striking  
And more
















# AND THESE...?

**JUMPIN**  
Skipping  
Gallup Hang  
Spin Waddle  
Hurdle  
**Turn** Hit  
Backward roll

**HOPPING**

Kick Bat  
Bunt  
**Roll** Side  
Skate  
Slide Trap  
Slither  
Canter Backward



		Indoors			
		Ground	Water	Ice/ Snow	Air
	Body Control				
	Locomotor				
	Object Control				
		Outdoors			

Physical Competence

# The Physical Literacy Cycle

**Movement  
Competence**

**Confidence**

Psychological

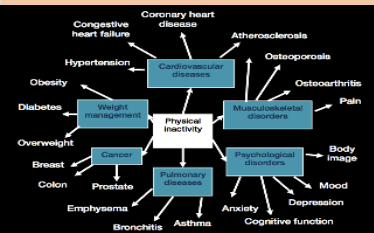


**Enjoyment  
& Social  
Connection**

**Motivation**

**Participation**

Behavioral





Physical Literacy

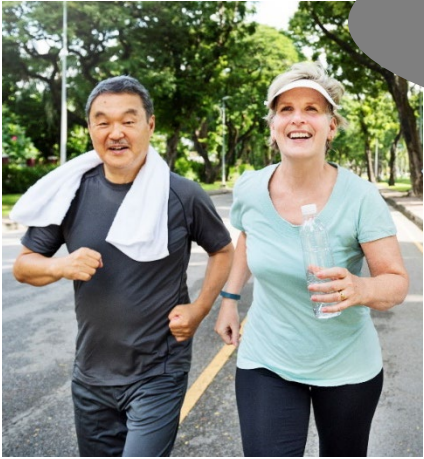
Physical Activity

Physical Health Benefits

Physical Fitness

Mental Well-being

“Durability”



	Literacy	Numeracy	Music	Physical Literacy	All Domains
Highest Pursuit	Write professionally, pursue literature	Be mathematician, statistician, engineer or scientist	Play professionally, study music, be music critic	Compete at the highest level, play professionally	Mastery of the activity
Daily Use	Read newspapers, signs, directions	Make change, fill in tax forms, calculate day-to-day numbers	Play an instrument for personal enjoyment	Play sports, engage in healthy physical activity	Which motivates to learn more, improve and value the activity
Functional Level	Put letters and words together to read and write	Add, subtract multiply, divide for basic arithmetic	Play simple tunes	Combine fundamental movement skills into games and activities	Develops competence and confidence
Basic Building Blocks	Learn Letters	Learn Numbers	Learn Notes	Learn Movement Skills	Learning

Based on Mandigo, J. (2013)

LEARNING TO MOVE  
IS JUST AS IMPORTANT  
AS LEARNING TO  
READ AND WRITE.



be fit for life  
moving alberta

## The Bidirectional Relationship Between Physical Literacy and Physical Activity

- Physical literacy development is a gateway to physical activity participation (Brown et al., 2020; Cairney et al., 2019)
- Physical literacy development influences physical activity participation and related health outcomes across the life course (Cairney et al., 2019; Brown et al., 2020)
- Physical literacy is a lifelong journey (Cairney et al., 2019; Brown et al., 2020)



# Physical Activity

- *Canada's 24-Hour Movement Guidelines for Early Years*
- Infants: Active several times per day, 30 minutes tummy time
- Toddlers & Preschoolers: 180 minutes of physical activity a day, includes energetic play



# Young Children – Active by Nature?

- *Healthy Kids Report Card, 2016*
- One-third of Canadian preschool children are either overweight or obese.
- Young children spend an average of 7.5 hours daily being sedentary.
- Only 15% meet the guidelines for less than one hour of screen time per day.
- **Why is this happening? (see handout)**







# Physical Literacy and Resilience in Children and Youth

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**Background:** There is growing interest in the relationship between physical and psychosocial factors related to resilience to better understand the antecedents of health and successful adaptation to challenges in and out of school, and across the lifespan. To further this understanding, a trans-disciplinary approach was used to investigate the association between the multidimensional constructs of physical literacy and resilience in children at a key stage in their development.

