



**RBC**  
**Learn to Play**  
**Project**



## ***How to Make Physical Literacy Matter: Advancing Physical Literacy in Canada - Community Examples***

### ***Panel Presentation / Table ronde***

January 26<sup>th</sup> 3:30-5:00pm

In partnership with



Public Health  
Agency of Canada

Agence de la santé  
publique du Canada



**Sport for Life**



**PARTICIPACTION**

# Panelists



- **Jennifer Yessis**, Propel Center for Population Health Impact
- **Lea Wiens**, Sport for Life Society
- **Jenny Mitchell**, School District 67
- **Cindy Levesque**, NB Physical Literacy
- **Eugene Todd**, Sport for Life Society
- **Pierre Guenard**, Sport for Life Society

# Session Outline

- Introduction
- Grantee Story Sharing
- Evaluation
- Case Study Description
- Key Enablers of Success
- Individual Cases
- Discussion and Questions



# Introduction

# What: Definition

- **Physical literacy** is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.



# RBC Learn to Play – Philosophy



- Multi-sectoral partnerships
- Training and mentorship opportunities
- Focus on Measuring Impact

<b>Sector Engagement</b>	<b>Community Granting</b>	<b>Capacity Building and Supports</b>	<b>Evaluation and Assessment</b>
------------------------------	-------------------------------	---	--

In partnership with



**Sport for Life**



Public Health  
Agency of Canada

Agence de la santé  
publique du Canada



**PARTICIPACTION**

# Program Components



## COMMUNITY GRANTS



\$6M million in grants over 3 years



Agence de la santé  
publique du Canada

Public Health  
Agency of Canada

## SECTOR ENGAGEMENT / PROJECT LEAD



Overall project and partner management and lead on sector engagement and alignment activities.

## CAPACITY BUILDING



Provides grantees with tools, resources, and support to deliver physical literacy programs.

## EVALUATION



**PROPEL**  
CENTRE FOR  
POPULATION  
HEALTH IMPACT

Design evaluation with partners; support grantees in evaluating grants; report results with partners



# RBC Learn to Play

## Project overview



- In 2014, **\$1.6 million** in funding was awarded to **over 180 organizations**
- In 2015, **\$2.06 million** in funding was awarded to **199 organizations**
- In 2016, **\$2.57 million** in funding was awarded to **212 organizations**

# Who: Programs



## **City of Markham, Ontario**

Create a sustainable, quality, sport and recreation environment

## **Excel Synchro Club, Alberta**

bring synchronized swimming to a new youth audience by partnering with youth and Family service organizations



## **University of Winnipeg Foundation, Manitoba**

Sport development and participation for new immigrants



## **EverActive Schools, Alberta**

Embed wellness into Aboriginal Community Schools through physical literacy and resiliency training

## **Boys and Girls Clubs of Kawartha, Ontario**

Physical Literacy Summit in Spring 2016 to bring together community leaders across 3 regions

## **Town of Hampton, Canadian Red Cross, New Brunswick**

Training in adaptive aquatics for water safety instructors



Boys & Girls Clubs of  
Kawartha Lakes

## **Town of The Pas, Manitoba**

Fit Kids Programs for Active Start aged kids and their parents



# Who: Programs

## **Defi Sportif, QC**

Inclusive Physical Literacy Program

## **Mission Parks, Recreation and Culture, BC**

Develop and implement Sport for Life Plan

## **Creighton Community School, SK**

Opportunities for youth (5-18) to participate in recreational sport activities

## **Canadian Rugby Union**

Rookie Rugby Program delivery

## **Shibogama First Nations Council, ON**

Collaboration across three remote communities to create a minor hockey league

## **Lethbridge Public Library, AB**

Development of a Physical Literacy Collection with sports equipment kit

## **Options Community Services, BC**

Provide special opportunity for children to participate in gross motor play & help parents understand PL

For a summary of all projects go to: [www.physicalliteracy.ca/communityconnections/RBC-Learn-to-Play](http://www.physicalliteracy.ca/communityconnections/RBC-Learn-to-Play)



