

2017 International Physical Literacy Conference: Conference Proceedings

Created by PARC

April 2017

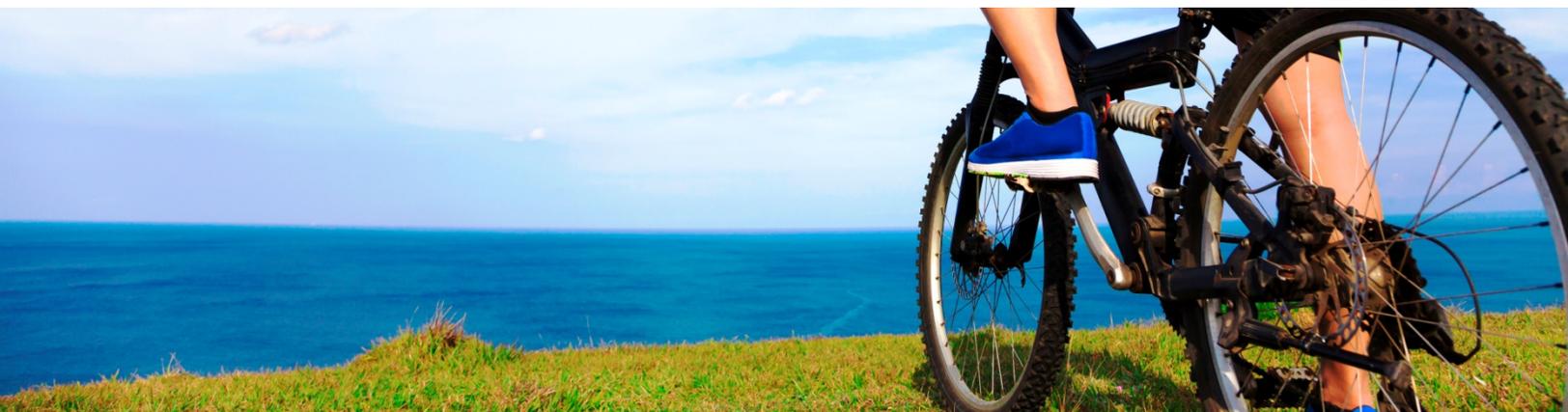


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Introduction

In April 2017, PARC attended the 3rd International Physical Literacy Conference hosted by Sport for Life Canada. This event brought together sport, health, education and recreation experts to advance the knowledge, application, and implementation of physical literacy programming across the globe.

The conference engaged leaders, practitioners, and stakeholders of physical literacy from around the world in a truly collaborative environment.

Conferences of this caliber are paramount as childhood obesity and rising inactivity among children threatens the future health of many nations around the world. For kids to get physically active, they need to feel confident in activity settings. That confidence stems from having learned fundamental movement skills and fundamental sport skills - physical literacy - as a child.

Who is PARC

The Physical Activity Resource Centre (PARC) is the Centre of Excellence for physical activity promotion in Ontario. PARC was established in 2003, and is funded by the Government of Ontario with the key objective of reducing chronic disease through physical activity.

PARC promotes collaboration and use of best practices related to physical activity policy, programs, and resources to have an impact and produce results. PARC supports physical activity promoters and other community stakeholders in implementing strategies across multiple sectors and across the lifespan.

PARC is managed by Ophea, a not-for-profit organization led by the vision that all kids value, participate in, and make a lifelong commitment to healthy active living. Ophea works in partnership with school boards, public health, government, non-government organizations, and private sector organizations to develop groundbreaking programs and services that support healthy active schools and communities.

For more information about PARC, visit parc.ophea.net. For more information about Ophea, visit ophea.net.

PARC at IPLC 2017

PARC had the opportunity to support the 2017 International Physical Literacy Conference, which included providing proceedings for the conference. PARC staff attended 34 presentations, providing notes on:

1. Key Learnings from each session;
2. Connections to PARC and Ophea's current work; and
3. Considerations for how key learnings might be applied to PARC and Ophea's work.

PARC also presented a modified version of the [Getting Active After School](#) workshop at the conference, led an energizer using the Yoga Alphabet Cards, and had a table in the Exhibitor Hall.

IPLC 2017

Date: April 12-15, 2017

Location: The Westin Harbour Castle, Toronto, Ontario, Canada

Number of participants: 400

Structure:

Day one of the conference focused on hands-on opportunities. Active sessions were held at the MLSE Launch Pad and delegates explored different physical literacy programs and approaches from across Canada and around the world.

Days two to four took place at the Westin Harbour Castle in Toronto. Each day kicked off with a different keynote speaker followed by sessions comprised of one to four presentations. Active breaks and energizers were integrated throughout the conference.

Highlights:

Watching the opening and closing ceremonies that were performed by a First Nations elder from the Mississaugas of the New Credit First Nation, to recognize and respect the land on which the conference took place, and starting and ending the conference in a good way.

Connecting with delegates from Egypt, Trinidad and Tobago, Sweden, Hong Kong, and the United States.

Gaining a global knowledge of physical literacy as well as specific sharings, concerns, and considerations on an international scale.

Touring the new MLSE Launch Pad, and seeing the equipment and vibrant facilities available in this new state of the art sport and community engagement facility in the heart of Toronto.

Presenting the *Getting Active After School* workshop, which highlighted PARC's work in promoting physical literacy in after-school programs, as well as through key resources like [PlaySport](#).

Gathering together with the unique composition of attendees attending the conference including educators, public health, academics, and researchers.

Attending the *Truth and Reconciliation - An Opportunity and A Challenge* session, where delegates learned more about the five recommendations from the Truth and Reconciliation Report that were directed specifically at sport organizations in Canada as well as the upcoming North American Indigenous Games to be hosted in Toronto in summer 2017.

Seeing the delegates take advantage of the great weather by exploring physical literacy through dance with DancePI3y's outdoor sessions.

Experiencing the Ranting and Raving Town Hall session Friday evening which was very effective at engaging participants and encouraging them to share their thoughts on the conference and on their work around physical literacy.

Disclaimers

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Inclusion or omission of any particular presentation or resource should not be considered as a recommendation or comment on the quality of the resource. No endorsement of any of the included resources by PARC and Ophea should be inferred.

All presenter names and titles, and presentations titles and descriptions were copied directly from the IPLC 2017 Detailed Program provided by Sport for Life. In some cases, small revisions were made to enhance clarity (for example, spelling out acronyms).

Day 1: Wednesday April 12, 2017

Active Sessions and Pre-Conference Workshops

Sessions Attended:

Getting Students ACTIVE with DANCE in Physical Education, by Melanie Levenberg, PL3Y International Inc.

Improving Physical Literacy in Intermediate Grades Using TGFU - Example Using Baseball/Softball Games, by Sandi Lavery, College of the Rockies and University of Victoria; and Jodie Pickering, College of the Rockies

Creating and Changing Primary Physical Literacy Games, by Sandi Lavery, College of the Rockies and University of Victoria; and Jodie Pickering, College of the Rockies

Common Themes:

Learning through movement.

Adapting games and activities to maximize participation.

KEYNOTE: *Improving Physical Literacy to Survive a 'Perfect Storm'*, by Dr. Nalda Wainwright, University of Wales Trinity Saint David

Memorable Quotes from the Day:

"Be Positive, Be Fun, Be Yourself."

~ Melanie Levenberg, PL3Y International Inc.

"We want kids to think. We want to get kids to touch the ball."

~ Sandi Lavery, College of the Rockies and University of Victoria

"STEP: Space, Task, Equipment, People."

~ Sandi Lavery, College of the Rockies and University of Victoria

"Fundamental movement skills are the 'base camp' to the mountain of motor development that allow each child to travel up the mountain on their own path"

~ Dr. Nalda Wainwright, University of Wales Trinity Saint David

"Make an activity seem like play."

~ Dr. Nalda Wainwright, University of Wales Trinity Saint David

"By teaching the teacher the pedagogy of learning in the physical domain, they are able to significantly impact pupil outcomes."

~ Dr. Nalda Wainwright, University of Wales Trinity Saint David

Getting Students ACTIVE with DANCE in Physical Education

Presenter(s): Melanie Levenberg, PL3Y International Inc.

Workshop Description:

Students are motivated by music and dance - learn how to develop fundamental movement skills and physical literacy in your PE classes through a new and innovative curriculum-based dance program that also meets daily physical activity requirements. DANCEPL3Y (dance-play) ED is a high-energy physical activity program designed by H&PE experts to develop physical literacy. Students learn simple moves from a variety of dance styles - Hip Hop, Urban, Bollywood, African, Jazz/Funk - as they develop fundamental movement skills in an engaging and interACTIVE space. Watch self-confidence, positive attitudes, and a sense of community emerge in your classes as you learn how to boost mental health with the 3 Rules of PL3Y: Be Positive. Be Fun. Be Yourself.

Website/Twitter Handle:

Website: dancepl3y.com and TDfU.net

Twitter Handle: [@MelanieG_pl3y](https://twitter.com/MelanieG_pl3y)

Key Learnings:

Exploring living skills through dance builds self-confidence, positivity, and community. Dance play removes typical rules to keep dance fun and welcoming for all.

Connections to PARC and Ophea:

Teaching Dance for Understanding (TDfU) is an instructional model to teach dance to students that is closely related to the Teaching Games for Understanding approach used by Ophea and imbedded within the Ontario HPE Curriculum.

Connections can be made between TDfU and Ophea's lesson plans and professional learning workshops.

Considerations for PARC and Ophea:

Continue to connect with Dance PL3Y for programming and as a presenter at the annual Ophea conference.

Further explore the DancePL3y model of instruction and consider this approach for future program and resource development.

Improving Physical Literacy in Intermediate Grades Using TGfU - Example Using Baseball/Softball Games

Presenter(s): Sandi Lavery, College of the Rockies and University of Victoria; and Jodie Pickering, College of the Rockies

Workshop Description:

This active session will quickly review the fundamentals of Teaching Games for Understanding (TGfU) and then have participants try various games that will enhance not only the fundamental sport skills, but also allow for increased knowledge in strategy and tactics in field games. A variety of baseball/softball games will be introduced to show the advantage of using TGfU at the intermediate and junior high age groups. If time allows, participants may have time to adapt TGfU to other territorial games.