**Methods:** Cross-sectional data were collected from 227 school children aged 9-12 years old from five schools in Winnipeg, Manitoba, Canada. Resilience was measured using the *Child and Youth Resilience Measure*, and physical literacy through the *Physical Literacy Assessment for Youth* tools. Data were provided by self-report, surrogate assessors of the child (physical education teachers and parents), and trained assessors for movement skills. These data were analyzed using correlation and logistic regression.

**Results:** Resilience was significantly correlated with numerous indicators of physical literacy, including movement capacity, confidence, and competence, environmental engagement, and overall perceptions of physical literacy. Regressions indicated that resilience could be predicted by movement confidence and competence, environmental engagement, and overall physical literacy.

**Conclusions:** The findings of this study, using a constellation of sources, provide foundational evidence for the link between resilience and physical literacy among children, encouraging the importance of physical literacy development in schools. Longitudinal studies are required to further examine this relationship and how these previously unrelated fields may work together for a richer understanding of the interplay between the physical and psychological determinants of well-being.

**Keywords:** resilience, physical literacy, physical activity, physical education, children, youth, circus

## OPEN ACCESS

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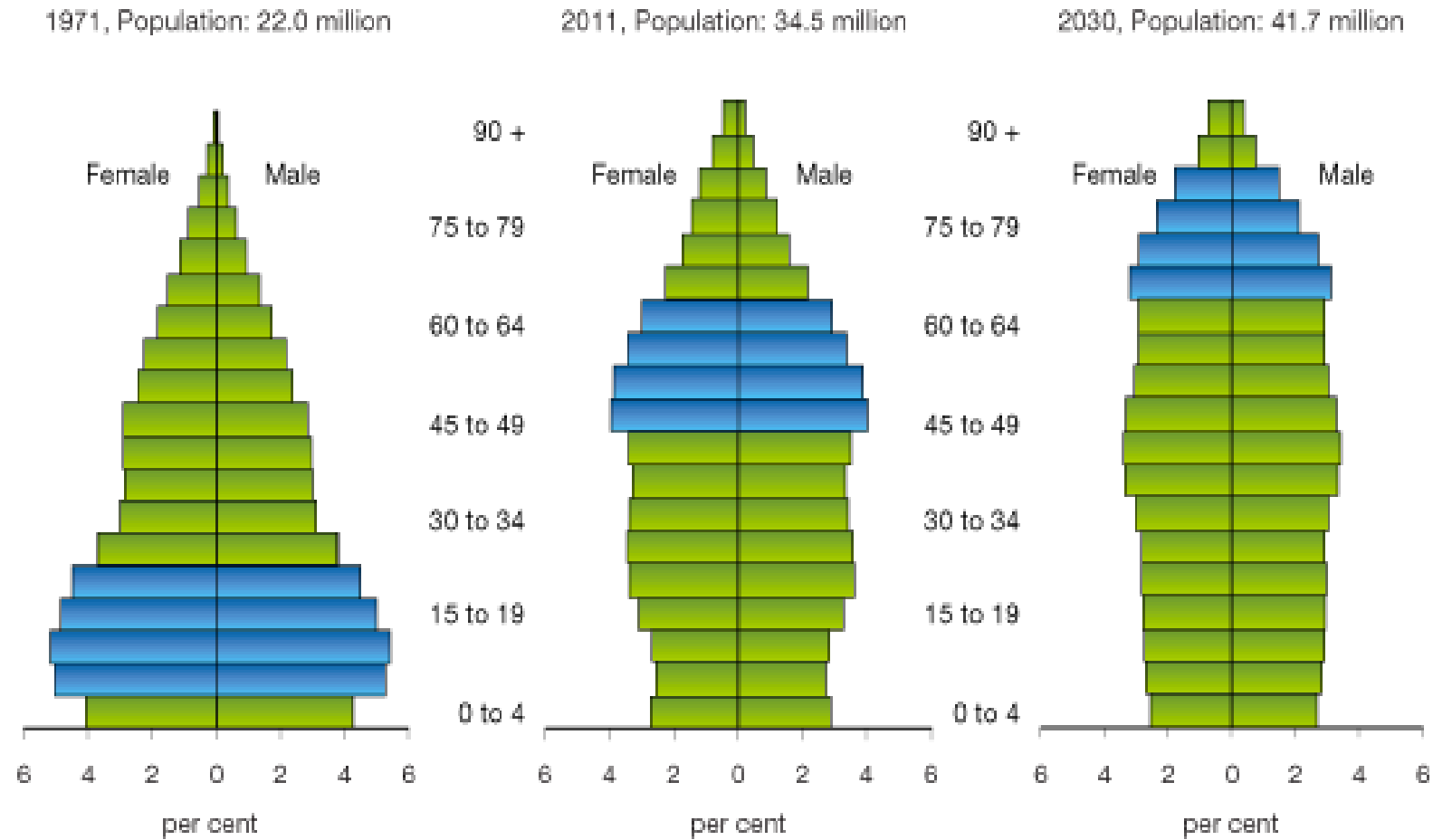
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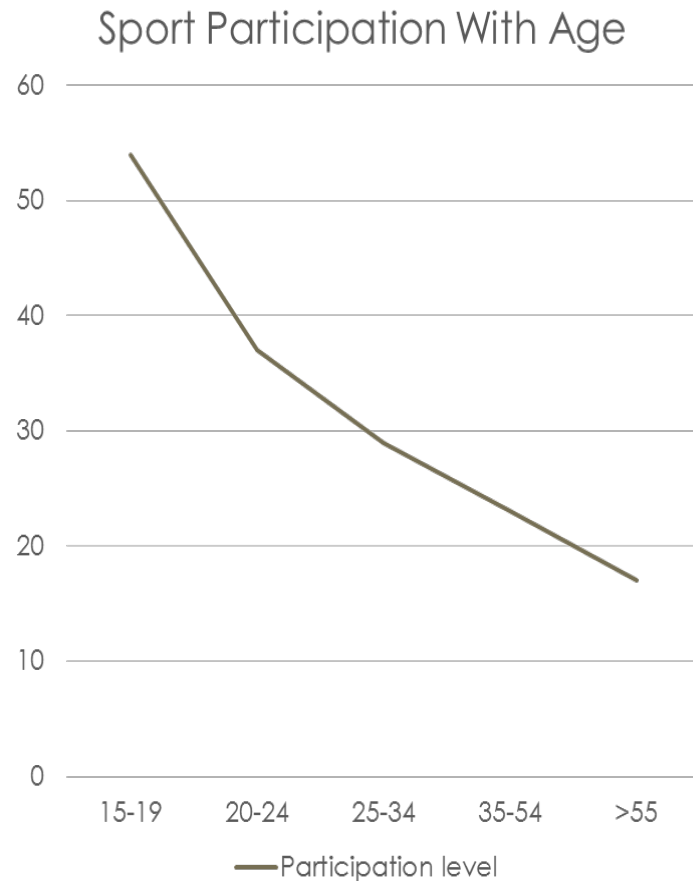
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# Canada is Ageing