Defi Sportif



Lethbridge Public Library

# Physical Literacy in New Brunswick

- Cindy Levesque, Physical Literacy Consultant



# Evaluation of Physical Literacy in NB Youth (ages 9-12)

## Passport for Life

- Skills Assessed:
  - Lateral Bounds (Jumping side to side)
  - Plank (performing a bridge on your elbow and your toe)
  - Kicks
  - Throw and Catch
  - Run, Stop, Return
  - Four Station Circuit (hop scotch through a ladder, ball jumps sort of like a burpee, but with a ball, figure eights around cones, and finally scissor jumps)
- The children were asked to fill out two questionnaires:
  - Active Participation
  - Living Skills

## Playtool and Anthropometrics

- Skills Assessed:
  - Run there and back
  - Hop
  - Overhand throw
  - Kick ball
  - Balance walk (toe-to-heel) backward
- \*Simple measures of anthropometry were also taken following the CSEP-Path guidelines
  - Height
  - Weight
  - Hip and Waist Circumferences
  - Hand-Grip strength
  - Body Fat %

# Results

- Gender Gap
  - Both Passport for Life and Playtool data revealed male superiority in locomotor and object manipulation tasks (Run, Throw and Kick) with males significantly outperforming girls by up to 8.4% in running, 22.2% in throwing, and 34.1% in Kicking
  - No difference found in Hopping or balancing tasks (lateral bound or balance walk)
  - Girls demonstrated a significantly lower cardiovascular fitness than boys (16. 9%)

# Results

- According to curriculum outcomes, children of this age group should have competency (score of acquired or greater) in all 6 skills assessed in the Passport for Life tool
- **Only 11.34% of children met the expectations** meet **ALL** of the motor competence and fitness expectations (meaning they achieve “acquired” or greater) in **each** of the 6 evolutions in the passport for life tool.

## What does this mean and where to from here?

- Determined the need for physical literacy in NB
- Determined the need to engage more young girls to engage in a physical literacy journey



# SUPERHERO TRAINING



**HIGH FIVE<sup>®</sup>  
SPORT**

**RECREATION NB**



**PHYSICAL  
LITERACY**

**NB PHYSICAL LITERACY**



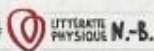
**FUNDAMENTAL  
MOVEMENT  
SKILLS**

**COACH NB**

[www.superhero-nb.ca](http://www.superhero-nb.ca)



NB PHYSICAL  
LITERACY



LITTÉRATIE  
PHYSIQUE N.-B.

 Sport for Life



Programme  
national de  
certification des  
entraîneurs



# “Superhero” Themed Training



- NB Physical Literacy, Coach NB, and Recreation NB have partnered up and have brought together a “Superhero” themed training. “Superhero” training offers front-line leaders the necessary tools to deliver quality programming that offers children opportunities to learn fundamental movement skills in a fun, safe, and positive environment.
- The “Superhero” Training is open to front-line leaders and facilitators working directly with children between the ages of 5 and 12.
- The “Superhero” themed training is a cost efficient opportunity to have staff receive 3 nationally recognized workshops in one day and be equipped to deliver quality programs.



# Key ideas



- 3 nationally recognized workshops in 1 day (Eliminating the “to many training programs to choose from” and “takes to much time” barriers)
- Cost efficient
  - Facilitator travel
  - Facility booking
  - Opportunity for regional funding
- Collaboration between provincial and regional partners
- Sharing the same message and vision
- “Superheroes” for all children leaders work with

# For more information



- Visit the website: [superhero-nb.ca](http://superhero-nb.ca)
- Or contact us at [info@superhero-nb.ca](mailto:info@superhero-nb.ca)

Cindy Levesque, NB Physical Literacy Consultant

[Nbphysicalliteracy.ca](http://Nbphysicalliteracy.ca)

[nbphysicalliteracy@sportnb.com](mailto:nbphysicalliteracy@sportnb.com)

\*Projects partially funded by:



**RBC**  
**Learn to Play**  
**Project**

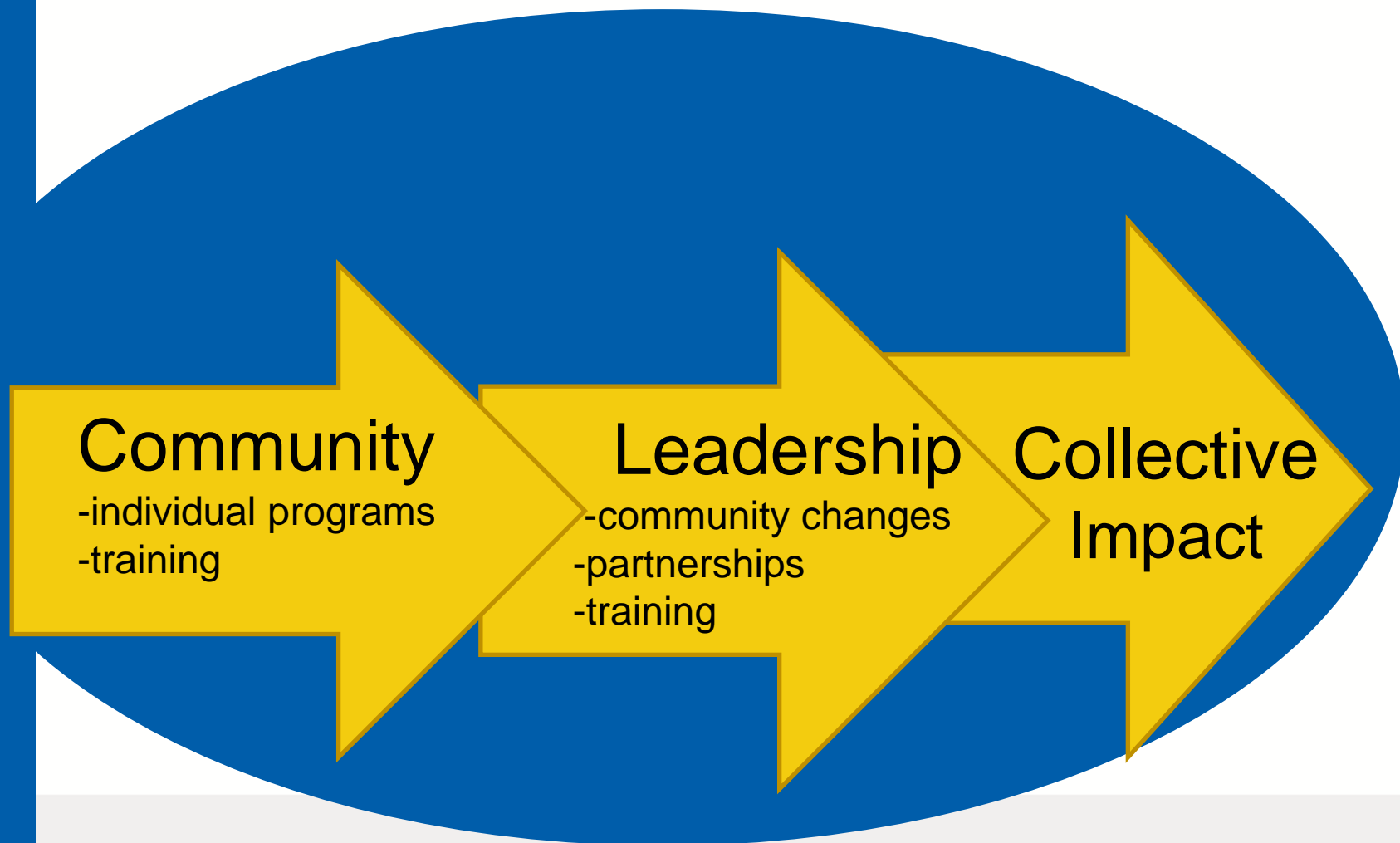
# Evaluation

# Why evaluation matters

- Understand the impact of your efforts
  - How are communities and program participants responding?
  - What are the broader impacts?
- Help maximize your impact
  - Identify strengths and areas for improvement
  - Proof of impact for future funding



# Evaluation Plans



# Evaluation Plans

A flowchart titled "Evaluation Plans" showing a three-step process. Three yellow arrows point from left to right, each containing a step. The first arrow is labeled "Overall Indicators". The second arrow is labeled "Programs" and includes sub-points "-Before & After Impacts". The third arrow is labeled "Capacity/Community" and includes sub-points "-Training" and "-Community Assessment". The arrows are set against a large blue oval background.