Website/Twitter Handle:

Website: www.cotr.bc.ca and www.uvic.ca

Key Learnings:

Use STEP (Space, Task, Equipment, People) to adapt an activity to make it easier or more challenging.

Goal of TGfU is to get kids to increase their “touch time” (time spent with the ball or other playing equipment).

Connections to PARC and Ophea:

Make connections between the content of this session and the Getting Active After School and Gender Gap and [PlaySport](#) workshops. An example could be including information under “Additional Resources” at end of workshops.

Considerations for PARC and Ophea:

Adapt game shared during workshop to include in Ophea’s [PlaySport](#) resource to enhance striking/fielding games section.

Creating and Changing Primary Physical Literacy Games

Presenter(s): Sandi Lavery, College of the Rockies and University of Victoria; and Jodie Pickering, College of the Rockies

Workshop Description:

This active session will emphasize the continual changing up of primary physical literacy games using the STEP approach (Space, Task, Equipment, and People) to develop fundamental movement skills and fundamental sport skills in elementary school children. Teaching children the language, as well as the understanding of movement, leads to perceived competence and improved self-confidence. Strategies and ideas for task progression and progressive competitiveness will be included. Games and ideas from Cranbrook's Physical Literacy Lunch-hour games program manual will be shared.

Website/Twitter Handle:

Website: www.cotr.bc.ca and www.uvic.ca

Key Learnings:

Focus on fundamental movement skills, fundamental sport skills and games to teach skills and have fun.

Use STEP (Space, Task, Equipment, People) to adapt an activity to make it easier or more challenging.

Connections to PARC and Ophea:

The STEP approach is similar to the concept used by PARC and Ophea to encourage physical activity promoters and educators to adapt activities to maximize participation.

Can make connections between the content of this session and the Getting Active After School and Gender Gap and [PlaySport](#) workshops.

Considerations for PARC and Ophea

Explore the STEP approach and identify how PARC and Ophea can integrate this concept into current programs and resources.

Increase focus on fundamental movement skills at the primary level resources and supports.

KEYNOTE: Improving Physical Literacy to Survive a 'Perfect Storm'

Presenter(s): Dr. Nalda Wainwright, University of Wales Trinity Saint David

Workshop Description:

In many countries, young children are more sedentary than in any time in history. A multitude of factors are combining in 'a perfect storm' to make it increasingly difficult for young children to engage in the explorative free play and the levels of physical activity needed for healthy development. This presentation highlights some of the potential consequences of inactivity in early childhood from a developmental and health perspective, outlining how staff in pre-school and early childhood settings are seeing this impact on the pupils as they enter the education system. It shares work carried out in schools in Wales, addressing some of these complex issues while focusing on the collaborative approach of the work which draws together international expertise, community sports development, leisure services and health, as well as engaging with families to impact young children's physical literacy. Oh and you will learn to speak some Welsh as well!!

Website/Twitter Handle:

Website: www.uwtsd.ac.uk

Twitter Handle: [@Naldaw](https://twitter.com/Naldaw)

Key Learnings:

Children require direct instruction to learn fundamental movement skills.

Many factors contribute to children moving less in early childhood. An example is children's access to electronic devices given by parents/guardians in order to encourage quiet time in their children.

Connections to PARC and Ophea:

This presentation confirmed the work PARC and Ophea are doing in schools and after school, bringing explicit direction to programming to facilitate instruction and increase uptake.

Considerations for PARC and Ophea:

Use the presented research to validate PARC and Ophea's work.

Day 2: Thursday April 13, 2017

Sessions Attended:

KEYNOTE: *Critical Considerations for Physical Literacy Policy in Public Health, Recreation, Sport, and Education Agencies*, by Dr. Dean Dudley, Macquarie University

SESSION A3:

Marking Physical Literacy or Missing the Mark on Physical Literacy? A Conceptual Critique of Canada's Physical Literacy Assessment Instruments, by Daniel Robinson, St. Francis Xavier University and Lynn Randall, University of New Brunswick

Development of the Physical Literacy Environmental Assessment (PLEA) Tool, by Hilary Caldwell, McMaster University; Brian Timmons, McMaster University; and Alison Bochsler, Hamilton Public Health Services

Aquatic Literacy - Building Movement Skills in and on the Water, by Dean Kriellaars, University of Manitoba

A3 Common Themes:

Physical literacy assessment is important but there are still gaps with assessment tools.

SESSION A4:

Incorporating Physical Literacy and Long-Term Athlete Development into your School Athletics Programming, by Jane King, Bishop Strachan School

Making Physical Literacy a Part of Everyday School Life for Every Child, by Jay Tredway, Ridley College

What is a High Performing Children's Coach? by Tandy Jane Haughey, University of Ulster

A4 Common Themes:

The tensions and compatibilities between long-term athlete development and physical literacy.

Moving away from sport specialization towards a focus on physical literacy development.

SESSION B3:

Parents: What Do They Know About Physical Literacy? by Louise Humbert, University of Saskatchewan; Lauren Sulz, University of Alberta; and Nicole Cameron

Getting Active After-School: Building Opportunities for Physical Activity and Physical Literacy in the After-School Environment, by Heather Gardner, PARC

Physical Literacy Primary School Interventions in 5 Cities Throughout BC: What's the Impact? By Sandi Lavery, College of the Rockies and University of Victoria; Jodie Pickering, College of the Rockies; and Eric Sinker, viaSport British Columbia

Yukon's Physical Literacy Project - A How-To Guide for Teachers Grade 3 to 7, by Bruce Craven, Craven Sport Services; and Chris Kirk, F.H. Collins Secondary School

B3 Common Themes:

Initiatives across different provinces are very complimentary. There is a lot of interesting work being done.

SESSION C1:

Truth and Reconciliation - An Opportunity and a Challenge, by Clayton Melnike; Michael Cvitkovic, 2017 North American Indigenous Games; and Andrea Carey, Sport for Life.

SESSION C4:

Introducing the National Physical Literacy Alliance, and Presenting a Complete Guide to Physical Literacy Key Messaging: The Background, the Tools, and the Strategy on Sharing Physical Literacy Key Messages, by the Physical Literacy National Workgroup: Rebecca Jones, ParticipACTION; Drew Mitchell, Sport for Life; and Kathy Brook, Coaching Association of Canada

Memorable Quotes from the Day:

"Is something lost when we try to assess physical literacy?"

~ Daniel Robinson, St. Francis Xavier University and Lynn Randall, University of New Brunswick

"We have JK to grade 12. And if we can't find a way to develop physical literacy and a love of play in that time, then we're doing something wrong."

~ Jay Tredway - Ridley College

"We're just trying these things out. We're trying to show that these things can work in schools, that they can work in education settings."

~ Jay Tredway - Ridley College

"It's not about high performance children's coaching - it's about high performance coaching - regardless of who you're coaching."

~ Tandy Jane Haughey, University of Ulster

KEYNOTE: Critical Considerations for Physical Literacy Policy in Public Health, Recreation, Sport and Education Agencies

Presenter(s): Dr. Dean Dudley, Macquarie University

Workshop Description:

The International Charter for Physical Education, Physical Activity and Sport clearly states that vested agencies must participate in creating a strategic vision and identify policy options and priorities that enable the fundamental right for all people to participate in meaningful physical activity across their life course. Physical literacy is a rapidly evolving concept being used in policy-making but has been limited by pre-existing and sometimes bias interpretations of the construct. The aim of this paper is to present a new model of physical literacy policy considerations for key decision makers in the fields of public health, recreation, sport and education. Internationally debated definitions of physical literacy and the wider construct of literacy were reviewed in order to establish common pillars of physical literacy in an applicable policy model. This model strives to be consistent with international understandings of what 'physical literacy' is, and how it is to be used in order to achieve established and developing public health, recreation, sport and educative goals.

Website/Twitter Handle:

Website: www.mq.edu.au

Key Learnings:

(Physical) Literacy is:

- An autonomous skill set: movement competencies
- Applied, practiced, and situated: movement contexts (cultures, settings, etc.)
- A journey: a journey of movement
- Text (power): power structures of movement

Connections to PARC and Ophea:

Continue to make connections between physical literacy and other factors (e.g. health, socio-economic factors, etc.) in PARC and Ophea resources.

PARC currently promotes physical activity and physical literacy across the lifespan (i.e., the "journey").

Considerations for PARC and Ophea:

Integrate the following key learnings into future program and resource development:

Movement Competencies

- Highlight non-traditional movement skills (e.g., hanging from trees) in programs and resources moving forward.
- Actively discourage early specialization in future programs and resources and instead focus on transferability.
- Promote the development of physical literacy across the lifespan.

Movement Contexts

- Support physical literacy policies across the lifespan by ensuring that policies cover a wide variety of contexts.
- Emphasize knowledge sharing/mobilization across physical, social, and cognitive learning domains.

Journey of Movement

- Promote participation that is flexible, inclusive, that crosses sectors, and goes beyond traditional institutions.
- Contribute to a person's complete development.

Power Structures of Movement

- Promote universal human rights including self-discipline, respect, and mutually agreed upon rules.
- Address inequitable gender structures.
- Promote policies that advance inclusion.

A3: Marking Physical Literacy or Missing the Mark on Physical Literacy? A Conceptual Critique of Canada's Physical Literacy Assessment Instruments

Presenter(s): Daniel Robinson, St. Francis Xavier University; and Lynn Randall, University of New Brunswick

Workshop Description:

Margaret Whitehead first introduced the concept of physical literacy over 20 years ago. Since that introduction, physical literacy has been gaining in popularity within many Western physical education and sport contexts. This is particularly true within Canada, where physical literacy has been embraced by two of the nation's most notable national physical education and sport organizations: Physical and Health Education Canada and Canadian Sport for Life. As physical literacy has been generating interest and action by these organizations, they, and others, have been quick to also seek methods by which to measure it. However, it is our observation that despite the promises and possibilities of physical literacy resources, initiatives, and programs, Canada's most accessible physical literacy assessment instruments are wanting for focused and direct contemplation. In this workshop, we offer a conceptual critique of the physical literacy assessment instruments being developed for, and practices being encouraged within, Canadian school communities. Our contemplations consider three physical literacy assessment instruments and they are focused, principally, upon usability, trustworthiness, and fidelity to Whitehead's conception of physical literacy. We conclude that the instruments differ in their ease of use and usefulness; some are lacking, markedly, with respect to trustworthiness; and some fail to capture physical literacy as Whitehead intended it. Finally, in light of these conclusions, we offer suggestions for future practice and inquiry.

