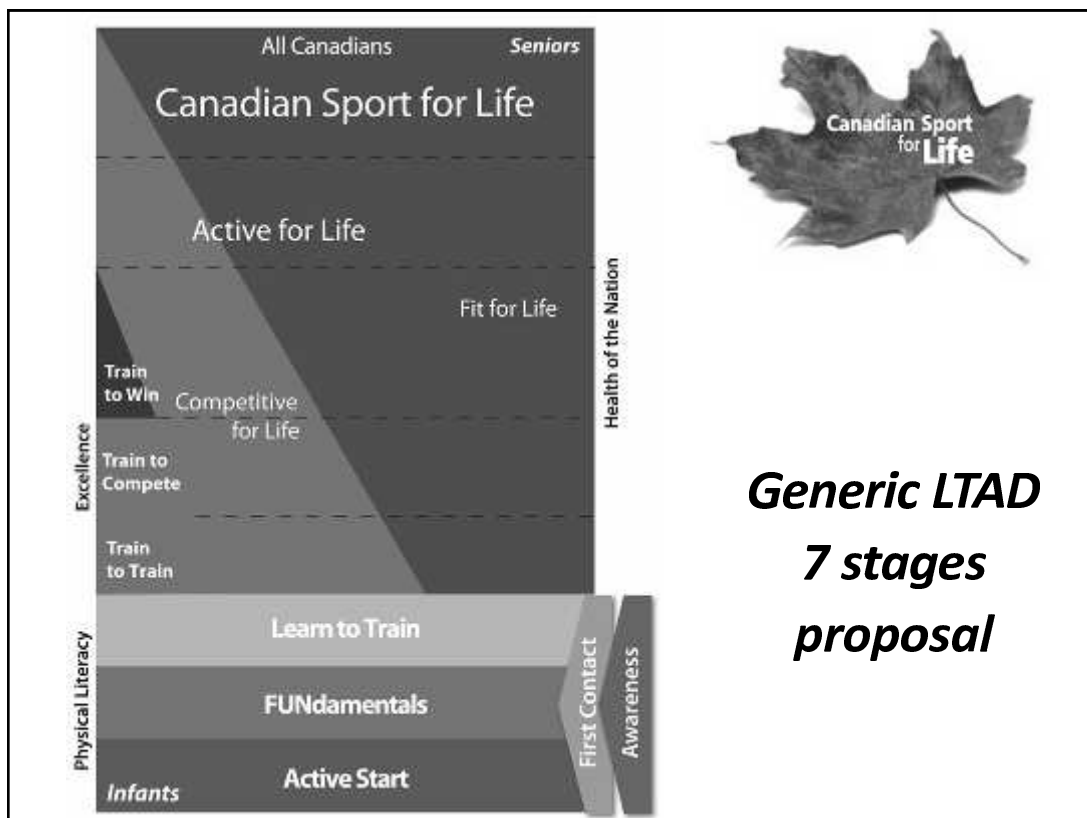


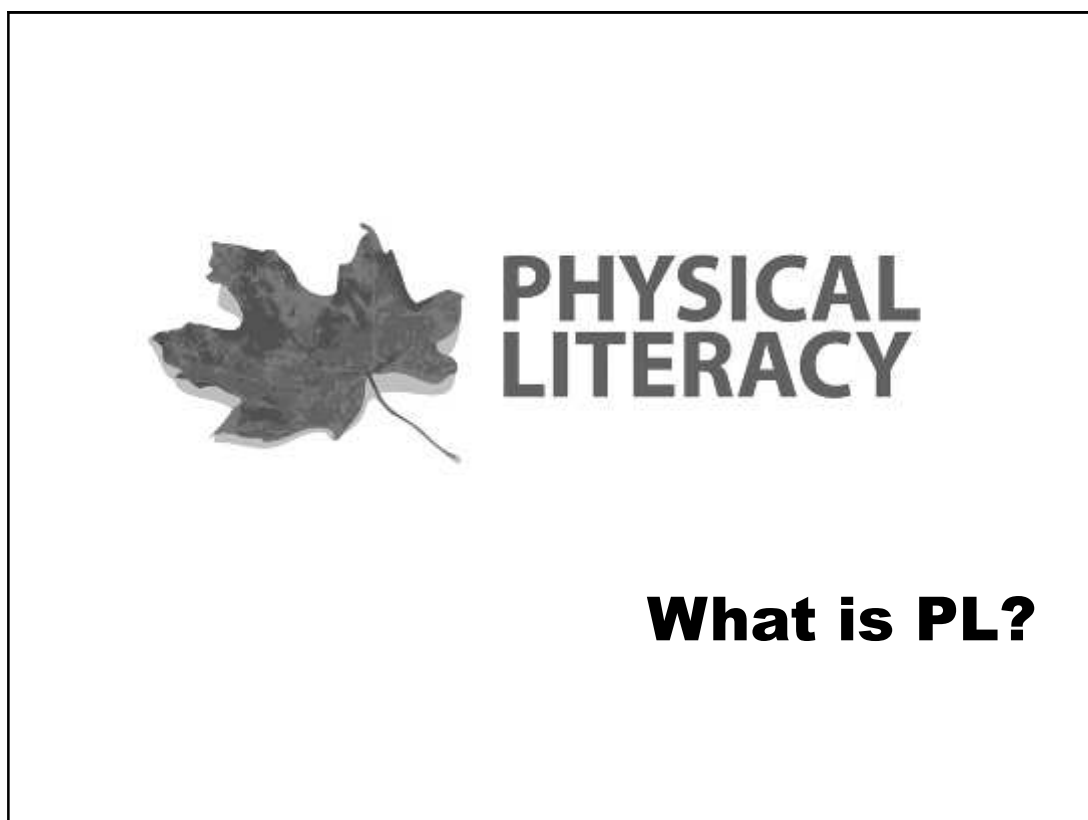
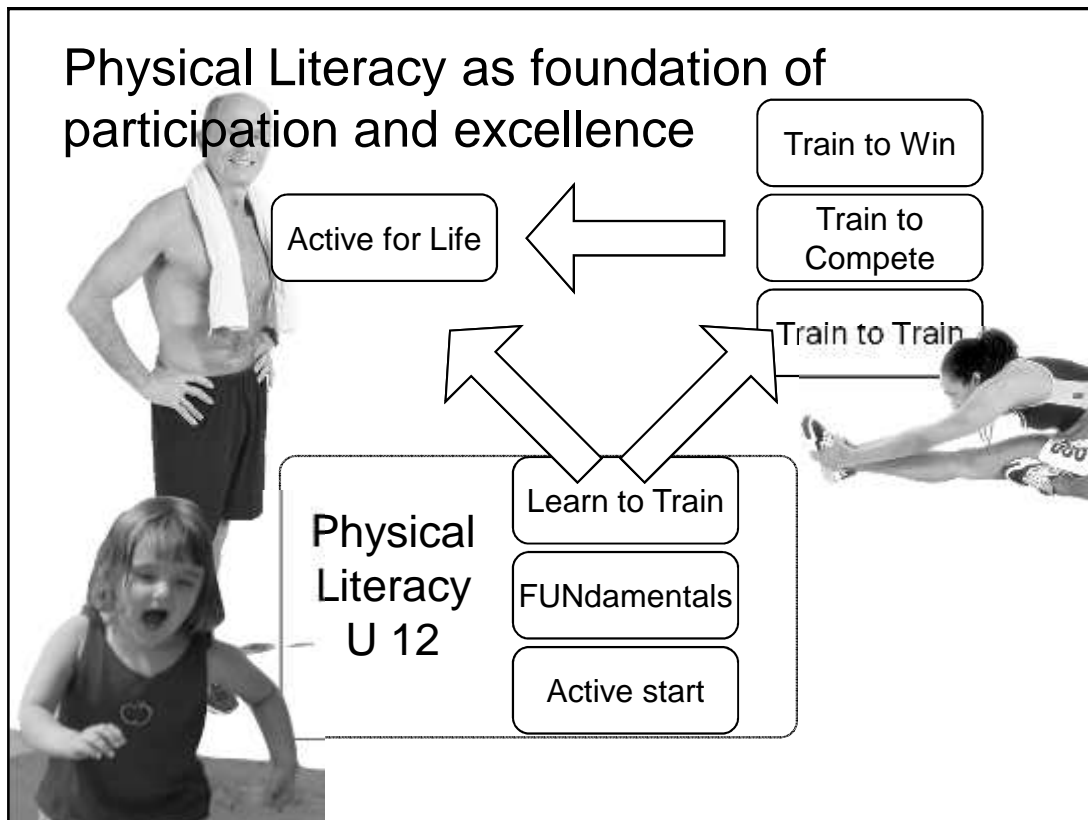
Literacy: The Foundation of CS4L – “food for thought”



Liège, Belgium,
October 2014

Charles Cardinal, NCCP Learning Facilitator, CS4L Leadership Team,
Balyi I, Higgs C, Jurbala P, Way R, CS4L Leadership Team





The motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life course.

M. Whitehead July 2013

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.

PHE Canada, 2010





Physical literacy is the ability to demonstrate physical proficiencies in multiple environments.

Dean Kriellaars, 2006

Physical literacy is crucial to the acquisition, by every child, youth, and adult of essential life skills which is an indispensable means for **active** participation in the societies and economies of the twenty first century.

