

WHAT IS PHYSICAL LITERACY?



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PHYSICAL LITERACY LIFE CYCLE

Physical literacy is when kids have developed the skills, confidence, and love of movement to be physically active for life.



Physical literacy begins when parents encourage movement in infancy...



... develops throughout life...



... and can be a gift that is shared between generations.



7-8%

Higher annual earnings



Reduced risk of heart disease, stroke, cancer, and diabetes



40%

Higher test scores



Increased self-esteem and happiness

THE BENEFITS OF BEING PHYSICALLY ACTIVE*

* Adapted from Aspen Institute Sport for All - Play for Life: A Playbook to Get Every Kid in the Game

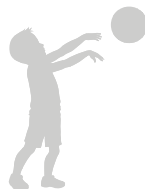
HOW IS PHYSICAL LITERACY DEVELOPED?

Kids develop physical literacy gradually through a variety of structured and unstructured activities. The nature of these activities changes as kids grow in age and ability.



0-3 years

Encourage early movement.



3-5 years

Expand on play, and keep it fun.



5-8 years

Increase the focus on fundamental movement skills.



8-12 years

Introduce more complex skills as kids are ready.



Learn more at: ActiveForLife.com

PL4U

Join the movement!

Physical Literacy For You (PL4U) is a multi-sectoral and interagency committee dedicated to the promotion of physical literacy in North Vancouver.

Vision:

To increase the number of people three years and over that have the physical literacy skills to be active lifelong.

Mission:

To raise awareness of physical literacy of individuals and the community in a variety of sectors such as education, recreation, health and sport for North Vancouver residents three years and older by (i) implementing action oriented initiatives and (ii) creating a community charter.

Objectives:

- (1) To increase collaboration between sectors to increase our impact in the community by integrating physical literacy into community service plans such as a community charter.
- (2) To increase the awareness of physical literacy and its benefits within the community of North Vancouver.
- (3) To support & foster organizations, through education, to adopt physical literacy.

Steering Committee:

North Vancouver Recreation & Culture
School District 44
District PAC
Vancouver Coastal Health
Capilano University
North Vancouver Sport Council

Contact:

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PL4U Steering Committee Administrator
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Active Start

Males and Females 0-6

Fitness and movement skills development as a FUN part of daily life



FUNDamentals

Males 6-9 Females 6-8

Learn all FUNDamental movement skills and build overall motor skills

Play many sports

Focus on the ABCs of Athleticism: ability, balance, coordination, and speed



Learning to Train

Males 9-12 Females 8-11

Learn overall sport skills

Acquire sport skills that will be the cornerstone of athletic development

Play a variety of sports focusing on developing skills in three sports in particular



Training to Train

Age is growth-spurt dependent
Males 12-16 Females 11-15

Build an endurance base, develop speed and strength towards the end of the stage, and further develop and consolidate sport specific skills

Select two favourite sports based on predisposition



Training to Compete

Age varies depending on sport
Males 16-23 +/- Females 15-21 +/-

Optimize fitness preparation and sport, individual, and position specific skills and learn to compete internationally



Training to Win

Ages are sport specific based on national and international normative data
Males 19 +/- Females 18 +/-

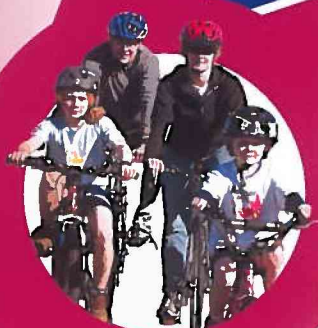
Podium Performances



Active for Life

Enter at any age

A smooth transition from an athlete's competitive career to lifelong physical activity and participation in sport



Playground to Podium

Planning for the sporting excellence and well-being of Canadians.

Sports can be classified as either early or late specialization. Early specialization sports include artistic and acrobatic sports such as gymnastics, diving, and figure skating. This outline is for late specialization sports.



"I was involved in many sports growing up, which helped me develop many physical and psychological skills, which helped me when I focused on speed skating at the age of 17. It paid off as I stood on top of the podium 10 years later."

Catriona Le May Doan,
Olympic and World Champion

"As a developing athlete, my coaches encouraged an intense but highly social program that kept our training group hungry for more work, and eager to take on new challenges. We worked hard, but in an environment with a lot of variety, where fun was always a major priority. Success came easily to our group as we made the transition to international competition because another challenge was just what we were looking for."