Website/Twitter Handle:

Website: www.stfx.ca and www.unb.ca

Key Learnings:

Physical literacy brings together school and after-school programs.

The sport and education sectors are lacking a common understanding of physical literacy that is demonstrated in all assessment tools.

Physical literacy is continually evolving.

Connections to PARC and Ophea:

PARC and Ophea currently work to clarify and increase understanding of the definition of physical literacy in school and after school settings.

Considerations for PARC and Ophea:

Continue to lead conversations that clarify the definition of and increase the understanding of physical literacy.

Include the definition of physical literacy in materials, where appropriate, such as resources, webinars, and workshops.

A3: Development of the Physical Literacy Environmental Assessment (PLEA) Tool

Presenter(s): Hilary Caldwell, McMaster University; Brian Timmons, McMaster University; and Alison Bochsler, Hamilton Public Health Services

Workshop Description:

The Physical Literacy Environmental Assessment (PLEA) Tool is a program evaluation tool to measure how well programs are supporting the development of physical literacy. There are several tools to measure individual physical literacy, but the information generated from the PLEA Tool would be valuable for program self-evaluation and improvement, sharing of what works and what doesn't and creating harmonization across multiple sectors who share an interest in physical literacy. The PLEA Tool is being developed for physical educators, coaches, recreation staff, and physical activity leaders. The PLEA Tool is under development, validation, and review through McMaster University in Hamilton, Ontario in collaboration with the Partnership for Active Hamilton, and Sport for Life. The PLEA Tool will be completed by coaches, teachers, and program leaders from 100 programs in Hamilton from a variety of sectors, such as recreation, education, sport, and not-for-profit organizations. Twenty of these programs will participate in a validation process. The validation will include: physical literacy assessments of participants by our research staff, questionnaires for participants, and questionnaires for parents about their perceptions of the program. Upon completion of all assessments, the responses will be reviewed and the PLEA Tool will be modified as necessary. Once complete, the PLEA Tool will be moved into its final version: a mobile app. Data collection and validation has been ongoing since summer 2016.

Website/Twitter Handle:

Website: www.mcmaster.ca

Key Learnings:

PLEA is a program evaluation tool that measures how well physical literacy is developed within an offered program, as opposed to an assessment of students' performance.

This evaluation tool will be pilot tested in 2017.

Connections to PARC and Ophea:

Ophea has released a position paper on physical literacy assessment.

PARC and Ophea offer resources to support the development of physical literacy.

Considerations for PARC and Ophea:

Use the PLEA tool to assess current programs and resources.

Follow the ongoing development of PLEA and identify potential connections to current and future work.

A4: Incorporating Physical Literacy and Long-Term Athlete Development into your School Athletics Programming

Presenter(s): Jane King, Bishop Strachan School

Workshop Description:

What are the best practices for planning school athletics programs to ensure athletes are physically literate? School based athletics programs are a very important component to a student's educational experience and learning. With an on-going trend of declining school athletics programs, many young students miss the opportunity to learn to play a variety of sports. When school co-curricular athletics programs align with the Canadian Sport for Life principles, there are greater long term development benefits for the student-athletes. With a focus on fundamental movement skills at the lower elementary grades and a continuum in sport guidelines that aligns with the Long Term Athlete Development principles, students will have the skills to enjoy sport for life. School athletic programs can easily ensure the focus is on development with a few structural changes to rules and league play. This workshop will provide strategies on how to design school sport that development athletes, manages competitions and the importance of differentiating school sport from community sport.

Website/Twitter Handle:

Website: www.bss.on.ca

Twitter Handle: [@BishopStrachan](https://twitter.com/BishopStrachan)

Key Learnings:

Bishop Strachan School has instituted a policy of one mandatory outdoor physical education class/week. This policy has had good buy-in from parents.

School uses DEAP (Drop Everything And Play) when students need a break, such as during stressful periods. The school provides equipment and free play supervised by administrators.

Connections to PARC and Ophea:

Ophea advocates for DPA and 60 minutes a day of physical activity, which could connect to DEAP approach.

Bishop Strachan School uses a whole student approach, a focus shared by PARC and Ophea. Work/life balance, and seeing school as a workplace not just for educators but for students as well, is an important element of this approach.

Considerations for PARC and Ophea:

Promote DPA and 60 minutes a day of physical activity to be more like DEAP by emphasizing fun and not policy obligations.

Develop guidelines for engaging influencers in the school setting, such as parents, coaches, and students, in promoting physical activity through means such as DEAP, DPA, or 60 minutes a day of physical activity.

A4: Making Physical Literacy a Part of Everyday School Life for Every Child

Presenter(s): Jay Tredway, Ridley College

Workshop Description:

Ridley has taken bold steps to mesh its 127-year belief in quality daily physical activity with evolving cognitive science for school aged children to put its students in an optimal state to flourish. By embracing LTAD and physical literacy practices into both its curricular and co-curricular program, the school has also altered its daily schedule to allow for cardiovascular physical activity prior to the start of academic learning. These initiatives, along with the continued use of Passport For Life data to inform teaching and coaching practices, have set the school on a leadership path for 21st century education. This session will discuss our outdoor playscape; our LTAD aligned U12 sport programming; our diverse recreational offerings that build fundamental movement skills on land, ice, water and in the air; and the conversion of our daily school schedule to allow for quality sleep, cardiovascular fitness and a heightened cognitive state prior to acquiring new knowledge and building new memories. We will also discuss how we are using the data we collect from Passport For Life to educate our population about physical literacy and how our teachers and coaches reflect on the results to help us make programming decisions in both the curricular and co-curricular realms of the school. We recognize the awesome responsibility and the important role the school environment plays in the development of physical literacy. Our professional faculty and support staff are all working to do their part to set up our population of junior kindergarten to grade 12 students for flourishing lives that transform our globe.

Website/Twitter Handle:

Website: www.ridleycollege.com

Twitter Handle: [@Ridley_College](https://twitter.com/Ridley_College)

Key Learnings:

Ridley College is using Passport for Life in the school setting.

Long-term athlete development/performance-focused programs can be complimentary to a physical literacy based approach.

Connections to PARC and Ophea:

Ophea has released a position paper on physical literacy assessment.

Ophea's resources focus on strategy and skill development. Ridley College has changed their approach from traditional rules to adaptations based on age/experience level of participants.

Considerations for PARC and Ophea:

Continue to advocate for shifts in H&PE programs from an emphasis on performance to one on participation.

A4: What is a High Performing Children's Coach?

Presenter(s): Tandy Jane Haughey, Ulster University

Workshop Description:

Coaches who are knowledgeable and skilled in the development of children in and through sport are recognised as playing a vital role in inspiring children towards lifelong participation and/or achievement in sport. Increasingly, it is acknowledged that coaching, and in particular children's coaching, requires coaches to address much more than the traditional technical, tactical, physical, and mental aspects of athlete/participant development. In ensuring this occurs, there is a need for the development of vertical as well as horizontal qualification to assist children's coaches. Over the last number of years, programming in Northern Ireland from S4S to Activ8Wildcats, to a L3/4 for a high performing children's coach, has been developed and piloted. This workshop will discuss the learning so far and how can this be further developed.

Website/Twitter Handle:

Website: www.ulster.ac.uk

Key Learnings:

Current programs in Northern Ireland: Skills 4 Sports, Activ8 Wildcats, Pilot Program for National Governing Bodies (NGBs), Children's Coach Capabilities.

Connections to PARC and Ophea:

H&PE educators often take on a dual role as both teacher and coach.

PARC and Ophea also focus on the holistic development of a person through physical activity and physical literacy.

Considerations for PARC and Ophea:

Investigate the role and impact of National Governing Bodies (NGB) further, identify comparable organizations in Ontario (if any) and explore potential opportunities for collaboration.

Research the link between coaches and physical literacy, and develop programs and resources to build the capacity of coaches to support physical literacy development.

B3: Parents: What Do They Know About Physical Literacy?

Presenter(s): Louise Humbert, University of Saskatchewan; Lauren Sulz, University of Alberta; and Nicole Cameron

Workshop Description:

In Canada, the development of physical literacy is the foundation for sport, physical education, and physical activity programming. Parents play an integral role in the development of physical literacy in their children, however, little is known about how parents understand and operationalize the concept of physical literacy. Through a research study, our objective was to increase our understanding of the knowledge, perceptions, and actions of parents related to the development of physical literacy in their children. A mixed methods design was used to explore this topic with parents in Saskatchewan. The first phase of the research was quantitative and involved a phone survey with a representative sample of parents of children aged 0-16. The second phase involved focus group discussions and individual interviews with parents. Eighty percent of parents had never heard of the term physical literacy. When physical literacy was explained, the vast majority of parents supported the concept. When asked about the responsibility of parents, schools, communities, home, family, and others in helping to develop their child's physical literacy, almost 90% parents believed they had the primary responsibility for helping their child develop physical literacy. Parents discussed their need for support to help them develop physical literacy in their children, and provided suggestions for schools, sport and community programs. If efforts are made to educate and include parents in our work with children, we may see greater increases in physical literacy.

Website/Twitter Handle:

Website: www.usask.ca

Key Learnings:

Saskatchewan parents were not familiar with the term physical literacy, despite considering physical activity to be important for health.

Parents felt they were primarily responsible for developing physical literacy in children and youth, while also valuing the role of schools in developing physical literacy.

Drop-in programs were the most effective way to engage parents and children in physical literacy programs.

Connections to PARC and Ophea:

Ophea also takes a multigenerational approach and considers the role of families and the wider school community when developing programs and resources.

Considerations for PARC and Ophea:

Provide support (potentially through intermediaries) for parents/guardians to be physical literacy role models for their children and other members of their households.