Adapted from UNESCO

Literacy Models

Literacy	Numeracy	Music	Physical Literacy
<ul style="list-style-type: none"> • ABC • Words • Sentence 	<ul style="list-style-type: none"> • 123 • Fractions • Equations 	<ul style="list-style-type: none"> • Do-re-mi • Scale • Score 	<ul style="list-style-type: none"> • Fundamental movements • Motor abilities • SS skills
			



**PHYSICAL
LITERACY**

WHY PL?



What percentage of people are active enough?

Meeting minimum age guidelines. Accelerometer data.

Age	Males	X	Females
6-11	48.9	41.8	34.7
12-15	11.9	7.65	3.4
16-19	10	7.7	5.4
20-59	3.8	3.5	3.2
60+	2.5	2.4	2.3



52% of people self-report they are active enough!
10.9X over-estimate!

Sedentarism

	1999	2004
● TV	3:04	3:05
● Videos/DVD	59	1:11
● Print	43	43
● Audio	1:48	1:44
● Computer	27	1:02
● Video game	26	49
● SUM	7:29	8:33



Total Screen Time

6:19 in 1999

6:21 in 2004

Kids are Multi-taskers.

Kaiser Family Foundation US

Unstructured play is
EXTINCT! Gone the way
of the dinosaur.




“Come home when the
street lights come on!”
never to be heard
again!

Playgrounds
empty!




“Walk to School” has
been eradicated in ONE
generation. 2000 steps a
day gone.



Activity **Food**

Food
31.5% of children OW/OB
65% of adults OW/OB

Activity
58-90% under kids guideline
about 94% under adult
guidelines



Healthy

Eat Well and Exercise Regularly



Physical Literacy
One GATEWAY to ACTIVE PARTICIPATION

Moving forward, a corner stone to active participation could be _ _ _

Fundamental movement skills (FMSs)

FMSs 3 streams

MOTOR ABILITIES

Agility
Balance
Coordination
Speed
Rhythm



MVT SKILLS

Running
Jumping
Swimming
Sliding / Skating



SKILLS / OBJECT

Passing
Catching
Dribbling
Striking



The uncontested core:

- Body control, walk, run, jump, catch, throw, kick, strike.



But many, many, others

Skate
 Hurdle Boot
 Bat Skip Barrel roll
 Hop Gallop
 Roll
 Bunny Hop Hang Sideways
 Change direction
 Scoop Canter
 Frog jump Backward walk Turn
 Twist
 Backward roll Gallop Hang

And environments

- Ground - court, field,
- Water -
- Ice/snow -
- Air -



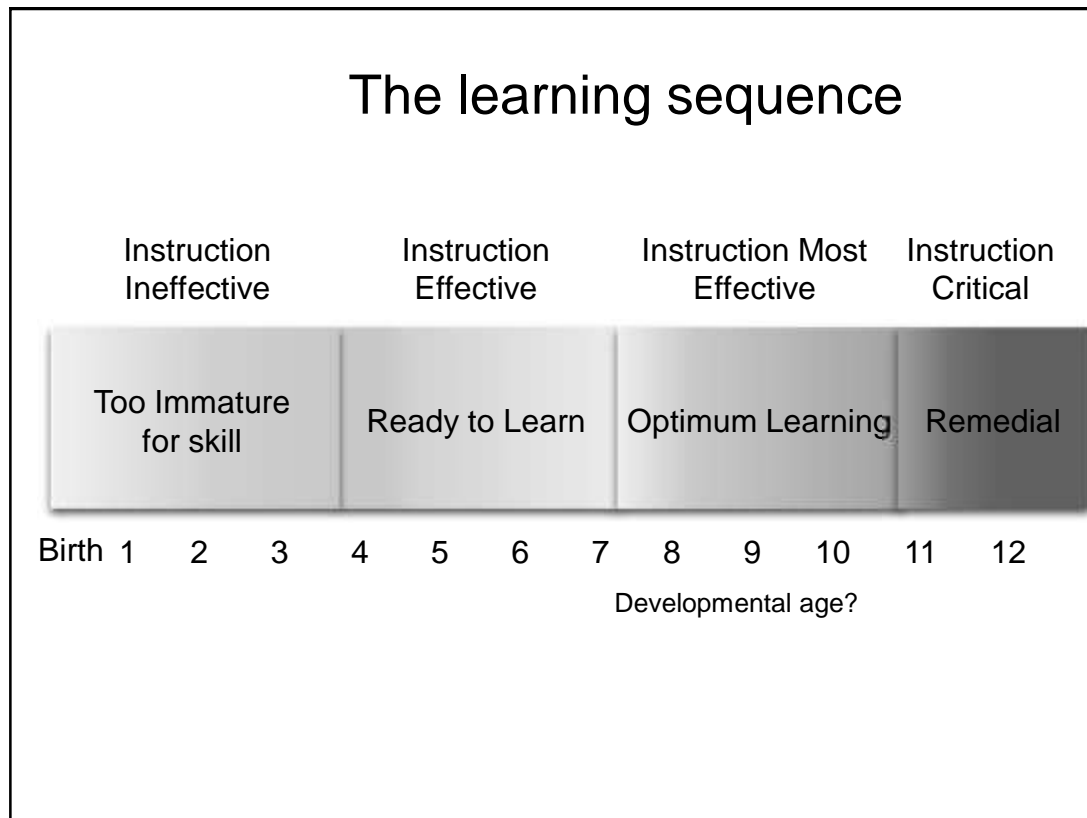
FMSs & Environment

	Ground	Water	Ice/snow	Air
Locomotor	✓	✓	✓	✓
Object	✓	✓	✓	✓
Motor abilities	✓	✓	✓	✓

Which brings us to the
big question.....

