Active for life	and not on the competition	physically active, either through (Competitive for Life stream) ugh competition (Fit for Life) All participan are regularly	ts who May en active enviro	gage in periodized training Component with personalized goals cultures.	Life = Personal fitness – no organized competition petitive for Life = From fun to intensive competitions based on age, ure, employment, ability, etc., such as Masters Games, Highland mes, Military/Police/Firefighter Games, Para-sport Games, etc. Full time athletes supported by Integrated Support Teams (IST) or equivalent
Train to Win	World class competitor pl	lenging for medals at senior Para rnational competitions or cha aying in the highest professional eagues in the world			Full time athletes supported by Integrated Support Teams (IST) or equivalent Highest level of competition in the world, such as: Olympics/Paralympics, World Championships, World Cups or top professional leagues (e.g. MLB, NHL, NFL, NLL, NBA, EPL, NWSL, etc)
Train to Compete	Proficient in the sport-specific Train to Train athlete development performance components	Representing Canada internationally Challenging for national podium performances Highly committed to achieve success internationally	"Next Generation" athletes on the Podium Pathway who are eight to four years away from competing for Olympic/ Paralympic and world championship medals	Training full-time or near full-time in most sports Event and position-specific specialization early in the stage Full-time integrated periodized training environment	
Train to Train	Proficient in the Learn to Train athlete development performance components Physically literate	Rapid increase in stature, physical capacity, sporting ability and commitment to being an athlet Developing the capabilities to progress on the Excellence Pathway	Developing athletes who have generally made a strong commitment to performance sport	Generally specialization in one sport occurs toward the end of the stage Periodized training environment with increasi levels of meaningful competition from local t national Includes opportunities to participate in multi sports	Increasing level of developmentally appropriate programs and meaningful competition
Learn to Train	Acquired a wide range of fundamental movement skills	Brain near adult size and capable of acquiring highly refined skills A period of steady growth and increasing capacity to understand rules, tactics and strategy Emergence of competent movement patterns	All active children		etes who do not enter the Long-Term Athlete Development Excellence Pathway mo e in the Learn to Train stage until they have the ability to enter Train to Train stage. Modified competitions focused on skill development Little or no focus on standings or results Inclusive small sided games
FUNdamentals	End of rapid brain growth	Improving movement competency Autonomous use of fundamental movement skills including decision making	All active children	Low-organized environment Inclusive multisport activities FUN, developmentally appropriate	Low levels of organized activity that support athlete development Competition modified to be developmentally appropriate Fun, multisport, inclusive "competition" that focuses on skill acquisition allowing for decision making and learning
Active Start	Birth	ration of brain cells and brain activity All childre	 / li	Exploratory and diverse environment Unstructured free play ntroduction and development of overment skills	Fun activities and games (e.g. tag, catch) Non-competitive, multisport/multi-movement activities Self-challenging environments

LTAD.ca

Athletes/participants are identified as being in a stage of Long-Term Athlete Development































ACTIVE START

We acknowledge the financial support of the

Canada

Government of Canada through Sport Canada, a branch of the Department of Canadian Heritage



Developing Physical Literacy, and Active for Life **ALL CANADIANS CANADIAN SPORT FOR LIFE**

Long-Term Athlete Development,

Canadian Sport for Life is

* Active for Life if physical literacy is achieved before

or education, to help ensure a positive environment

Use experience, whether from previous involvement

administration, small business enterprises or media

related careers such as coaching, officiating, sport

Upon retiring from competitive sport, move to sport-

Move from competitive sport to volunteering as

sport or physical activity that may be unfamiliar

Become active by participating in non-organized

pate in organized or non-organized physical activity

Move from competitive sport to recreational activities or 30 minutes of intense activity for adults Minimum of 60 minutes moderate daily activity

Maintain an active lifestyle by continuing to partici-

coaches, officials or administrators

Sport and Physical Activity Leaders*

including complementary sports Sport-specific training six-nine times per week

no event or position specialization yet

Sport specialization toward the end of the stage;

Frequent musculoskeletal evaluations during

Introduce free weights for strength training

• Integrated mental, cognitive and emotional

The onset of the growth spurt, peak height

growth decelerates) and the onset of menarche

velocity (PHV) (the fastest rate of growth after

Major fitness development stage: aerobic, speed

Single or double periodization

Talent selection and development

are the biological markers

Sport-specific skill development

Train to Train

growth spurt

and strength.

tor participants

Fit for Life

Canadian Sport for Life is a movement to improve the quality of sport and physical activity in Canada. CS4L links sport, education, recreation and health and aligns community, provincial and national programming.

and Para-sport Games

in any organized sport

Sompetitive for Life

multiple sports

skill development

development

the Train to Train stage

Overall sport skills development

Learn to Train

Opportunities to participate in

Single or double periodization

Identification and development

Weight, adding medicine ball and Swiss ball

Develop strength through use of own body

Integrated mental, cognitive and emotional

should be learned before entering puberty or

Major skill learning stage: all basic sport skills

Modified competitions focused on

and physical activity.

Highland Games, Military/Police/Firefighter Games,

employment, ability, etc., such as Masters Games,

Selective competitions based on age, culture,

• Includes participants in high-level league play

Any active person with the desire to compete

or 30 minutes of intense activity for adults

depending on their involvement in sport

Participants may be active in multiple streams

and Sport and Physical Activity Leaders.

streams: Competitive for Life, Fit for Life

Active for Life constitutes three participant-based

Minimum of 60 minutes moderate daily activity

through championship competitions

canadiansportforlife.ca

Long-Term Athlete Development is a multi-stage, ability-based pathway guiding an individual's experience in sport and physical activity from infancy to adulthood.

LTAD.ca

Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. (IPLA, 2014)

physicalliteracy.ca



FUNdamentals

An Outline of Long-Term Athlete Development

- Overall movement skills development
- tnəmqoləvəb lanoitomə Integrated mental, cognitive and
- and speed in multiple environments (indoor,
- outdoor, snow/ice, in/on water, and in the air)

- ABCs of athleticism: agility, balance, coordination

- Develop strength through use of own
- body weight exercises

- Introduce simple rules of fair play and
- ethics of sport

- nuł gnizisad emphasizing fun
- Well-structured programs without periodization

- Introduction to a variety of sport skills

Train to Win

training 9-15 times per week

Frequent preventative breaks

Performance on demand

development

in training

Maximize mental preparation

• Sport-specific technical, tactical and fitness

Single, double, triple or multiple periodization

Integrated mental, cognitive and emotional

Further development of technical & tactical skills

Maintenance or improvement of physical

Modelling all possible aspects of competition

training 9-12 times per week

Optimize mental preparation

Event- and/or position-specific

physical conditioning

noiteredard lectical preparation

Sport-, event-, and/or position-specific

Sport-, event-, and/or position-specific

Train to Compete

Modelling aspects of competition in training

development

noitezileizage

Single, double or triple periodization

Sport-specific technical, tactical and fitness

Integrated mental, cognitive and emotional

Daily physical activity with emphasis

- smergord gnimmiws with well-structured gymnastics and

- Active movement environment combined
- - environments
 - Exploration of risk and limits in safe
 - Some organized physical activity
 - except when sleeping (keep moving)
- Not sedentary for more than 60 minutes development
- Integrated mental, cognitive and emotional
 - Development of basic movement skills

Active Start

Long-Term Athlete Development



Canadian Sport for Life





Infants



EXCELLENCE

PHYSICAL LITERACY

COMPETE