Research and make recommendations on types of physical activity and physical literacy programs for families in Ontario (e.g., drop-in, short-term, long-term).

B3: Getting Active After-School: Building Opportunities for Physical Activity and Physical Literacy in the After-School Environment

Presenter(s): Heather Gardner, PARC

Workshop Description:

Promoting an active and healthy lifestyle shouldn't just happen during the school day and this session was designed to promote healthy, active living all-year round, all the time. Participants will walk away from this session with knowledge of instructional approaches and resources to help after-school service providers effectively integrate physical activity into programming for children and youth. By the end of this session, participants will:

- Understand the importance of providing physical activity opportunities in after-school programs to support building physical literacy;
- Understand how to overcome challenges in the after-school setting through applying strategic approaches to integrating physical activity into after-school programs;
- Understand how to create a physically safe and emotionally safe learning environment, accommodating programming for various needs, interests, ages and stages; and
- Explore ways to start conversations with teams, management, community, and parents.

Website/Twitter Handle:

Website: parc.ophea.net

Twitter Handle: [@parcontario](https://twitter.com/parcontario) and [@catchingheather](https://twitter.com/catchingheather)

Key Learnings:

Many different groups have a role in successfully developing physical literacy including parents/guardians, day-care providers, schools personnel, community recreation leaders, and everyone involved in the Canadian sport system.

[PlaySport](#)-based interventions increased physical literacy levels of all participants.

Connections to PARC and Ophea:

Ophea currently uses the Teaching Games for Understanding approach in multiple resources, including the H&PE elementary and secondary curriculum resources.

Ophea emphasizes the importance of fundamental movement skills in its programs and resources.

Considerations for PARC and Ophea:

Expand reach in after-school sector to fill a need for physical literacy resources.

B3: Physical Literacy Primary School Interventions in 5 Cities Throughout BC: What's the Impact?

Presenter(s): Sandi Lavery, College of the Rockies and University of Victoria; Jodie Pickering, College of the Rockies; and Eric Sinker, viaSport British Columbia

Workshop Description:

A successful primary elementary school Physical Literacy Lunch-hour games program delivered in Cranbrook, BC from September 2014-April 2015 was shared with four additional BC cities with the support of viaSport British Columbia in September 2015. Following an in-person training session, representatives from the viaSport Regional Alliance (Fort St. John, Kamloops, Kelowna and Victoria) also delivered a physical literacy lunch-hour games program from January-April 2016. The representative from each city oversaw the programs using the same protocol for pre-and post-assessment using a modified CS4L PLAYfun Tools protocol, and followed the prescribed Physical Literacy lunch-hour game activities used in Cranbrook. The project combined data from an existing teacher mentorship program along with the games based program. The goal was to evaluate different methods of intervention, and to determine if there was a way to best improve children's fundamental movement skills. This presentation will highlight the sharing process that was initiated and supported by viaSport British Columbia, as well as the findings of each intervention to determine how best to improve children's fundamental movement skills in the five cities who participated in the program.

Website/Twitter Handle:

Website: www.cotr.bc.ca, www.uvic.ca, and www.viasport.ca

Key Learnings:

The *PLAYfun Physical Literacy Assessment Tool* can be accessed at: physicalliteracy.ca/education-training/play-tools/ViaSport

Connections to PARC and Ophea:

PARC and Ophea released a position paper on physical literacy assessment.

Ophea uses the mentorship concept through its Professional Learning Ambassadors network (a network of H&PE educators from across Ontario) and its H&PE Capacity Building Coaches network. These key networks deliver workshops and training across the province to build the capacity of other educators.

Considerations for PARC and Ophea:

Consider integrating physical literacy assessment into one or more of Ophea's existing professional learning workshops to continue to build the capacity of educators across Ontario.

B3: Yukon's Physical Literacy Project - A How-To Guide for Teachers Grade 3 to 7

Presenter(s): Bruce Craven, Craven Sport Services; and Chris Kirk, F.H. Collins Secondary School

Workshop Description:

The Government of the Yukon, through the Departments of Community Services and Education, has recently developed the "Yukon Physical Literacy Program" for grades 3 to 7. Following the development of a Sport School at F.H. Collins School in Whitehorse, the teaching staff identified a significant deficit in the physical literacy of the students entering the program. To bridge the gap, the Yukon Physical Literacy Program was developed to provide teachers with a "how to guide" to teach the Yukon 12 Physical Literacy Skills in grades 3 to 7. The 12 physical literacy skills were developed by a working group of consultants from the Departments of Education and Community Services, teachers, physical education specialists, and Sport Yukon staff. The working group identified 12 fundamental physical literacy skills that were summative in nature allowing the students to gain physical literacy in a developmental sequence as the students became confident and confident in their ability to master the skills. The program presently consists of 3 to 5 different lesson plans for teachers. The goal of each lesson plan is not on the skill as it relates to games, but also the "how-to's" of how to teach the skill so that the teacher can instruct the student to become confident and competent in their ability to do the skill. The lesson plans are designed to be completed over a 1 week period during 2 different physical education periods of 45 minutes. This is a unique provincial/territorial initiative that links sport and education with the goal of providing teachers with resources that teach the "how-to's" of physical literacy in the school system.

Website/Twitter Handle:

Website: www.fhcollins.ca

Key Learnings:

Sports School is an existing program used in the Yukon that is based on BC Curriculum (which is curriculum used in the Yukon).

The average public school in the Yukon has 1-2 H&PE classes per week (30-40 minutes each).

Connections to PARC and Ophea:

Ophea also offers lesson plans that focus on building physical literacy.

Considerations for PARC and Ophea:

Learn more about the resources available in other provinces and explore opportunities to leverage and share material where possible.

C1: Truth and Reconciliation - An Opportunity and a Challenge

Presenter(s): Clayton Melnike; Michael Cvitkovic, 2017 North American Indigenous Games; and Andrea Carey, Sport for Life

Workshop Description:

Reconciliation is about forging and maintaining respectful relationships, there are no shortcuts. With the launch of the 94 recommendation Truth and Reconciliation document, there is a new era in the relationship between Indigenous and non-Indigenous Canadians. This presentation will examine the link between physical activity, health, and the healing of Indigenous Peoples. For this document to have lasting impact, the Calls to Action must impact government, provincial organizations, Indigenous community groups, and individuals. The second part of this presentation examines best practices in Indigenous development in partnership with non-Indigenous cultures. The events and resources that will be represented by this panel have helped to develop the Aboriginal sport, recreation, and health systems across the country.

Website/Twitter Handle:

Website: naig2017.to and sportforlife.ca

Twitter: [@naig2017to](https://twitter.com/naig2017to) and [@S4L_SPV](https://twitter.com/S4L_SPV)

Key Learnings:

Of the 94 recommendations in the Truth and Reconciliation report, 5 are directly related to sport and athlete development (recommendations 87-91).

For more resources, look at the "For Aboriginal" tab on the Sport4Life website (http://sportforlife.ca/resources/#category_id_105).

Connections to PARC and Ophea:

PARC and Ophea have developed First Nations inspired physical activity resources: [Walk This Way First Nations](#) and [First Nations Inspired DPA](#).

Ophea actively connects to First Nations schools in Ontario to build and maintain relationships, and provide support through programs, resources, and curriculum expertise.

Considerations for PARC and Ophea:

Connect with the Aboriginal Sport and Wellness Council (ASWCO) to identify potential learning, knowledge sharing, and partnership opportunities.

Engage speakers at events to talk about the connections between truth and reconciliation, and physical activity and H&PE.

Include physical, mental, cultural, and spiritual considerations or adaptations in future programs and resources.

Review Truth and Reconciliation Report and identify the Calls to Action that are relevant to PARC and Ophea's work. An example could be to release a statement on the steps PARC and Ophea will take to further truth and reconciliation through their work moving forward.

C4: Introducing the National Physical Literacy Alliance, and Presenting a Complete Guide to Physical Literacy Key Messaging: The Background, the Tools, and the Strategy on Sharing Physical Literacy Key Messages.

Presenter(s): Physical Literacy National Workgroup: Rebecca Jones, ParticipACTION; Drew Mitchell, Sport for Life; and Kathy Brook, Coaching Association of Canada

Workshop Description:

The National Physical Literacy Alliance (NPLA) consists of over 40 national/provincial organizations (from grass roots to podium), committed to ensuring all Canadians are healthy and active. The NPLA, on behalf of all Canadians has developed a strategy that encompasses 6 areas of activation that will collectively benefit the health of all Canadians: Awareness, Evaluation and Research, Education and Training, Engagement and Programming, Policy and Strategy, and Resources and Tools.

This session will introduce the audience to the Alliance's mission and activities, with a deep dive exploring recent awareness and communications work. This workshop will introduce the audience to the communication tools and resources that were produced, and walk everyone through the ways in which the key messages can be used, shared, and delivered to different target populations. Tools and resources include a social media kit, infographics, and other communication and marketing templates. Audience members will learn about the development process, the National strategy on Physical Literacy, and best practices on using the communication tools to further Physical Literacy messaging. In addition, the audience will learn why the consistent use of key messages is important, and how digital and visual content can reinforce their organization's objective.

Website/Twitter Handle:

Website: www.participaction.com; sportforlife.ca, and www.coach.ca

Twitter Handle: [@ParticipACTION](https://twitter.com/ParticipACTION); [@S4L_SPV](https://twitter.com/S4L_SPV); and [@CAC_ACE](https://twitter.com/CAC_ACE)

Key Learnings:

The National Physical Literacy Alliance (NPLA) is an attempt to connect and inform consistent messaging to promote healthy active living across Canada.

The NPLA has identified 6 focus areas:

- Evaluation and research
- Education and training
- Engagement and programming

- Policy and strategy
- Awareness
- Resources and tools

Connections to PARC and Ophea:

PARC and Ophea have released a position paper on physical literacy assessment so it will be necessary to be aware of a disability-focused physical literacy assessment.

PARC and Ophea currently offer in-person physical literacy workshops that might align well with the online e-learning physical literacy training that the NPLA is creating.

The NPLA is connecting with partners that PARC and Ophea currently have relationships with such as High Five and ParticipACTION.