**Overall  
Indicators**

**Programs**  
-Before &  
After Impacts

**Capacity/  
Community**  
-Training  
-Community Assessment



# Impacts on communities – Year 1 & 2



RBC  
Learn to Play  
Project



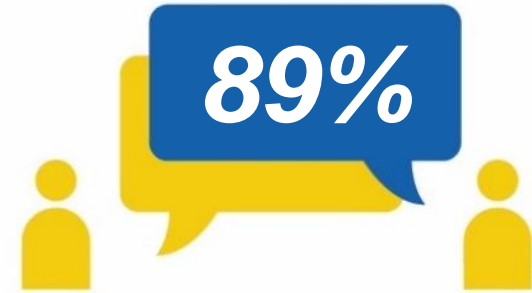
**262** leadership grants



**74** community action grants



**1,044** new or improved partnerships



of grantees reported increased collaboration between organizations and sectors to implement, plan, and deliver physical activity and sports programs

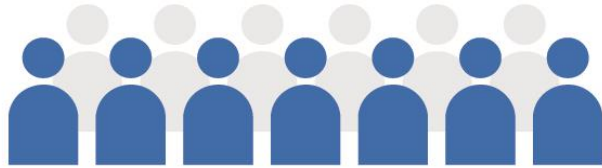
*"I think it really just sparked action in our community. So without the grant probably none of this would have come together and it was almost like the grant was, not sure of a word but an excuse to bring people together... We came, we figured it out together. It wasn't like one person went off and did it. We didn't divide and conquer. We figured it out together through conversation." - Grantee*

# Impacts on leaders – Year 2

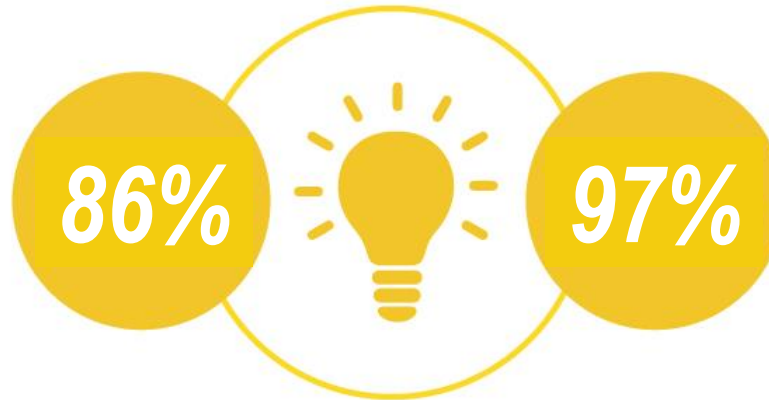
An estimated



people were trained in  
physical literacy program  
instruction or development



After attending trainings:



of participants reported  
having very high or  
excellent understanding  
of physical literacy