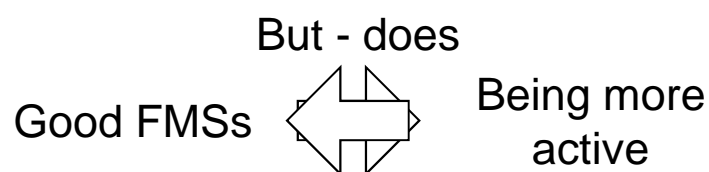
Do FMSs “just happen?” as
part of normal development?

Not today, in Canada!



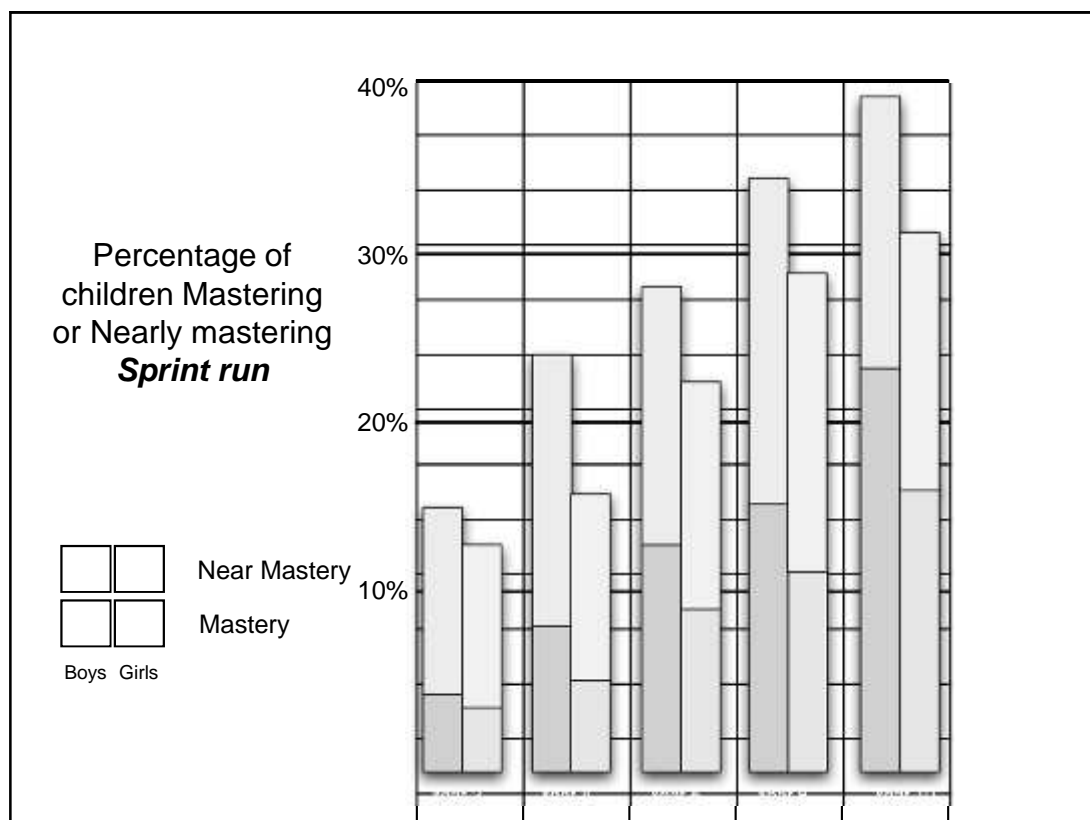
What's the evidence?