Considerations for PARC and Ophea:

Review Sport for Life's lesson plans when they become available.

Leverage shareable content developed by NPLA on PARC and Ophea's social media platforms.

Adapt unbranded content as appropriate to fit with PARC and Ophea's key messaging regarding physical activity and physical literacy.

Day 3: Friday April 14, 2017

Sessions attended:

KEYNOTE: *Physical Literacy and Health: Heretical Musings*, by Dr. John Cairney, University of Toronto

SESSION D2:

Understanding the Gender Gap in Physical Literacy: A Mixed Methods Study, by John Cairney, University of Toronto

Addressing the Gender Gap in Physical Literacy, by Tammy Shubat, Ophea; and Heather Gardner, Ophea

Sex Dependent Motor Competencies in Dynamic Balance and Cutting: A Mechanism for ACL Injury? by Dean Kriellaars, University of Manitoba

D2 Common Themes:

The gender gap in physical literacy development.

SESSION E2:

Physical Literacy and Human Flourishing, by Elizabeth Myers, Liverpool John Moores University

MLSE LaunchPad: A Youth Focused Sport for Development Facility, by Marika Warner, MLSE LaunchPad; and Justin Bobb, MLSE LaunchPad

E2 Common Themes:

Achieving full potential via physical literacy development.

Communications and community outreach and engagement.

SESSION E3:

Is Meeting Canadian Movement Guidelines for Moderate-Vigorous Physical Activity Sufficient? by Buffy Williams, University of Victoria

SESSION F1:

Inclusive Physical Literacy, by Andrea Carey, Sport for Life

SESSION F4:

Physical Literacy Research Panel, by John Cairney, University of Toronto and Sport for Life

Memorable Quotes from the Day:

"Don't be rude, always include." (youth participant from study)

~ Emily Brenner, Jeffrey Graham, Dr. John Cairney, University of Toronto, McMaster University

"Teaching Games for Understanding: Teaching games by playing games".

~ Tammy Shubat, Ophea; and Heather Gardner, Ophea

"When it comes to the gender gap, we need to move beyond the binary idea of boys and girls".

~ Tammy Shubat, Ophea; and Heather Gardner, Ophea

"Being physically literacy is a protective mechanism"

~ Dean Kriellaars, University of Manitoba

"We don't want to be a place where youth come and just shoot hoops. We want to show youth that sport can be a catalyst for next steps in their lives."

~ Marika Warner, MLSE LaunchPad; and Justin Bobb, MLSE LaunchPad

"If you don't include everybody, then you are excluding somebody."

~ Andrea Carey, Sport for Life

"Tell [participants] what to expect. If you're doing a two hour hike, tell people if there will be bathrooms!"

~ Shelley Callaghan, Canadian Association for the Advancement of Women in Sport

KEYNOTE: Physical Literacy and Health: Heretical Musings

Presenter(s): Dr. John Cairney, University of Toronto

Workshop Description:

There is a perspective in the literature that physical literacy is inherently meaningful in its own right and that viewing it as a means to achieve other ends diminishes its value ("physical literacy for the sake of physical literacy"). At the same time, narratives of physical literacy often position it as a gateway or fundamental to the pursuit of life long physical activity. Following this line brings into question the role that physical literacy has in promoting health, although this has yet to be fully explored in theory or research. In this talk, we explore this position and consider implications to research and practice.

Website/Twitter Handle:

Website: www.utoronto.ca

Twitter Handle: [@JohnCairney68](https://twitter.com/JohnCairney68)

Key Learnings:

Physical literacy is a determinant of physical activity.

What is physical literacy?

- A complex construct
- A thing that might be measured
- A philosophical statement of embodiment
- An approach (intervention)

Connections to PARC and Ophea:

There is only very small effect between participation in physical activity and fundamental movement skill development.

Instruction must be purposeful and intentional, and not just occur through happenstance.

Women may have a great connection between participation in physical activity and fundamental movement skills. This is important to note as Ophea begins to explore connections between gender and physical literacy.

Considerations for PARC and Ophea:

Research and develop more comprehensive tools to assess physical literacy in relation to participating in physical activity.

Conduct research on how cognitive, social, and emotional play consistent with a physical literacy approach might increase cognitive and brain functioning.

D2: Understanding the Gender Gap in Physical Literacy: A Mixed Methods Study

Presenter(s): Emily Brenner; Jeffrey Graham; and Dr. John Cairney, University of Toronto

Workshop Description:

Using both quantitative and qualitative research methods, we are examining gender differences in physical literacy, and possible social and psychological reasons for it. Based on focus groups with boys and girls across the continuum of motor competence, we designed an intervention for after-school programs in the province of Ontario. In this presentation, we will present the research design and preliminary findings from the study.

Website/Twitter Handle:

Website: www.utoronto.ca and www.mcmaster.ca

Twitter Handle: [@JohnCairney68](https://twitter.com/JohnCairney68)

Key Learnings:

The gender gap in physical literacy emerges in peri-adolescence where males outperform females in physical literacy, particularly in object manipulation.

Females tend to outperform males in the area of balance, but interestingly, they rank themselves as equally confident to males in that skill.

Connections to PARC and Ophea:

Ophea's [PlaySport](#) resource helps children and youth develop an understanding of and competency with skills and strategies associated with physical activities and a wide range of sports.

Ophea's H&PE Resources (elementary and secondary) address physical literacy interventions in school settings.

Considerations for PARC and Ophea:

Ensure that gender equity is embedded into all of PARC and Ophea's programs and resources. Also ensure that programs and resources don't just address gender binaries (female/male), they need to be inclusive of all gender identities.

Focus on building confidence and developing self-efficacy which impacts willingness to try and learn new skills.

D2: Addressing the Gender Gap in Physical Literacy

Presenter(s): Tammy Shubat, Ophea; and Heather Gardner, Ophea

Workshop Description:

At the end of the session, participants will have a greater understanding of PlaySport as an intervention/resource in after-school and in school settings that enhances the physical literacy of participants. PlaySport helps children and youth develop an understanding of and competency with skills and strategies associated with physical activities and a wide range of sports. The activities in PlaySport can provide experiences for participants to help them build physical literacy, health literacy, and the skills for healthy active living. Designed for educators, recreation providers, coaches, and physical activity promoters, PlaySport uses the Teaching Games for Understanding (TGfU) approach. In addition, strategies for gender-based inclusion in PlaySport activities will be shared and discussed, building upon the work Ophea has been doing in partnership with Sport for Life, CAAWS, and McMaster University.

Website/Twitter Handle:

Website: www.ophea.net

Twitter Handle: [@opheacanada](https://twitter.com/opheacanada) and [@catchingheather](https://twitter.com/catchingheather)

Key Learnings:

[PlaySport](#)-based intervention in after school programs increased physical literacy in boys and girls, but more in boys (increase of 14% in boys verses 8% in girls).

[PlaySport](#) teaches game skills and strategies without using traditional sports as an entry point.

Connections to PARC and Ophea:

Ophea's [PlaySport](#) resource helps children and youth develop an understanding of and competency with skills and strategies associated with physical activities and a wide range of sports.

Considerations for PARC and Ophea:

Continue to integrate Teaching Games for Understanding approach and gender lens into relevant program and resource development.

Ensure that all resources, including curriculum-based resources, are gender-inclusive (across the gender spectrum, not just gender binaries).

D2: Sex Dependent Motor Competencies in Dynamic Balance and Cutting: A Mechanism for ACL Injury?

Presenter(s): Dean Kriellaars, University of Manitoba

Workshop Description:

This workshop uses a physical literacy lens to explore the gender gap in motor competence as a mechanism of ACL injury in 52 participants assessing static and dynamic balance, targeting, cutting, and footedness. This is the basis of the movement preparation program.

Website/Twitter Handle:

Website: umanitoba.ca

Twitter Handle: [@DeanKriellaars](https://twitter.com/DeanKriellaars)

Key Learnings:

Young women suffer two times more ACL injuries than young men.

Durability (by design): the ability to endure/the ability to participate.

It is important to frame durability positively (for example, the ability to participate versus falls prevention).

Connections to PARC and Ophea:

Ophea's [PlaySport](#) resource helps children and youth develop an understanding of and competency with skills and strategies associated with physical activities and a wide range of sports.

Considerations for PARC and Ophea:

Research and make connections between durability and wellness. What are the similarities and differences? Are key learnings transferable (for example, emotional resilience and physical durability)?

Increase focus on brain training, not just muscle training (i.e., training how our brains give commands to our muscles, instead of relying on muscle memory).

E2: Physical Literacy and Human Flourishing

Presenter(s): Elizabeth Myers, Liverpool John Moores University

Workshop Description:

Human flourishing can be achieved through meaningful experiences within the world. Experiences are encountered through our bodily perceptions, movements, emotions, and feelings, and through these perceptions, meaning becomes possible (Johnson, 1999). This workshop explores the relationship between human flourishing and physical literacy. Physical literacy is defined as "the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (Whitehead, 2016). The verb "to flourish" intimates that a person is thriving (De Ruyter, 2004). People who flourish live within an optimal range of human functioning, one that simultaneously connotes goodness, generativity, growth, and resilience (Fredrickson and Losada, 2005). To flourish is a state of being, not a mere feeling or experience; it is not something that is static, but is instead found in action (Rasmussen, 1999). Human flourishing can be described as an activity, an actuality, and an end or function (Rasmussen, 1999). This workshop explores the relationship between physical literacy and human flourishing, uncovering a new understanding in a previously unexplored area.

Website/Twitter Handle:

Website: www.ljmu.ac.uk

Key Learnings:

People who flourish live in the optimal range of human functioning (i.e., a person who is thriving).

The ability to have meaningful experiences in the world implies that someone has the physical literacy needed to participate, engage, and try new things.

To nurture flourishing, a program has to be: objectively good, inclusive, individualized, agent-relative, self-directed, and socially constructed.

Connections to PARC and Ophea:

Ophea's work related to student wellbeing has connections to the concept of flourishing.

Ophea's vision that all children and youth enjoy the benefits of lifelong healthy active living has flourishing implications

Considerations for PARC and Ophea:

Highlight connection between flourishing and wellbeing.