of participants  
intend to apply  
what they learned  
to their programs

## Training quality

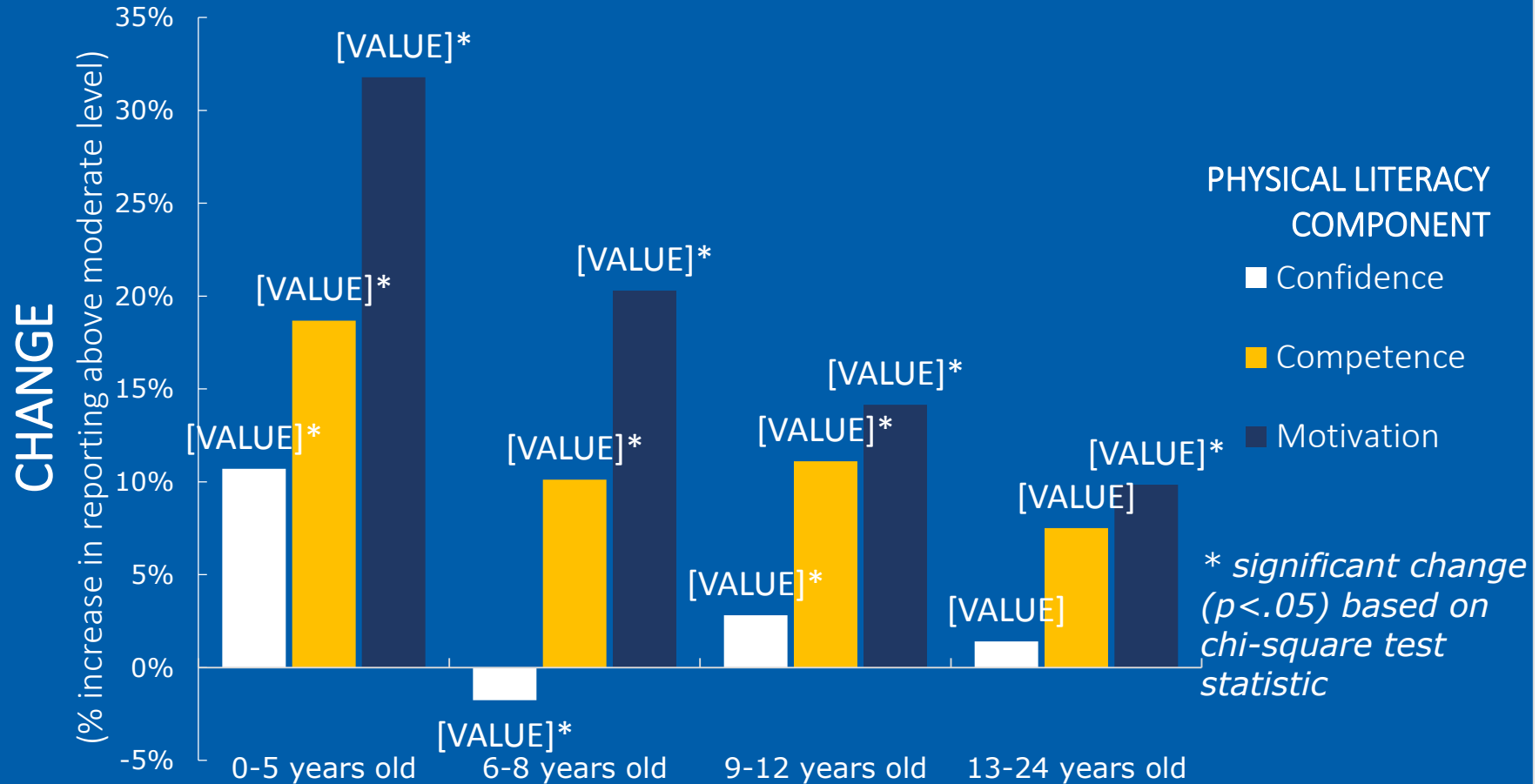
Almost all participants indicated that trainings:  
shared **useful resources** (95%),  
presented **useful knowledge and skills** (95%), and  
provided an **opportunity to network with others** (84%)



# Impacts on physical literacy – Year 2



RBC  
Learn to Play  
Project



# Challenges with Evaluation

- Time and energy for evaluation after implementation (response)
- Communication with grantees across country
- Lack of understanding of context of grants

# Case Descriptions

# Case Study of Leadership Grants



- Multiple case study design
- Appreciative inquiry approach
- Evaluation Subcommittee

# Selection of Cases

- Criteria:
  - diversity in geography,
  - language (French/English),
  - sectors involved
  
- 4 Leadership grants selected

# Informant Selection

- Snowball sampling approach used to recruit up to 4 key informants for each case
- 60-90 minute interviews held with 14 key informants



# Analysis

- Interviews audiotaped and transcribed
- Coded using NVIVO
- Themes from individual cases
- Cross-case themes generated from themes within individual cases

# Key Enablers of Success

# Key Enablers of Success

- **Working together** and having open communication within the project team
- Using **formal learning** approaches (e.g. summits) to create understanding of what physical literacy is and how it can be achieved
- Involvement of **diverse organizations** in the project
- Using **informal learning** strategies (e.g. site visits) to support use of physical literacy in practice.