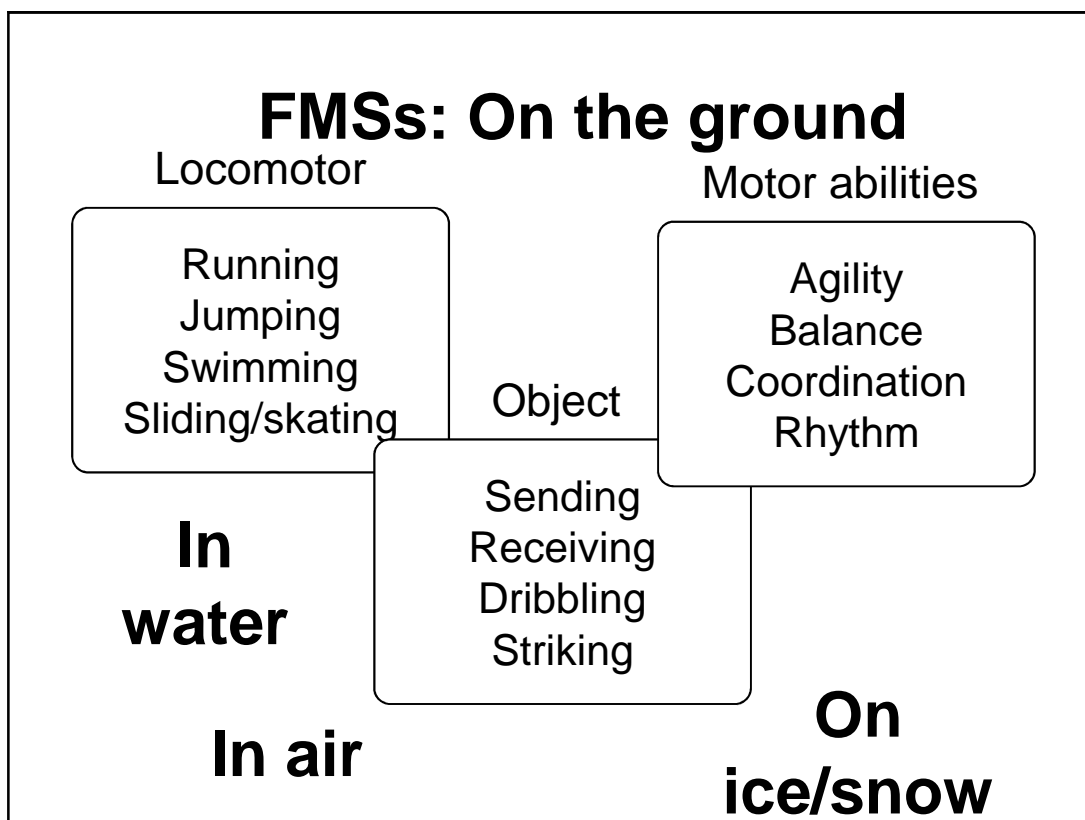
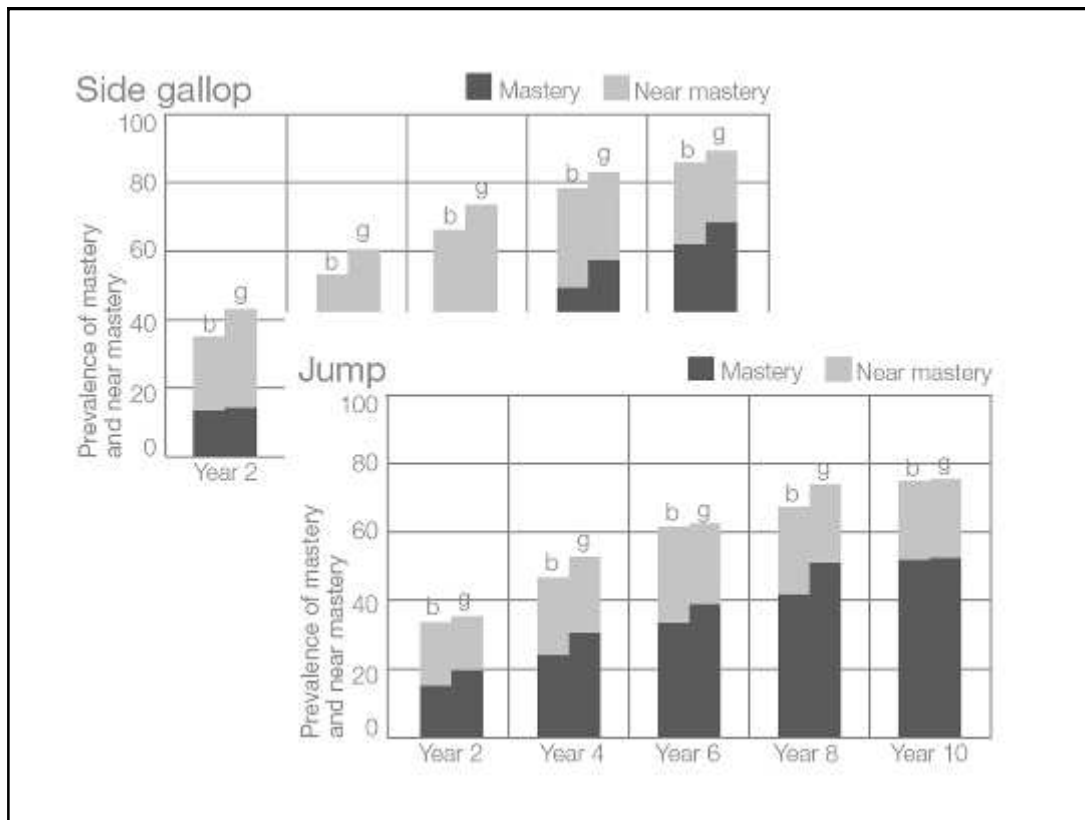
- As far back as 1987, Ulrich determined that children with better FMSs tended to be more active - and this has been confirmed by Saakslahiti et al., 1999 and Okely, 2001



What's the evidence?