Emphasize the role of physical literacy in promoting and achieving wellbeing.

Recognize and raise awareness that physical literacy is about the ability to have meaningful experiences. Therefore it has a unique place in promoting and enabling human flourishing.

Use “human flourishing” language which would resonate with audiences beyond H&PE.

E2: MLSE LaunchPad: A Youth Focused Sport for Development Facility

Presenter(s): Marika Warner, MLSE LaunchPad; and Justin Bobb, MLSE LaunchPad

Workshop Description:

MLSE LaunchPad is a new, 42,000 square foot, youth-focused Sport for Development facility in downtown Toronto that opened in January 2017. With the support of professional sports teams, this collaborative space will leverage sport, education, and research to promote social change and generate best practices in Sport for Development. This presentation will cover the conception and development of the project; our intended impact model and theory of change; the details of our unique youth focused service hub model; and our ambitious research and evaluation plan.

Website/Twitter Handle:

Website: mlselaunchpad.org

Twitter Handle: [@MLSELaunchPad](https://twitter.com/MLSELaunchPad)

Key Learnings:

The MLSE LaunchPad building is owned by Toronto Community Housing, and the facility is run by MSLE Foundation. MLSE LaunchPad wants to be held up as a model of sport corporate social responsibility. The focus of the facility is on sport for development: "A place where youth use sport to recognize and reach their potential."

MLSE LaunchPad offers in-kind space to community partners who bring in expertise. This allows for more programs while avoiding duplication of existing programs, and competition with other organizations for participants.

Connections to PARC and Ophea:

PARC and Ophea also make connections between sport/physical activity and life skills/healthy behaviours (i.e., using sport/physical activity to teach interpersonal skills such as communication).

PARC and Ophea also emphasize a community partnership approach to their work.

Considerations for PARC and Ophea:

Explore MLSE Launchpad's key learnings regarding partnerships to engage difficult to reach populations (e.g., the 18-29 age group).

Monitor MLSE LaunchPad evaluation results as a model for youth engagement and physical literacy development.

E3: Is Meeting Canadian Movement Guidelines for Moderate-Vigorous Physical Activity Sufficient?

Presenter(s): Buffy Williams, University of Victoria

Workshop Description:

The new Canadian 24-Hour Movement Guidelines for Children and Youth encourage children to engage in moderate-vigorous physical activity (MVPA) for 60 minutes/day and engage in light physical activity (LPA) for several additional hours per day. This workshop reviews trends in physical activity from a cross-sectional study of grade 2 and grade 4 students. Methods: Participants were 123 children from 8 Vancouver Island schools, n = 79 in grade 2 and n = 44 in grade 4. Physical activity (MVPA and LPA) were assessed for 7 days in both grades using Actigraph GT1M accelerometers. Results: Analyses of variance revealed that both LPA and MVPA were significantly lower in grade 4 than grade 2; specifically: LPA = 220 and 186 min/day and MVPA = 134 and 100 min/day. Conclusions: The children in this study were meeting the Canadian 24-Hour Movement Guidelines in terms of physical activity behaviours in both grade 2 and grade 4. Despite this positive finding, it is evident that physical activity had decreased by more than one hour per day in grade 4 compared with grade 2; including a 34-minute decrease in MVPA. Given the physical, mental, and social benefits associated with participation in physical activity, this downward trend is concerning.

Website/Twitter Handle:

Website: www.uvic.ca

Key Learnings:

Canadian 24-hour Movement Guidelines for Children and Youth:

- Sleep: children and youth who get sufficient sleep are energized and more physically active.
- Step: filling most of the day with light physical activity
- Sweat: moderate-vigorous physical activity
- Sit: less than 2 hours a day - only 24% of children and youth meet this guideline.

Benefits of meeting guidelines:

- Decreased obesity
- Decreased likelihood of hypertension

- Increased self-esteem
- Increased academic performance
- Increased development of fundamental movement skills = physical literacy

Connections to PARC and Ophea:

PARC currently has resources promoting the 24-hour Movement Guidelines for Children and Youth are these guidelines not being met:

- 2012: Only 7% of 5-11 year olds met the Canadian Physical Activity Guidelines (60 minutes a day of moderate to vigorous physical activity).
- 2014: Only 4% of 12-17 year olds met the Canadian Physical Activity Guidelines (60 minutes a day of moderate to vigorous physical activity).
- 2016: Only 9% of 5-17 year olds met the Canadian 24-hour Movement Guidelines for Children and Youth.

Considerations for PARC and Ophea:

Continue to promote the importance of moderate to vigorous physical activity through PARC and Ophea's programs and resources.

Develop a social media campaign related to the Canadian 24-hour Movement Guidelines for Children and Youth that includes tips and tricks to get kids active at a moderate to vigorous level both within and outside of the school setting.

F1: Inclusive Physical Literacy

Presenter(s): Andrea Carey, Sport for Life

Workshop Description:

By definition, physical literacy should be inclusive and accessible to all. Program coordinators, leaders and facility operators have a responsibility to create universally accessible physical literacy opportunities and support persons with a disability to adopt a healthy, active lifestyle. How can we create universal accessibility in our classrooms, sports fields and gymnasiums? This panel will share practical tools, communication techniques, and equipment best practices to ensure the inclusion of students with physical, intellectual, and invisible disabilities.

Website/Twitter Handle:

Website: sportforlife.ca

Key Learnings:

There are physical activity entry points that can be used as opportunities to get everyone included in sport. In the Sport for Life Long-Term Athlete Development Framework, these are during the Awareness stage and First Involvement stage. To support inclusion, Sport for Life has led webinars and workshops, and developed bilingual videos. As they move forward they are hoping to:

- Have a larger social media and blog presence.
- Develop an accessible communication guide.
- Complete a survey related to inclusive physical literacy delivery.
- Facilitate more presentations and workshops.
- Amplify work in area of gaps.
- Develop national leveled research.

Disability by type data from Statistics Canada (2012):

- Pain - 9.7%
- Flexibility - 7.6%
- Mobility - 7.2%
- Mental health-related - 3.9%
- Dexterity - 3.5%
- Seeing - 2.7%
- Hearing - 3.2%
- Learning - 2.3%

- Memory - 2.3%
- Developmental - 0.6%
- Unknown - 0.3%

1 in 7 Canadians lives with a disability.

Connections to PARC and Ophea:

Ophea offers a physical activity and inclusion workshop to support educators in creating physical activity environments that are inclusive to everyone.

Considerations for PARC and Ophea:

Support promotions of Sport For Life work on inclusion and physical activity via social media and other communications channels.

Continue to incorporate inclusion into all future programs and resources.

F3: Physical Literacy for 55+ - It's Time to Change Our Approach

Presenter(s): Shelley Callaghan, Canadian Association for the Advancement of Women in Sport; and Bradley Young, University of Ottawa

Workshop Description:

This panel presentation will provide different perspectives on work being done to increase physical literacy among men and women 55+. It is important that we find “on ramps” to get older adults back involved and keep them there. Physical literacy is a very important part of this process. Building on the work CAAWS has done in partnership with the Coaching Association of Canada we will present focus group and pilot project examples of how we have addressed the teaching of adapted fundamental movement skills to increase physical literacy and engage women 55-70+ as community mentors. Information will also be presented on work with Masters athletes, and older adult physical literacy strategies to provide information that further supports these findings. The physical and psychosocial aspects of aging, partnered with what we know motivates older adults to engage in sport and physical activity for life will be presented, discussed, and debated. This panel is intended to connect our ongoing work with the current dialogue pertaining to physical literacy, Long-Term Athlete Development, and Sport for Life models.

Website/Twitter Handle:

Website: www.caaws.ca and www.uottawa.ca

Key Learnings:

Physical literacy early in life isn't necessarily indicative of lifelong physical literacy. Physical literacy levels tend to ebb and flow over the course of someone's life.

Adult learning principles are increasingly incorporated into adult coaching models. Examples include increasing self-determination, more time for questions, validation checks, and step-by-step instructions.

Connections to PARC and Ophea:

PARC's Physical Activity and Older Adults: Step by Step Guide

PARC also focuses on physical activity across the lifespan.

Considerations for PARC and Ophea:

Continue to explore how physical activity programs and resources need to be adapted and customized for older adults.

Change images in resources to be more inclusive of all ages.

Include adaptations for common health conditions in older adults, such as arthritis, in future programs and resources.

Reconsider strategies for lifelong healthy active living - if childhood physical activity levels aren't always a good indicator of future physical activity levels, what else do PARC and Ophea need to consider?

Adopt an intergenerational approach in future programs and resources with older adults serving as role models for children and youth and vice versa.

Day 4: Saturday April 15, 2017

Session attended:

KEYNOTE: *Evidence Supporting the Physical Literacy Framework*, by Dr. Dean Kriellaars, University of Manitoba

SESSION G1:

Strong Foundations - Developing Physical Literacy in the Early Years, by Leah Yardley, Calgary Be Fit For Life Centre

A Pilot Online Training Program for Early Childhood Educators in Physical Literacy Demonstrates Potential to Enhance the Movement Skill Proficiency of Children in their Care, by E. Jean Buckler, University of British Columbia; Anne Lasinsky; Darren Warburton; and Shannon Bredin

PLayTubs- Developing Physical Literacy within Our Youngest Movers - An Innovative Model for Walking to Six Year Olds and their Parents/Guardians and Service Providers, by Linda Whitfield, Healthy Kids Community Challenge, Ottawa

G1 Common Themes:

Direct instruction is often required to see improvement in student performance of movement skills.

SESSION G2:

The Nature Solution - The Importance of Promoting Activity in Nature Across the Lifespan, by Janice Cook, University of Calgary

Associations Between Trait Personality and Sport and Physical Activity Participation: What Does the Research Indicate? by Ken Lodewyk, Brock University

G2 Common Themes:

Inclusive sport and physical activity programs take into account diverse settings as well as diverse personalities.