Source: Statistics Canada, 2012

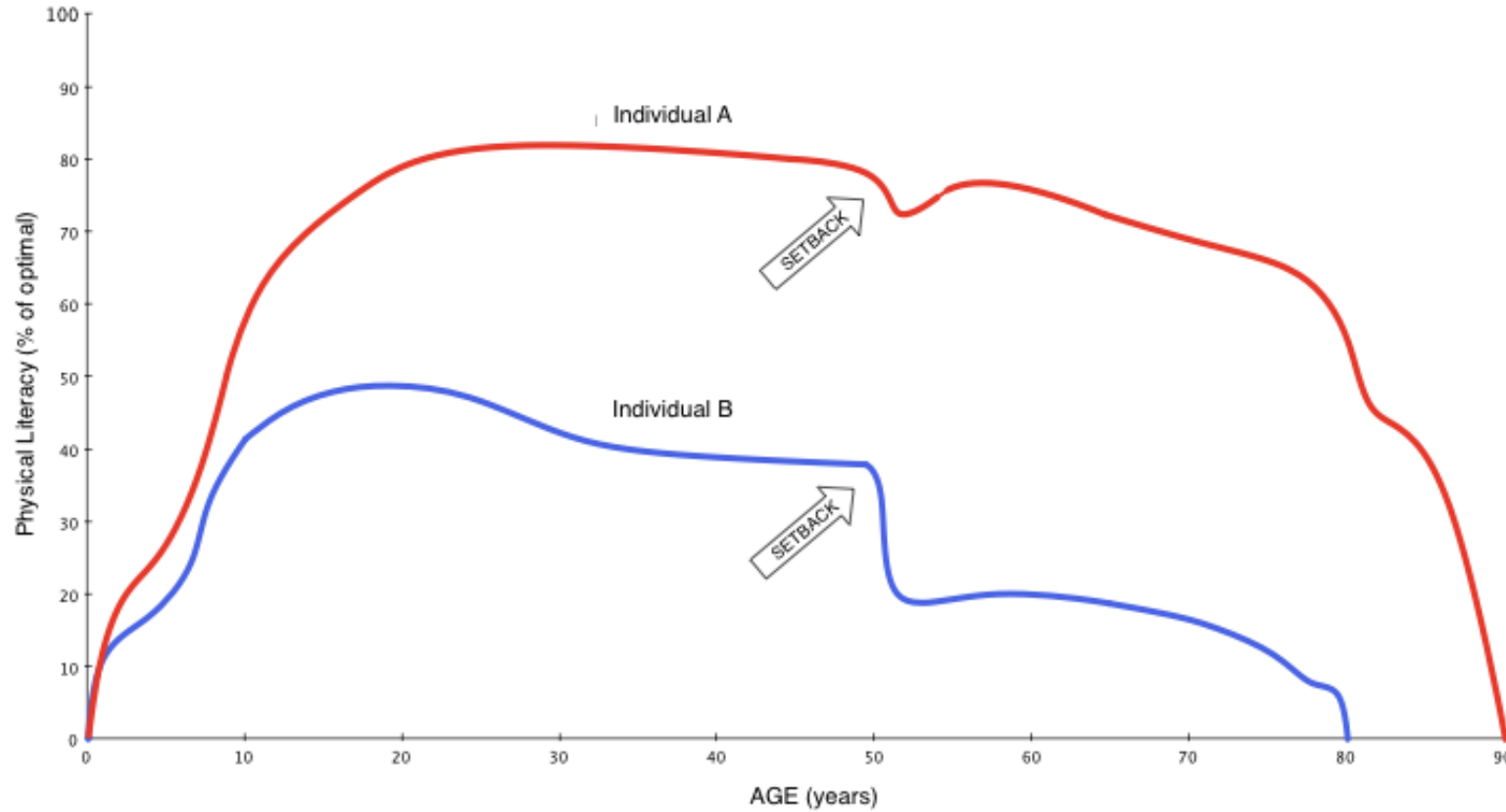
## (in-) Active Ageing



- As Canadians age, they are progressively less likely to participate regularly in some form of sport
- The level of participation at all ages has declined over the past decade

Source: Canadian Heritage. Sport Participation 2010 Research paper. February 2013. Catalogue No. CH24-1/2012E-PDF