- Best study we could find is the SPANS document on Fundamental Movement Skills from New South Wales, Australia. (Booth, Okely et al., 1999)
- Looked at Running, Vertical jump, Side gallop, Leap, Kick, Overhand throw, and Catch in **Years 4, 6, 8 and 10 in school (9.3, 11.3, 13.3 and 15.3 years of age)**





PL: Who needs to be involved?



Two approaches

- What can parents and care-givers do to make sure children get all the Fundamental Movement skills, and
- What can organizations do to ensure that children who take part in their programs get Fundamental Movement Skills.

The Parental challenge...

- Where do you send your child/children to make sure that they are exposed to all the necessary fundamental movement skills?



Types of Fundamental Skills

	Agility	Balance	Coordination	Running	Jumping	Swimming	Sliding/skating	Throwing object	Receiving object	Dribbling	Striking	Rhythmic
Acrobatic sports	Strong	Strong	Strong	Moderate	Strong	None	None	None	None	None	None	Strong
Aquatic sports	Strong	Strong	Strong	None	None	Strong	None	Moderate	Moderate	None	None	Moderate
Combative sports	Strong	Strong	Strong	Moderate	None	None	None	None	None	None	Moderate	None
Dance	Strong	Strong	Strong	Moderate	Moderate	None	None	None	None	None	None	Strong
Ice/Snow sports	Strong	Strong	Strong	Moderate	Strong	None	Strong	None	None	None	None	None
Individual sports	Moderate	Strong	Strong	Strong	Strong	None	None	None	None	None	None	None
On-water sports	None	Strong	Strong	None	None	Moderate	None	None	None	None	None	None
Para sports	Strong	Strong	Strong	Moderate	None	Strong	Strong	Moderate	Moderate	None	Moderate	None
Racquet sports	Strong	Strong	Strong	Strong	Strong	None	None	Moderate	Moderate	None	Strong	None
Target sports	None	Strong	Moderate	None	None	None	Moderate	Strong	None	None	None	None
Team sports	Strong	Strong	Strong	Strong	Strong	None	Strong	Strong	Strong	Strong	Strong	None

Sports that are strong developers of this type of fundamental skill
 Sports that are moderate developers of this type of fundamental skill

A new way?

- Could organizations involved with U 12 develop and deliver programs in a new way?
- Working in silos VS Team work (cooperation between organizations = being complementary = being more proficient dealing with the same target group).

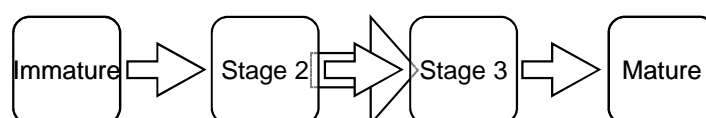
1. What organizations could/should work together to make more meaningful introductory FMS programs?
2. What would the program look like?
3. How could you make it happen?

Possible organizations

- NSO/PSOs
- Community Recreation
- Schools/Educational stream
- Multi-sport service organizations
- Gov't agencies
- Others?

Ensure that FMSs are taught in all programs

- WHO is responsible
 - Teach FMSs as part of sport specific programs
 - Use FMSs in warm-ups/cool down
 - Ensure coaches understand how to move children towards mastery of FMSs



Good programs out there

www.bced.gov.bc.ca/literacy/early_learning/resources_links.htm

Healthy Opportunities for Pre-schoolers (HOP)

LEAP FROG LILY

No. of children: 1 or more
 Size: Movement/Active
 Duration: 20 minutes
 Area: 1000 ft² minimum
 Theme: Literacy

Life's play

- Gather materials (see page) around the area
- Review Leap & Frog
- Children take turns over the obstacles moving around the area

Try this now

- Every time you jump or walk on a piece of paper, you will add to the children's literacy skills. When the children are finished, when the teacher is finished with the purpose.

Thinking tip

- Running to your legs at your knees, hand on back, feet on the ground, you go!