Adam Van Koerverden,
Olympic Champion



"I have gone through all the same stages of development as Canada's other elite athletes. From training hard as a teenager, through learning to compete on the international stage, to standing on the Olympic podium, my development has taken time and perseverance."

Chantal Petitclerc,
Olympic, Paralympic, and World Champion

"I knew I always had the ability to perform at the highest levels, but my peaking was always hampered by serious injuries in the middle of the competitive phase. When I came to understand the value of adequate recovery, through regular therapy and regeneration techniques, I was able to perform consistently throughout the year. Being uninjured during the competitive season enabled me to spend more time on race specific preparation and modelling practices and that ultimately played a major role in my bronze medal performance at the 2005 world track and field championships."

Tyler Christopher,
World Championship medallist



"Even though one must specialize quite young in my sport - diving - I still had to go through all the stages described in the Long-Term Athlete Development Model; I just had to go through them a bit quicker."

Alexandre Despatie,
Olympic medallist and World Champion

"I believe in the power of play to develop a healthy child. My childhood was very physical, full of fun and creative, self-organised, unstructured play. I tried many different sports, particularly running, and developed a healthy, strong body that loved to move. I was 17 when I first discovered rowing and found that my active childhood had laid the foundation needed for me to be successful competing in a sport I loved."

Silken Laumann,
Olympic medallist and World Champion



"When I was growing up, I trained many, many more times than I played games, which allowed me to develop the skills and the physical conditioning to play at the world's highest level."

Owen Hargreaves,
England and Bayern Munich, Champion League Winner

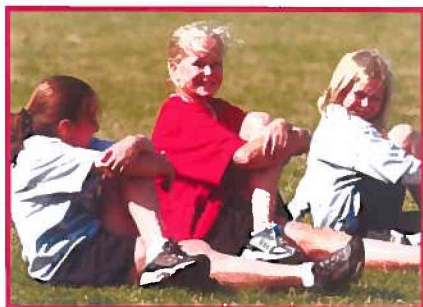
"Winning medals in both Summer and Winter Olympics was not easy. I believe the most crucial ingredient to my success as an athlete was my development as a youngster in an incredible range of community and school sports. From ringette to hockey, ballet to gymnastics, softball to soccer, track and field to volleyball, roller speed skating to speed skating and cycling, I was able to develop the attributes that carry me to success on the international playing field. I also learnt how to have fun with sport long before I knew what the pressure of competition entailed. I learnt how to play before I learnt how to win, and now I do both!"

Clara Hughes,
Winter and Summer Olympic Games medallist



“The health and well-being of the nation and the medals won at major Games are simple by-products of an effective sport system.”

Istvan Balyi MA



“At the first four stages, our children are competing too often with over-zealous parents and coaches wanting to win, robbing them of the opportunity to have fun and develop skills that will enable them to be successful.”

Steve Norris PhD

“Athletes with a disability go through the same stages as all children. They need support and challenges from their parents and coaches to reach their potential.”

Colin Higgs PhD



“Parents should understand LTAD and coaches should have knowledge on how to train the developmental athlete.”

Charles Cardinal M.Sc.



“First our children need an active start to develop movement and sport skills so they are physically literate. Then they can strive for excellence and or be active for life.”

Richard Way MBA

Long-Term Athlete Development



Canadian Sport for Life

Canadian Sport Centres
Centres canadiens multisports

For more information visit www.LTAD.ca



An Outline of LTAD

LTAD is a training, competition, and recovery framework for individuals at all stages of life.

The first 4 stages, with their respective approximate age ranges, are generally appropriate for all late-specialization sports. In the Training to Compete and Training to Win stages, age ranges vary from sport to sport.

LTAD focuses on the general framework of athlete development with special reference to growth, maturation, and development.

LTAD is a framework for full sport system alignment in Canada, integrating health and education with sport and physical activity.

Active Start

Focuses on learning proper movement skills such as running, jumping, wheeling, twisting, kicking, throwing, catching, skating and skiing

Not sedentary for more than 60 minutes except when sleeping

Some organized physical activity

Exploration of risk and limits in safe environments

Active movement environment combined with well-structured gymnastics and swimming programs

Daily physical activity

FUNdamentals

Focuses on general, overall development

Integrated mental, cognitive, and emotional development

Elements of athletics: running, jumping, wheeling, and throwing

Medicine ball, Swiss ball, and own body strength exercises

Introduce simple rules and ethics of sport

No periodization, but well-structured programs

Daily physical activity

Learning to Train

Major skill learning stage: all basic movement and sport skills (physical literacy) should be learned before entering Training to Train