# Maintain, Manage, Maximize for resilience and durability by design (compression of morbidity - J.F. Fries)



- Manage conditions
- Maximize physical literacy
- Maintain fitness

# Why don't Canadian adults participate? TAD

## Time

- Lack of time- reality or excuse?
- Conflicts
- Transportation

## Appearance

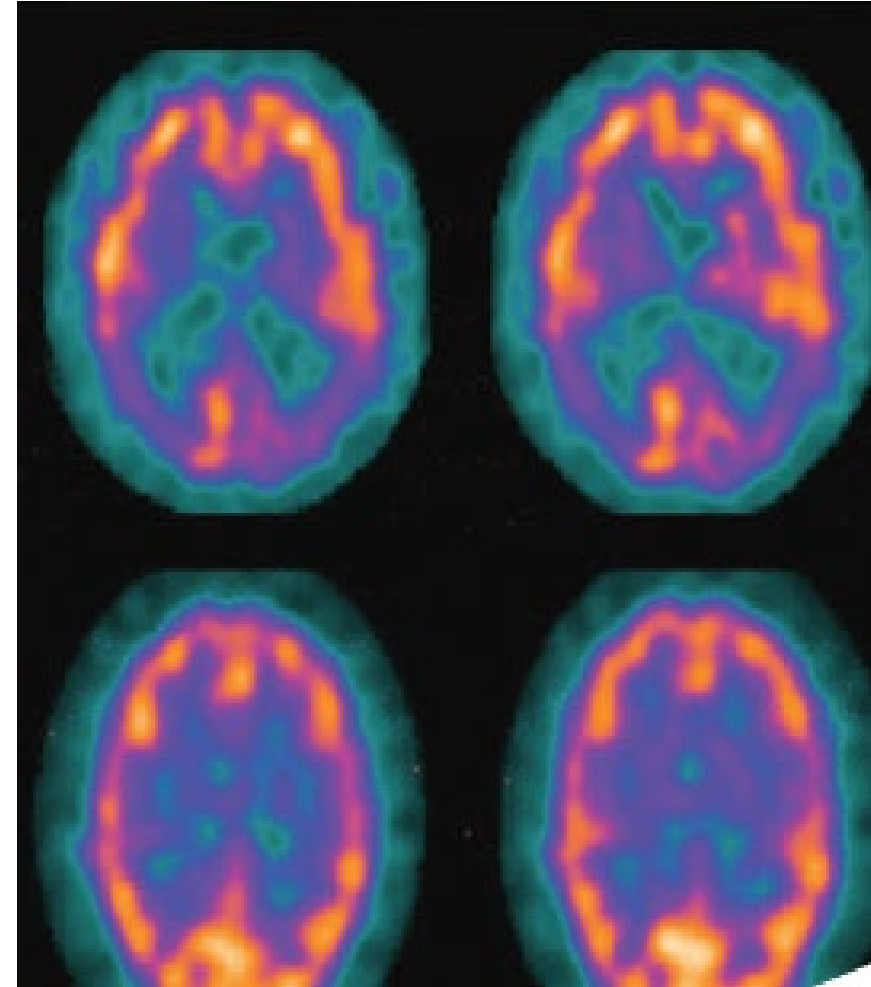
- Body image, tighter/shorter clothing
- Mixed gender groups
- Ability – “I don't want to look foolish”

## Discomfort/cost

- Physical – chronic injury, OA, etc.
- “Fear of exercise” – pain, fatigue
- Fear of falling
- Financial discomfort – fees, transportation, etc.

## A PL-based approach means:

- Activating the brain to learn new movements and skills;
- Developing a broader range of movement competencies;
- Supporting learning with fun, social, challenging activities;
- Building confidence and the desire to participate;
- Taking advantage of body and brain plasticity – moving and learning are protective!



## PL is a lifelong journey



- As our bodies change, grow and age, the body needs to adapt and learn new movement skills.
- We continually build on existing physical literacy with new activities and experiences.
- We transition to different activities as mobility or life circumstances change.
- We can move for life through recreation, masters and community programs.

## Confidence for fun and learning

- “Appearance” and audience can work against fun and learning
- Safe places to try (and fail)
- Test/ask about discomfort: what can’t they do easily?
- Confidence is built on fun and challenge...and overcoming appearance and discomfort!