SESSION H1:

Physical Activity in the Playground Primo Sport 0246. Effects of Emotional Feedback and Physical Scaffolding in Motor and Cognitive Development of Preschool Children, by Patrizia Tortella, University of Verona; and Guido Fumagalli, University of Verona

Benefits of a Physical Literacy Lunch-hour Games Program (RBC Learn to Play Grant), by Sandi Lavery, College of the Rockies and University of Victoria; and Jodie Pickering, College of the Rockies

Eliminating the Anxiety of Bringing Physical Literacy into the Classroom, by Lynn Campanella, Arizona Health and Physical Education

H1 Common Themes:

Intentional activity when working with early years/primary aged children.

SESSION H2:

The Groove: Engaging the BODY, BRAIN and BEING Using Team Building Concepts, by Michelle Hillier, The Groove EDGEducation

Developing a Physical Literacy Strategy for Urban Indigenous Families Through the Life Cycle, by Jessica Fraser-Thomas, York University; and Michael Auksi, Native Child and Family Services of Toronto

H2 Common Themes:

Being, spirit, and connectedness.

Memorable Quotes from the Day:

"It's not that you're leaving [a sport], who cares?

What matters is where you're going next."

~ Dr. Dean Kriellaars, University of Manitoba

"In England they call it green exercise"

~ Janice Cook, University of Calgary

"We are becoming a culture of car potatoes."

~ Janice Cook, University of Calgary

"Free play alone does not provide development of motor and cognitive function."

~ Patrizia Tortella, University of Verona and Guido Fumagalli, University of Verona

"We are a movement of movement"

~ Richard Way, Sport for Life and Drew Mitchell, Sport for Life

KEYNOTE: Evidence Supporting the Physical Literacy Framework

Presenter(s): Dr. Dean Kriellaars, University of Manitoba

Workshop Description:

A new physical literacy framework will be presented with supporting research from recent interventional trials and large cross-sectional studies. The relationship between physical literacy and social (inhibition and participation), physical (fitness and physical activity), and psychological well-being will also be examined.

Website/Twitter Handle:

Website: umanitoba.ca

Twitter Handle: [@DeanKriellaars](https://twitter.com/DeanKriellaars)

Key Learnings:

An individual's future physical literacy considerations are important.

Physical literacy is a journey and can be influenced by numerous factors such as personal choice (wanting to try a new activity) or injury (needing to step away from a sport). These transitions can impact an individual's social, physical, and psychological identity.

There is a difference between physical proficiency and physical literacy. It is possible to be good at one sport but not be physically literate.

Connections to PARC and Ophea:

Emphasis on physical literacy as a journey that continues across the lifespan is reflective of PARC's work to increase physical activity and physical literacy from the early years to older adults.

PARC and Ophea resources also make connections between physical literacy and mental health.

Considerations for PARC and Ophea:

Modify concept of transition-times to relate to transition points in schools (i.e., from elementary to intermediate: transition from grade 6-7; and from intermediate to secondary schools: transition from grade 8-9).

Consider creating entry maps (strategies for getting people engaged in different settings), and exit maps (reasons people leave an activity and strategies for supporting their continued physical literacy journey).

Shift focus from the negative implication of “quitting” an activity or sport to positively highlight change as a new opportunity to try a new activity.

Look for opportunities to integrate physical literacy journey reflection activity into workshops and resources. Participants map their age on the y axis and physical literacy level on the x axis.

G1: Strong Foundations - Developing Physical Literacy in the Early Years

Presenter(s): Leah Yardley, University of Calgary

Workshop Description:

This session will focus on what it looks like to develop physical literacy in the early years (0-5), and the importance of developing a strong foundation for future movement before the age of 5. Topics covered include; motor skill development in the early years, free play, outdoor play, risky play, and building confidence and motivation.

Website/Twitter Handle:

Website: www.ucalgary.ca

Key Learnings:

Action oriented books can be used to develop physical literacy.

- *Reach, Twirl, Curl Up Small*: This children's book includes a variety of movement skills that children perform while listening to the story.
- *As big as the sky, as tall as the trees*: A new Indigenous themed read and respond book. This book was developed with Aboriginal Head Start.

90% of children's brain development happens before the age of 5.

Children are born intrinsically motivated to move and this is key for physical activity - we want to nurture it. Movement skills don't need to be proficient, kids just need exposure to the movement skills through physical activity.

Connections to PARC and Ophea:

PARC currently offers a [Physical Activity and the Early Years](#) workshop for early childhood educators, daycare staff, and educators.

Ophea currently offers the [Early Learning Resource](#) to support the development of physical and health literacy.

Considerations for PARC and Ophea:

Develop a moving stories series which highlight active books for children age 0-5 to connect literacy and physical activity.

Investigate use of read and respond books for early years resources.

G1: A Pilot Online Training Program for Early Childhood Educates in Physical Literacy Demonstrates Potential to Enhance the Movement Skill Proficiency of Children in their Care

Presenter(s): E Jean Buckler, University of British Columbia; Anne Lasinsky; Darren Warburton; and Shannon Bredin

Workshop Description:

Early childhood is a critical period for learning fundamental movement skills (FMS), a component of physical literacy, and there is evidence that children are not attaining proficiency in FMS. Increasing numbers of Canadian children are attending childcare centres; however, early childhood educators (ECEs) receive limited training to promote FMS attainment. This workshop reviews study findings related to the efficacy of an online training program for ECEs in physical literacy. Method: ECEs from two child care centres participated in the intervention (n = 5), and two child care centres made up the control group (n = 5). The intervention group completed eight online modules over sixteen weeks. Movement skills of children from intervention (n = 18, Age = 4.4 ± 0.5 yr) and control groups (n = 14, Age = 4.5 ± 0.6 yr) were assessed pre- and post-intervention using the Test of Gross Motor Development 2. Results: Raw movement scores increased across all groups. Converted Gross Motor Quotients scores, which account for age, increased for children attending intervention centres (mean change score = 2.8 ± 11.5), and decreased for children attending control centres (-2.1 ± 8.2). This difference was not significant (p = 0.18); however, a moderate effect size was demonstrated between the two groups (d = 0.50). Discussion: Piloting an online physical literacy training program for ECEs showed potential to improve FMS proficiency amongst 3-5 yr old children. In particular, they may enhance FMS acquisition beyond values anticipated with typical development. Continued research in this area is needed to validate large scale efficacy of such programs.

Website/Twitter Handle:

Website: www.ubc.ca

Key Learnings:

This study integrated assessments during play into early years' environments.

ECE's were given online training related to the development of fundamental movement skills, and access to assessment tools which included photos and videos of various skills being performed by older children (therefore being performed at a

higher level). The goal was to assess whether or not these online training tools were effective in increasing FMS acquisition in children.

Next steps:

- Increase use of interventions and expand study.
- Increase availability of the online modules.
- Determine the needs for ECE related to physical literacy capacity building.

Connections to PARC and Ophea:

Ophea currently offers an Early Learning Resource which include activity cards that build physical and health literacy skills.

Considerations for PARC and Ophea:

Consider revising the use of the concept of play in Ophea's ELK resource based on technique used in the study. An example would be to provide a list of possible activities if opportunities become available versus prescribed activities.

G2: The Nature Solution - The Importance of Promoting Activity in Nature Across the Lifespan

Presenter(s): Janice Cook, University of Calgary

Workshop Description:

Nature has a significant role to play in developing physical literacy and promoting physical activity throughout life. We will examine the evidence supporting the importance and benefits of nature play and risky play in the early years, and the accessibility and health benefits of nature activities for adults and seniors. The presentation will link time and activity in natural environments to the core elements of physical literacy such as motivation, confidence, competence, and engagement in physical activity for life. A multi-dimensional framework for health, including physical, emotional, intellectual, social, and spiritual dimensions will be used to examine the many benefits of physical literacy in an outdoor environment. The key messages of current studies, as well as specific program examples, trends, and fun facts will be provided.

Website/Twitter Handle:

Website: www.ucalgary.ca

Key Learnings:

In the early years, nature provides variation in the physical environment, as well as opportunities for exploration, discovery, risk taking, and testing limits.

For children and youth, nature is essential for healthy child development and physical literacy development

Recommended Readings:

- Last Child in the Woods, Richard Louv
- Project Wild/Nature Principle, Richard Louv
- Position Statement on Active Outdoor Play, HALO (www.haloresearch.ca/outdoorplay/)

Video Recommendation

- Move, Will Gad (www.rockandice.com/video-gallery/move-will-gadd-on-the-importance-of-movement)

Benefits of being in nature: enhanced immune system functioning; improved healing; disease prevention; reduced stress, depression, and anxiety; increased concentration

and cognition; social benefits; spiritual benefits; environmental awareness; increased self-esteem; improved mood; and increased vigour.

Connections to PARC and Ophea:

PARC's Walk This Way Kits were designed to encourage walking.

Considerations for PARC and Ophea:

Highlight the value of active outdoor play and adventure play in existing and upcoming resources and programs.

Highlight the value of unstructured play in existing and upcoming resources and programs.

Develop an outdoor H&PE resource - take the gym outdoors. The games and activities in existing resources can be used outside, but most of the resources weren't designed specifically for outdoor implementation.

G2: Associations Between Trait Personality and Sport and Physical Activity Participation: What Does the Research Indicate?

Presenter(s): Ken Lodewyk, Brock University

Workshop Description:

Trait personality refers to a person's consistent patterns of feeling, thinking, and behaving (Pervin & Cervone, 2010). Advances in quantitative personality measures have enabled valid assessment of five personality dimensions (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience). Various combinations of these dimensions have been associated with a host of outcomes including academic achievement, motivation, coping strategies, burnout, and relationship and job satisfaction. Many physical literacy leaders and practitioners are not aware of research linking personality and participation and engagement in vital physical literacy movements such as sport and physical activity. For example, individuals may be more likely to participate in physical activities that align well with their personality traits (and/or vice versa). Research has reported that the personality dimension most significantly and consistently linked to increased physical activity is extraversion, which is followed by conscientiousness and low emotionality/neuroticism (Rhodes & Smith, 2006). It appears that highly-extraverted individuals tend to be more energetic and seek out physical activity for its potentially arousing incentive (Courneya & Hellsten, 1998), although extraversion tends to be lower in recreational-level athletes and those participating in individual sports (Allen et al., 2011; Rhodes & Smith, 2006). It is important for physical literacy advocates and practitioners to be aware of how personality might be factor in it. This presentation will report on that research literature and will include implications for sport coaches and physical activity practitioners.