STILT WALKING

No. of children: 1 or more
 Size: Moderate/Active
 Duration: 20 minutes (1000 ft² per child, 200 ft² per pair)
 Area: 1000 ft² minimum
 Theme: Literacy

Life's play

- Gather materials (see page) around the area
- Review Leap & Frog
- Children take turns over the obstacles moving around the area

Try this now

- Take a ball of paper to make a stilt



Or Google: Early childhood HOP BC

Excellent resource from
New Zealand



Seven books in
the series



www.sparc.org.nz

Schools, Educational stream

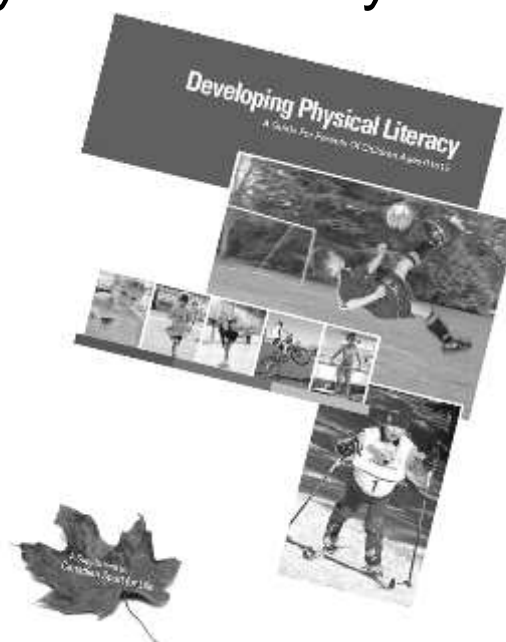
- Equip classroom teachers with the skill and knowledge to confidently teach FMSs.
- New South Wales (Australia) “*Get Skilled-Get active*” program and in-service is an excellent model.



Developing Physical Literacy

- A document for parents of children 0-12 years of age.

www.cs4l.ca



Coaching Association of Canada



NCCP: Fundamental Movement Skills DVD and Workshops for Coaches, Parents, School Teachers and Recreational Leaders.

DVD CONTENT:

Throwing; Catching; Jumping; Striking; Running; Kicking and ABC's agility, balance, coordination

www.coach.ca



PL and Sport specific skills

- The part we have done, and continue to do, best
- Introduction to sport specific skills - our bread and butter.
- Must add motor abilities (ABC's)



Active for Life

Train to Win

Train to Compete

Train to Train

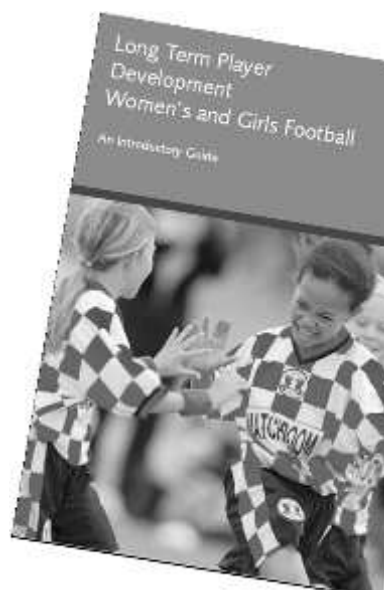
Learn to Train

FUNDamentals

Active start

PL and Sport: example targeting the coach

- Need to master generic movement skills and motor abilities before specific techniques
- Need to incorporate motor abilities when teaching basic sport specific skills



What has your sport federation done?

Do U 12 compete? What does their competition structure & format look like? Does it reflect the LTAD principles for the age/stage level?



**Why do we need competition
review and re-structuring?
*"Food for thought"***



Why do we need competition review and re-structuring?

- Who designed your system and structure of competition?
- Is adult competition format being imposed on youth?
- The system of competition makes and breaks athletes!
- Are all games meaningful competition?
- The competition schedule should enhance athlete preparation and performance.

Why do we need competition review and re-structuring?

- Mini – Maxi model of competition
 - Mini – what is the minimum number of competition to optimize performance?
 - Developmental athletes: U12; U16/17
 - University/Senior athletes
 - Maxi – what is the maximum number of competitions which will not inhibit performance?
 - Developmental athletes: U12; U16/17
 - University/Senior athletes

Why Competition Review?

- Sport forms itself based on competition
- Coaches coach to competition
- Parents assess success based on competition
- Administrators structure support around competition
- Others _ _ _