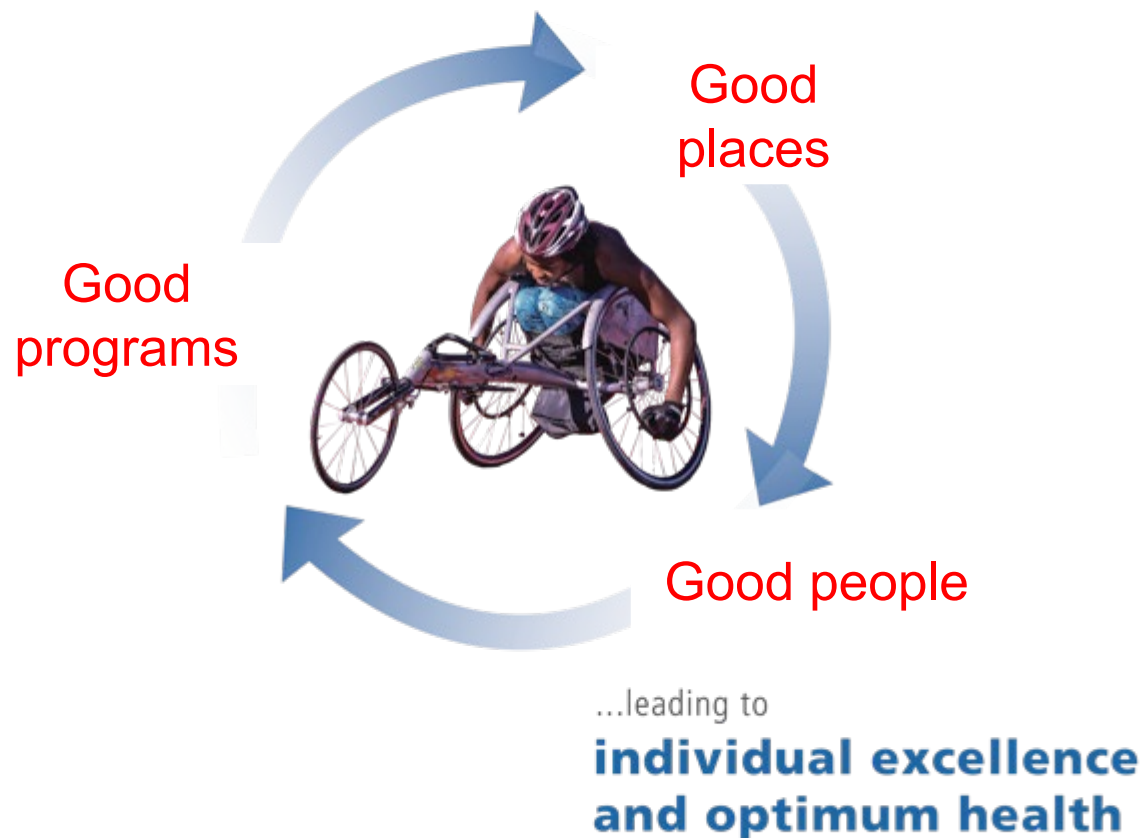
# Key Components to Develop Physical Literacy

1. FUN!
2. With purpose
3. Everyone included & participant-centered
4. Always moving
5. Progressive & challenging



## Quality sport

based on Long-Term Athlete Development is...