Website/Twitter Handle:

Website: brocku.ca

Key Learnings:

Personality indicators: extraversion, agreeableness, conscientiousness, emotionality/neuroticism, openness to experiences.

Personality plays a role in physical activity and sport participation. Personality indicators are fairly consistent across language and culture. Trait personality is fairly stable, but most variable during childhood and adolescence.

There is good evidence that athletic success and participation in physical activity can be predicted by personality.

The link between personality and physical activity participation increases with age. Personality has a greater impact on adults and older adults because there are other environmental factors that need to be considered that affect participation in children and youth.

Extroversion and conscientiousness are highly related to sport and physical activity participation due to social interactions, group dynamics, higher energy, sociability, industriousness, and ambition. Agreeableness seems to matter most in team sports. High introversion, high conscientiousness, and high openness to new experiences are linked to participation in individual sports.

Connections to PARC and Ophea:

Ophea's curriculum resources use a variety of teaching strategies to engage and motivate different types of learners.

This research provides a rationale for why PARC's work in physical activity promotion is needed and how it should be tailored to different types of personalities (for example, introverts are more likely to engage in sedentary behaviour).

Considerations for PARC and Ophea:

Explore how this research could be applied in school settings. For example: What is the connection between personality and H&PE and physical activity participation? Are H&PE/physical activity opportunities biased towards one type of personality? How can different types of personalities be engaged in H&PE/physical activity (we know that as a society we tend to favour extroverts)? PARC and Ophea resources consider the inclusion of different learning styles and different abilities, but do not take into account different personalities.

Investigate how the personality types of coaches/H&PE educators impact student participation and their ability to engage students/young people. How can coaches, recreation, H&PE educators help guide young people/provide opportunities tailored to personality?

H1: Physical Activity in the Playground Primo Sport 0246. Effects of Emotional Feedback and Physical Scaffolding in Motor and Cognitive Development of Preschool Children

Presenter(s): Patrizia Tortella, University of Verona and Guido Fumagalli, University of Verona

Workshop Description:

This workshop investigates the different methodologies of teaching physical activity in the playground Primo Sport 0246 of Treviso for motor and cognitive development. Methods: 5 year old kindergarten children in Treviso. Group a) 49 children came to the playground 1 hour per week (30 minutes free play + 30 minutes structured activity) for 10 weeks; group b) 51 children came to the playground 1 hour per week (60 minutes free play) for 10 weeks. Each child was tested before and after 10 lessons on time of execution and number of errors at a very difficult task (elastic balance beam) and in executive functions (day/night test). The intervention was in zone of proximal development and the children were supported by the physical educators with physical scaffolding or/and emotional or positive feedback. Results: 1) physical scaffold (PS): group a) (free play + structured activity) improved significantly at post-motor test ($69,2 \pm 3,8 - 29,6 \pm 2,0^{**}$) and in executive functions (EF) ($4,82 \pm 0,75 - 2,20 \pm 0,44^{**}$) and in details children with low level of motor competence at pre-test improved significantly in EFs at post-test ($4,67 \pm 1,04 - 1,23 \pm 0,34^{**}$). Group b) (free play) did not improve motor or cognitive skills. 2) PS and emotional feedback EF in group: children with high level of motor competence at pre-test improved significantly in EFs post-test ($4.67 \pm 1.04 - 1.23 \pm 0.34^{**}$) while children with initial low level of MC did not improve. 3) PS and positive but not EF: group a) only children with initial low level of motor skills improved significantly at post-test in EFs ($4.28 \pm 1.27 - 1.11 \pm 0.64 \pm 0.24^{**}$). Conclusion: physical educator has an important role in child development.

Website/Twitter Handle:

Website: www.univr.it

Key Learnings:

An activity playground was created specifically for the purpose of supporting motor skill development for children 0-6.

Findings related to playground included:

- Even during free play, children were building motor skills.

- Children improved their skills related to a new physical challenge only after receiving direct instruction.
- Free play alone did not provide development of motor and cognitive functioning during the new physical challenge.

Connections to PARC and Ophea:

PARC currently offers a [Physical Activity and the Early Years](#) workshop for early childhood educators, daycare staff, and educators.

Ophea currently offers the [Early Learning Resource](#) to support the development of physical and health literacy.

Considerations for PARC and Ophea:

Develop programs and resources that focus on intentional instruction to teach motor skills versus just play. Consider a balanced approach between structured programs and active play.

Focus on how instruction is provided in programs and resources. Consider that both physical and emotional support is required for the development of movement skills.

H1: Benefits of a Physical Literacy Lunch-hour Games Program (RBC Learn to Play Grant)

Presenter(s): Sandi Lavery, College of the Rockies and University of Victoria; and Jodie Pickering, College of the Rockies

Workshop Description:

In Phase II of a physical literacy lunch-hour games program, College of the Rockies faculty trained and engaged Kinesiology and Teacher Education students through practical application in assessing 7 elementary schools (grades K-6) in Cranbrook, BC using a modified Sport for Life PLAYfun tools in September 2015 and then again in March 2016. Many of the post-secondary students volunteered or worked in 4 of the elementary schools for 16 weeks delivering Physical Literacy games. This presentation will include the benefits to the school-age children, as well as the benefits gained by the post-secondary students, local schools, and the community. This project was made possible through a RBC Learn to Play Grant.

Website/Twitter Handle:

Website: www.cotr.bc.ca and www.uvic.ca

Key Learnings:

A 30 minute circuit was used with 6-8 activity stations modified using the Sport for Life PLAYfun tools.

Most children were below the 50th percentile using the modified Sport for Life PLAYfun assessment tools. However, children saw improvement in their physical literacy skills with direct instruction.

Connections to PARC and Ophea:

Ophea's [PlaySport](#) resource and its recent application outside of the classroom connects to the importance of intentional instruction.

Considerations for PARC and Ophea:

Continue to support purposeful activity and instruction when promoting physical activity and developing resources.

Focus on intentional instruction over short time periods (i.e., the lunch-hour) to improve physical activity.

H2: The Groove: Engaging the BODY, BRAIN and BEING Using Team Building Concepts

Presenter(s): Michelle Hillier, The Groove EDGEducation; and Amy Tepperman, The Groove EDGEducation

Workshop Description:

In a team setting, experiencing and practicing co-operation, trust, acceptance, positive peer relations, and the ability to create a safe space for risk taking is crucial to success and engagement. Come experience how The Groove Approach can do this using simple movement, inspiring music and positive health messaging to support the BODY, BRAIN and BEING. We will do this using The Groove Approach and you can't get it wrong!

Website/Twitter Handle:

Website: www.thegrooveedgeucation.com

Twitter Handle: [@grooveedge](https://twitter.com/grooveedge)

Key Learnings:

Whole student approach to teaching dance and physical literacy through dance: Body, Brain, Being.

The Groove integrates unity and individuality to create a safe environment where students can explore movement as part of a group, but also be creative and unique in their own movements.

Connections to PARC and Ophea:

Ophea also offers dance resources and professional learning workshops for educators.

Connections between movement and mental health reflect Ophea's work.

Like Ophea, The Groove offers cross-curricular connections between dance and movement, and other subjects.

The emphasis on learning through moving is reflective of [PlaySport](#)'s Teaching Games for Understanding approach.

Considerations for PARC and Ophea:

Build opportunities for safe, individual exploration of movement into future programs and resources.

H2: Developing a Physical Literacy Strategy for Urban Indigenous Families Through the Life Cycle

Presenter(s): Jessica Fraser-Thomas, York University; and Michael Auksi, Native Child and Family Services of Toronto

Workshop Description:

Physical activity (PA) can positively influence physical, mental, emotional and spiritual wellbeing (Indigenous Medicine Wheel components). Despite relatively high rates of chronic metabolic conditions among Indigenous Peoples, and given the importance of PA, little is known about barriers and facilitators of PA among urban Indigenous families. Through a partnership between Native Child and Family Services of Toronto (NCFST) and Toronto-based post-secondary institutions, this project aimed to develop a physical literacy strategy across the lifespan for Indigenous communities of Toronto. As a first step in this process, a needs assessment was conducted to gain understanding of the community's perceptions of and experiences with PA. Six focus groups utilizing culturally appropriate practices (i.e., talking circles) engaged a total of 122 individuals, with representation across the four life stages (i.e., child, youth, adult, elder). Findings emerging from this collaborative analytic process highlight that health and wellness is conceptualized holistically, referencing aspects of Indigenous Medicine Wheel teachings (physical, emotional, psychological, and spiritual). Reasons for PA engagement include connectedness (i.e., to Indigenous culture, the land, family and friends), personal growth, and wellness. Barriers include access (e.g., cost, childcare), physical limitations, and motivational challenges. These findings are serving as the foundation for an 8-week pilot recreation program rooted in Indigenous teachings and culture. This will in turn inform a Physical Literacy Strategy for NCFST, designed with and for community members, across each stage of the lifecycle.

Website/Twitter Handle:

Website: www.yorku.ca and www.nativechild.org

Key Learnings:

Aims of the physical literacy strategy:

- To increase access to recreation opportunities;
- To deliver the programs through indigenous service organizations; and
- To meet unique needs of indigenous people across the lifespan.

Connections to PARC and Ophea:

PARC has a Walk this Way Kit and Leader's Guide specifically adapted for First Nations communities.

PARC also works across the lifespan, promoting physical activity to all age groups.

Ophea has a First Nations Inspired Daily Physical Activity resource that incorporates First Nations culture and traditions into 30 activity cards.

Considerations for PARC and Ophea:

Apply a family-focus/intergenerational lens to Ophea and PARC programs and resources. Explore how adults and older adults can be role models for children and youth and vice versa.

Consider using community-based research in future programs.

Investigate the delivery of relevant program through Indigenous service providers.

PARC would like to thank Sport For Life for the opportunity to participate in the 2017 International Physical Literacy Conference. And to recognize the contributions of all partners, sponsors, presenters, and delegates. It was a privilege to share knowledge and new ideas with such a passionate, motivated, like-minded group.