Overall physical, mental, cognitive, and emotional development

Introduction to mental preparation

Medicine ball, Swiss ball, and own body strength exercises

Introduce ancillary capacities

Single or double periodization

Sport specific training 3 a times week; participation in other sports 3 times a week

Training to Train

Major fitness development stage: endurance, strength, and speed

Overall physical, mental, cognitive, and emotional development

Develop fundamental mental skills

Introduce free weights

Develop ancillary capacities

Frequent musculoskeletal evaluations during PHV (growth spurt)

Single or double periodization

Sport specific training 6-9 times per week including complementary sports

Training to Compete

Sport, event, position specific physical conditioning

Sport, event, position specific technical and tactical preparation

Sport, event, position specific technical and playing skills practised under competitive conditions

Overall physical, mental, cognitive, and emotional development

Advanced mental preparation

Optimize ancillary capacities

Single, double, or triple periodization

Sport specific technical, tactical, and fitness training 9-12 times per week

Training to Win

Focus on high performance

Maintenance or improvement of physical capacities

Further development of technical, tactical, and playing skills

Modelling all possible aspects of training and performance

Frequent preventive breaks permitting recovery to avoid injuries

Maximize ancillary capacities

Single, double, triple, or multiple periodization

Sport specific technical, tactical, and fitness training 9-15 times per week

Active For Life

Focus on being physically active for life with a minimum of 60 minutes moderate daily activity or 30 minutes of intense activity for adults

There is a better opportunity to be Active for Life if physical literacy is achieved before Training to Train

Transfer from one sport to another

Move from highly competitive sport to lifelong competitive sport through age group competition

Move from competitive sport to recreational activities

Move to sport careers or volunteering

ACTIVE FOR LIFE

Raising a happy, healthy, successful kid

By: Richard Monette

I wear many hats in my life but at my core I'm always dad; a father who has hopes and dreams for my children. Their health, happiness and success are always front and center in my mind.

I'm not alone. We all want our kids to be happy, healthy and successful. But how do we know we are doing the best for our children? It can be daunting.

This sparked a key question for us: How can we make the complex task of raising happy, healthy, and successful kids simpler for parents? The topic has generated many great discussions at Active for Life.

Skills, skills, skills

In his book *The Talent Code*, author Daniel Coyle coins the phrase, "Greatness is not born, it's made". What he says is that greatness in any arena like school, music, sport and others, is an outcome of learning and practicing skills. In making this statement, Coyle is reflecting the current understanding in talent development around the world.

Major researchers agree that the genetics of a child play a role, but they are only a starting place. People are born with characteristics that could pre-dispose them for certain activities. A kid who stands six-foot-four might be better at basketball than gymnastics. But there is no such thing as a natural-born athlete.

In sport and other endeavors, skills need to be learned, and they can be improved through deliberate practice. With the right skills and practice comes success.

Four areas of skills development for success

If you look at it from the perspective of skill development, the task of raising happy, healthy and successful kids becomes easier to grasp. We've identified four skill areas that can be enhanced with deliberate practice: cognitive, social, emotional and physical.

The importance of acquiring solid cognitive, social and emotional skills is well established. Having a good veducation, being emotionally balanced and able to interact with others in a constructive and positive way are essential to success. These areas of development are something that parents appreciate as being important for their child's well being.

But while parents might agree that physical activity is important, many have yet to appreciate that it can affect much more than their child's health.

What parents might not know is that kids who get regular physical activity and play sport, are not only healthier, but also get better grades, are better adjusted emotionally and have better social skills.



How can we make raising happy, healthy, and successful kids simpler for parents?

In other words, physical skills can be a multiplier for all the other skills your kids need to be successful. A child who is running and jumping and physically competent is also better cognitively, socially and emotionally.

Creating a movement

There are already many advocates and resources for the proper development of kids' cognitive, social and emotional skills. Our mission at Active for Life is to help you develop your child's physical skills and physical literacy so they can live complete lives.

The time has come for Canadian parents to know and share with others the fact that physical-

ly-literate children are better suited to handle any challenge they face in life.

It's time for parents to teach their kids simple skills early, and it's time to get our kids moving more and better at school.

Physical literacy is good for each individual child, but it's also a gift to our future generations if we all make it a focus and priority now.

This is my dream for my children and yours: a generation of successful, dynamic and happy people who need less health care to live full lives.

Will you join us in making this dream a reality?

Active for Life is a non-profit organization committed to helping parents raise happy, healthy, physically literate kids. For more articles like this one, please visit activeforlife.com



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