## Key Enablers of Success (2)

- Engaging the broader community to create **awareness** and support understanding
- Linking the project to **provincial initiatives and mandates**
- Involvement of **Sport for Life mentors**
- Having resources dedicated to **project coordination**

# Individual Cases

# Have a Heart for Burlington



- Network of community organizations
- Increase opportunities for children in Burlington to be physically active every day
- 2 Summits about physical literacy for community

*“Start the conversation around physical literacy and how impactful it is with organizations and other people in the community”*

- 2 follow-up initiatives to integrate PL into community programs
- Tools and resources developed

# Have a Heart for Burlington

- The project allowed the idea of physical literacy to be brought forward in the community.
- It allowed a group of people to “*take a big idea and actually make it happen*”
- The work that has “*taken fire*” is helping HHB make physical literacy a more prominent issue in the community-at-large.
- Partnerships and people involved important to success of initiative.
  - Grant encouraged public health and police to come to the table to discuss physical literacy, organizations that don't commonly focus on the topic of physical literacy



# Community Development Halton - Current



- Assistance from the Province of Ontario (OSRCF)
- 2 Staff People
- Form a Physical Literacy Team
- Expanding of Have a Heart Leadership Team
- Developing programs in 3 Neighborhoods (school year) and 6 in the summer
- Resource Development – ‘Family Play Book’
- Direct programming in one school
- ‘Movies under the Stars’

FOCUS – outdoor play, family, Heart Health, Physical Activity and PHYSICAL LITERACY

**LEGACY OF RBC LEARN to PLAY**



## Project Components

- collaboration and engagement to create awareness and understanding about physical literacy
- establishment of policy, procedures and strategy to ensure that the region is aligned and incorporates physical literacy principles into regional programming
- integration of Sport for Life's Long-Term Athlete Development model into regional programming
- Evaluation

## Activities

- 16 training sessions held
  - 1 introductory workshop/summit, 2 large summits with 7 half-day workshops

- Education and awareness of physical literacy made by members of leadership team (15 members) to community agencies & events
  - This took the form of “*power point presentations to take the messaging of physical literacy into different parts of the community*”
- Taught a cohort of teachers K to grade 3 about physical literacy (8 to 10 week program)
  - “*physical literacy is becoming a term that more and more people are either hearing or connecting to*”

# Para New Brunswick – Sport & Recreation



- Launched a provincial adapted equipment loan service in August 2013
- To provide stakeholders across the province with access to the proper adapted equipment (e.g., hand cycles, hockey sledges) to participate in sport/activity of choice
- Wanted both those with and without a physical disability to have access to equipment
- Resulted in leveraging additional funding for adapted equipment

# Para New Brunswick – Sport & Recreation



- Objectives:
  - Increased partnerships between Para NB and schools in delivery of parallel sport & recreation curriculum
  - Increased access to specialized and adapted equipment for schools
  - Increased participation of students in parallel sports/recreation activities in schools
  - Increased participation of students with a physical disability in activities in their physical education classes

*“Comments from parents have been heart breaking in a positive way... ‘my kid is included now’... ‘my kid is active’... ‘my kid came home and they want me to get a badminton racquet, so we can all play in the backyard.’ Their kids are finally getting motivated and excited because barriers are being removed for them. The stories have been absolutely amazing. These are kids that sat on the sidelines of playgrounds. They stayed in the classroom during physical education classes because there was nothing for them... no one could see that there were things that they could do.”*

# Source Active En Santé



- Group of organizations that work together towards strengthening environments
- Promoting gross motor skills among pre-schoolers through simple activities that require little equipment
- Grant used to hire PL specialists that provided training to daycare workers, teachers, preschool teachers and recreation workers
  - Teach fundamental movement skills and gross motor skills to young people



RBC  
Learn to Play  
Project





# What did the grant help you achieve?



- Consistent messaging regarding physical literacy was shared
- helped facilitate new partnerships across a number of sectors
- strengthened relationships between people and organizations in Charlesbourg

*“Because of the RBC grant we were able to have an instructor come to our CPE and give us training on physical literacy. He then accompanied the day care educators twice for a forty-five-minute period each time. The objective was to help the educators incorporate, daily, physical literacy in their group.”*



# Igniting A Physical Literacy Movement

Jenny Mitchell, SD67



our **BIG** questions...