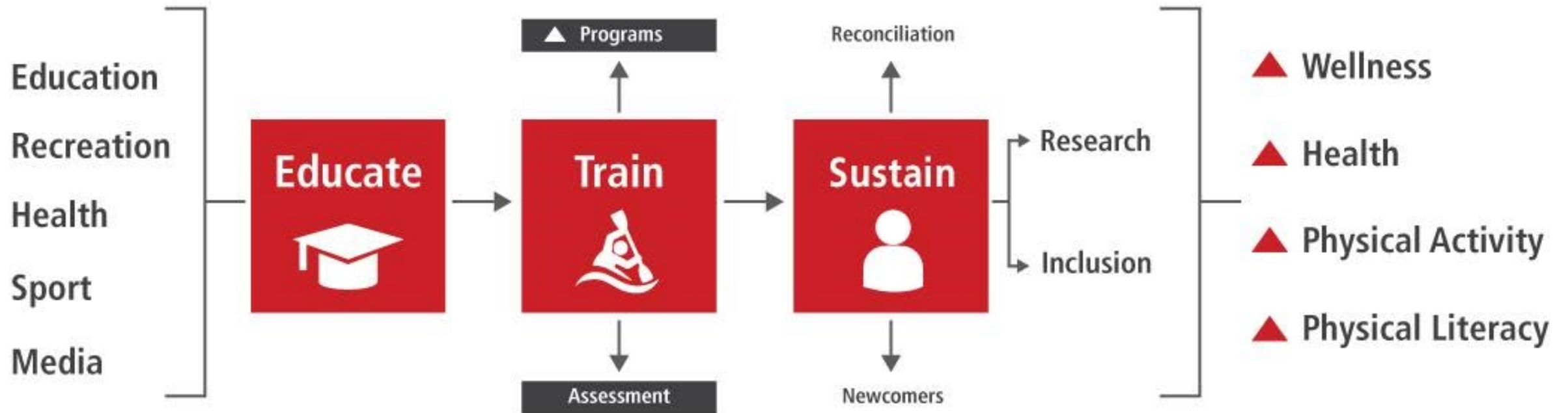


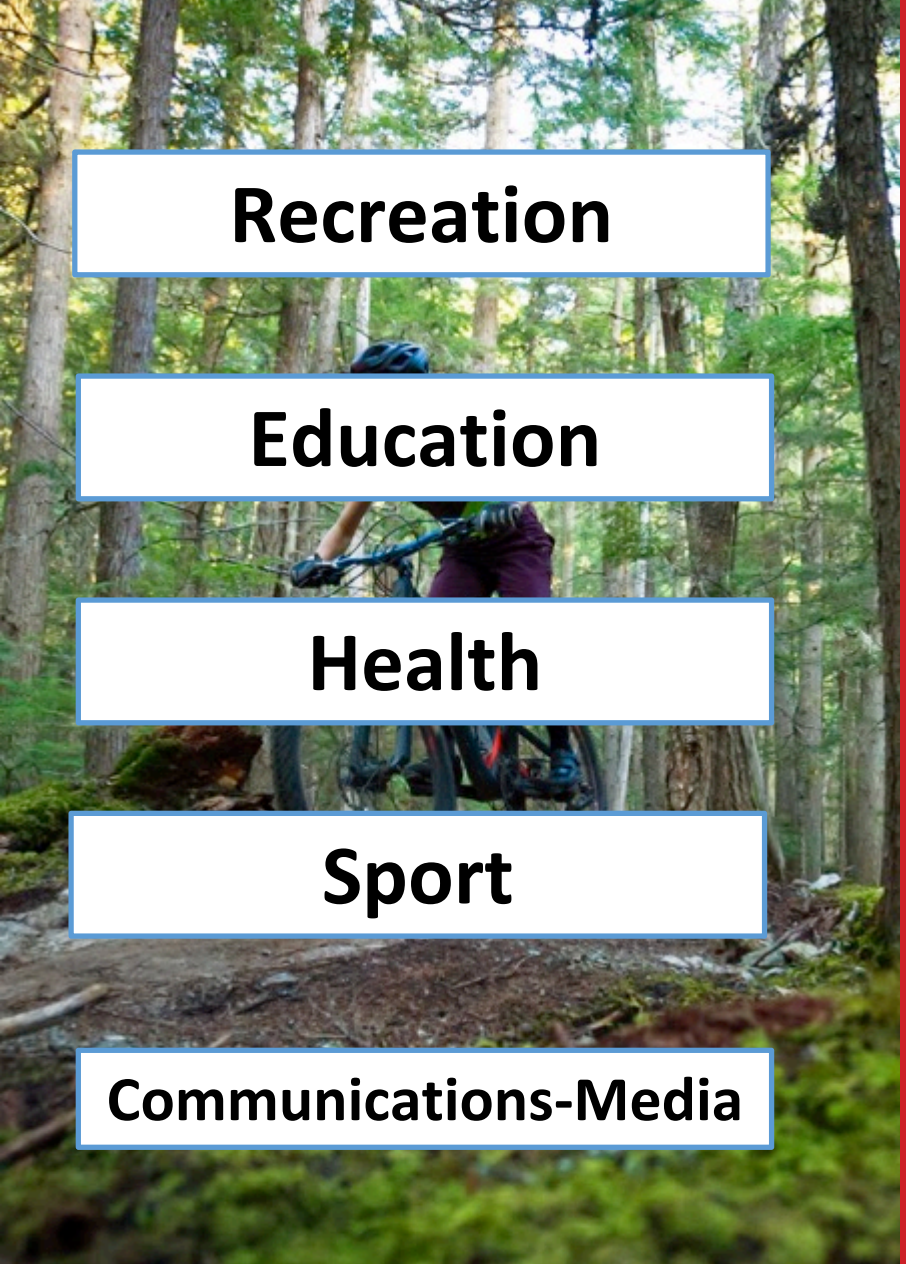
## Quality sport

based on Long-Term Athlete Development is...



# Physical Literacy for Communities





**Recreation**

**Education**

**Health**

**Sport**

**Communications-Media**

# Physical Literacy for Communities

A three phase commitment

## Phase 1: EDUCATE

**Facilitating an understanding and  
Awareness of physical literacy**

## Phase 2: TRAIN

**Developing physical literacy-enriched  
programs**

## Phase 3: SUSTAIN

**Self-sustaining physical literacy  
for communities**



# PHASE 1: EDUCATE

Facilitating an understanding and awareness of physical literacy

## ASSIGNED PHYSICAL LITERACY COMMUNITY CONSULTANT

1

Forty-two days of on-the-ground support, coordination, planning, and workshops. Plus weekly and monthly online guidance and mentorship.

## BECOMING A PHYSICALLY LITERATE COMMUNITY

2

We begin by engaging your community leadership team, identifying the key sector champions and decision and policy makers to begin workshops and training to build team capacity.

## CREATING THE COMMUNITY PLAN

3

After doing an environmental scan and gathering feedback, we work closely to develop sector-specific action plans.

## MARKETING AND PROMOTING THAT PLAN

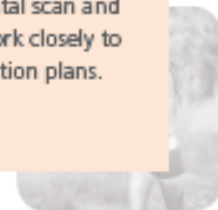
4

Development of community messaging and connecting with local media to share the plan.

## COMMUNITY EDUCATION WORKSHOPS

5

These workshops are designed to engage the community within each key sector and build capacity, buy in, and engagement.



PLAY

West Vancouver-Bowen Island

PHYSICAL LITERACY AND YOU



PHYSICAL LITERACY AND YOU  
OKANAGAN SIMILKAMEEN



## **VISION**

- Transforming the lives of individuals and health of Prince George – Lheidli T'enneh through the development of Physical literacy.

## **MISSION**

- To develop physical literacy and quality sport in Prince George – Lheidli T'enneh empowering everyone to be active for life.



## **Sport for Life**

In this project there are 3 distinct Inuit communities, each with their common history and also their own unique ways of knowing and doing. Being prepared to think differently across communities and being prepared to adapt approaches has been a key practice for “a good way” forward in this project. A way forward that acknowledges and engages each community where they are at and testing and learning from there. A key process has been empowering their voice to share their needs and vision for their community



## **Sport for Life**

Building intentionally (albeit slowly) by increasing local capacities through training and providing access to networks, knowledge and best practices from other Nunavut and Nunavik communities, as well adaptable practices from the South. This project has attempted to break the cycle of communities being passive participants or simply recipients of the services and resources of a project. And instead encouraging the development of the skills and abilities to create, implement and maintain sustainable programming self-sufficiently. A change in community thinking and an emphasis on self-determination and full engagement in all facets of the project has not been easy nor has it reached sustainable levels ... yet. But it has begun.



# Thanks Questions?

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