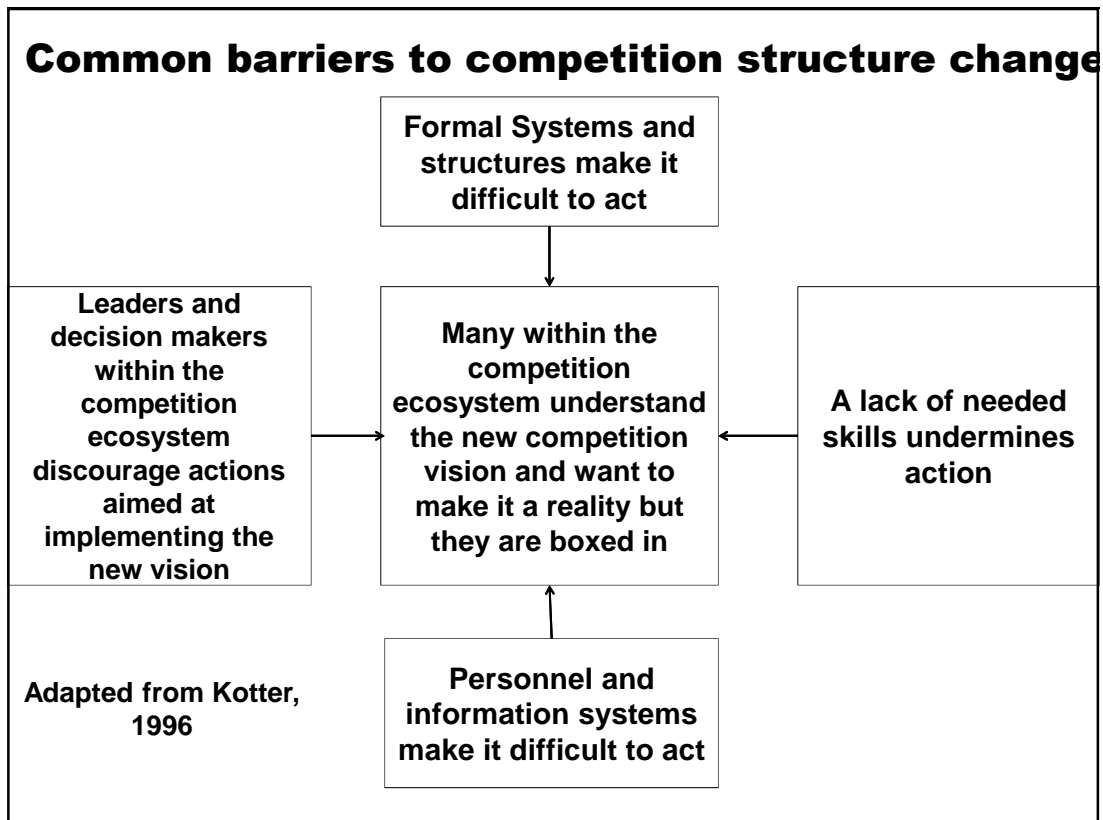
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Developing Talent

“In a democratic society the only way to make change is to modify the competition structure to change behaviour”

Orjan Madsen Norwegian physiologist

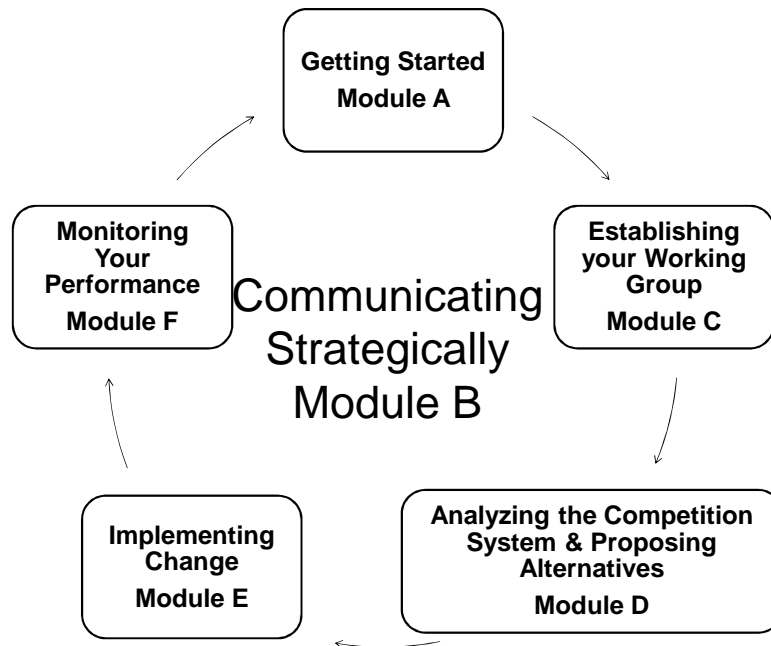
If you don't do it, it does NOT matter what else you are doing!!



9 steps competition review process

1. *Why*
2. *Reality check*
3. *Values & objectives*
4. *Principles*
5. *Issues / Road blocks (priorities)*
6. *Solutions & Recommendations*
7. *Strategy to move forward*
8. *Implementation*
9. *Evaluation & measuring*

Competition Review Process: 2 day W



Leading Competition System Change



Meaningful changes to competition systems will be difficult to accomplish without a respected and credible group of individuals to lead and sustain progress.

*« If you keep on doing
what you've always done,
you will get what you've
always gotten*



"We have evolved when we
have changed things.
Every person has this
power"

Charles