Why are our kids *choosing not* to be physically active?

What is happening during the school day that *influences* physical activity?

Is Physical Literacy *valued* in our school district?

# Let's start a **PHYSICAL LITERACY MOVEMENT**

# The lone nut....



RBC  
Learn to Play  
Project



# The fearless followers...



# Our mentors...





# Educating the masses...



# Taking action...



RBC





Reflect on our **learning...**  
**refine plan...dream big**



RBC  
Learn to Play  
Project



# Let's start the conversation...



- How do you think the PL landscape will change in the next 5 years? 10 years?
- What is the biggest challenge that you face on a day to day basis in your role as evaluator/mentor/consultant/program director?
- You're awarded 5 million dollars from PHAC to improve PL in Canada. What do you do? What's the first next step?

**Discussion and Questions**

**Thank you! Merci!**

# Quotes

# Impacts on leaders

*"I now understand the steps of movement, I can see where a child is developing in their movement and make suggestions on how to improve it." - Trainee*

*"I now feel more confident exploring the concept of physical literacy and fundamental movement to partners in the community." - Trainee*

*"It was incredibly beneficial. In 15 years of teaching Physical Education I came away so motivated and with more knowledge and ideas than I ever had from a conference." - Trainee*

*"The content is life changing and can be applied in all places of life." - Trainee*

*"Very inspiring to see the level of engagement of the community organizations in this planning process." - Trainee*

# Impacts on physical literacy



RBC  
Learn to Play  
Project

*"Thank you so much for providing this opportunity for kids (and their parents)! It exposed my son and I to the kinds of movement skills and sports that are developmentally appropriate for him, and showed us where his strengths and weaknesses lie. By participating in the program, my son also developed more confidence being active in a group setting, with a teacher/coach, and with a little independence from me, so it was a nice introduction to the idea of participating in team sports in the future. It was a fun thing to do together. I really saw him loosening up and enjoying the classes more and more week to week. And he's been practicing his two-foot jumps on the tiles in the kitchen ever since! Thank you again: I strongly believe that this is a worthwhile program and that it is contributing to the community and to children's health and physical literacy."* -

*Parent*

*"The only bad thing about this program is that it has to end. I've become a lot more confident in my abilities through learning tennis. I was never enrolled in any sports as a child because my parents couldn't afford it back then. I always wanted to be on teams and learn skills, and so it's a bit surreal that I finally get the chance to take lessons when I'm older. My only concern is finding a way to continue to play throughout the school year!"* - *Participant*

# Contact Information

**Jennifer Yessis**, Propel Center for Population Health Impact

[iyessis@uwaterloo.ca](mailto:iyessis@uwaterloo.ca)

**Lea Wiens**, Sport for Life Society

[lea@canadiansportforlife.ca](mailto:lea@canadiansportforlife.ca)

**Jenny Mitchell**, School District 67

[JMitchell@summer.com](mailto:JMitchell@summer.com)

**Cindy Levesque**, NB Physical Literacy

[nbphysicalliteracy@sportnb.com](mailto:nbphysicalliteracy@sportnb.com)

**Eugene Todd**, Sport for Life Society

[eugene@canadiansportforlife.ca](mailto:eugene@canadiansportforlife.ca)

**Pierre Guenard**, Sport for Life Society

[pierre@canadiansportforlife.ca](mailto:pierre@canadiansportforlife.ca)

**Anne Marie Hospod**, ParticipACTION

[ahospod@participaction.com](mailto:ahospod@participaction.com)