BECOMING A CANADIAN SPORT FOR LIFE COMMUNITY 2.0

CANADIAN SPORT FOR LIFE

quality sport & physical activity

Introduction

Canadian Sport for Life (CS4L) is a movement to improve the quality of sport and physical activity in Canada.
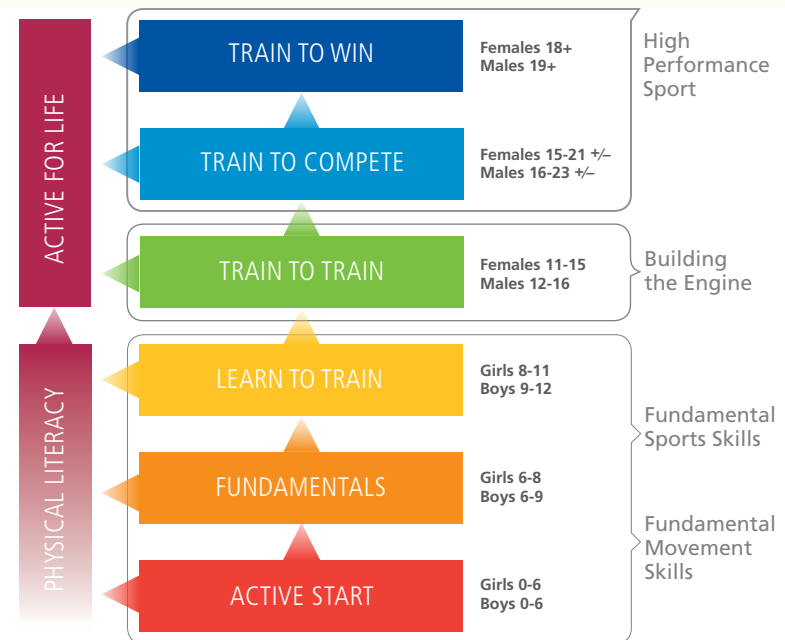
CS4L links sport, education, recreation and health, and aligns community, provincial and national programming. The CS4L movement builds on the principles of LTAD – a seven-stage training, competition and recovery pathway guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood. CS4L, with LTAD, represents a paradigm shift in the way Canadians lead and deliver sport and physical activity in Canada.

Sport and physical activity can be a powerful force for individual and social growth and development. CS4L believes that "quality" sport and physical activity possess unique attributes enabling the development of healthy individuals who, in turn, can make positive contributions to society.

The first three stages of Long-Term Athletic Development (LTAD) are Active Start, FUNdamentals and Learn to Train. Collectively, they represent the period in which children become physically literate. Physically literate individuals demonstrate a wide variety of basic human movements, fundamental movement skills and fundamental sport skills, and move with poise, confidence, competence and creativity in different physical environments (ground, air, water, snow and ice). Physically literate individuals develop the motivation and ability to understand, communicate, apply and analyze different forms of movement. Lastly, physically literate individuals make choices that engage them in physical activity, recreation or sport activities that enhance their physical and psychological wellness, and permit them to pursue sport excellence commensurate with their ability and motivation.

LTAD

TRAIN TO WIN	Females 18+ Males 19+	High Performance Sport
TRAIN TO COMPETE	Females 15-21 +/– Males 16-23 +/–	
TRAIN TO TRAIN	Females 11-15 Males 12-16	Building the Engine
LEARN TO TRAIN	Girls 8-11 Boys 9-12	Fundamental Sports Skills
FUNDAMENTALS	Girls 6-8 Boys 6-9	
ACTIVE START	Girls 0-6 Boys 0-6	Fundamental Movement Skills

ACTIVE FOR LIFE

PHYSICAL LITERACY

Physical Literacy, Excellence and Active for Life comprise the vision of CS4L.

Physical Literacy, Excellence and Active for Life comprise the vision of CS4L. Physical literacy is the cornerstone of both participation and excellence in physical activity and sport. Individuals who are physically literate are more likely to be active for life. Becoming physically literate is influenced by the individual's age, maturation and capacity. Ideally, physical literacy should be acquired prior to the adolescent growth spurt. Thus, the physical literacy of its citizens should be of high priority to every community.

What is a CS4L Community?

Becoming a CS4L Community is much more than rebranding existing programming and/or creating new programming featuring CS4L, LTAD and physical literacy terminology. It's about infusing the spirit of the CS4L movement into a community to improve the quality of sport and physical activity. It's about linking sport, education, recreation and health, and aligning programming within the community. It's about adhering to the seven-stage LTAD framework with appropriate training, competition and recovery pathways guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood. It's about creating a paradigm shift in the way sport and physical activity in your community is planned, delivered and accepted. The community is the place everyone has their first experience with physical activity and sport. CS4L provides the framework to ensure these experiences are positive and set the stage for a lifelong relationship with physical activity. A successful CS4L Community develops physical literacy, creates the environment for sport excellence and provides opportunities for its citizens to be active for life.

Long-Term Community Development (LTCD) applies "thinking globally, acting locally" to the domain of sport and physical activity. CS4L provides the framework, but anticipated outcomes go well beyond increased health and fitness of citizens, beyond improved sport ability. The riches of a CS4L Community include enhanced community inclusivity, community resilience and sustainability – regardless of the setting: rural or urban, small or large. The journey in becoming a CS4L Community will look different in each setting but the following LTCD factors are likely to apply in every community.

1 ## Community-driven development

Sustained social change starts in the community where a core group of community leaders decide to abandon their individual agendas in favour of a collective approach to improving the quality of sport and physical activity.

2 ## Working together

CS4L promotes collaboration between the sport, recreation, education and health sectors. Innovative, creative, new and non-traditional partnerships are encouraged. Connections between these sectors must be forged at the community level as much as at the provincial or national levels. Increasing the levels of mutual awareness and understanding that the sectors have of each other sets the stage for sustained working relationships. Of critical importance at the community level is engagement with municipal governments. Almost all municipalities provide public recreation facilities and programming (and by extension, training and competition venues for sport). Municipalities generally have established ties with health and education services as well. Productive linkages with other sectors and with municipal government are only possible if sport is organized within itself locally. Sport councils foster greater cooperation and collaboration among sports groups, breaking down barriers between sports, providing a forum for sport issues and enabling joint advocacy regarding sport needs. Their development has often been encouraged by municipal councils, recreation commissions or staff in the more successful instances providing ongoing liaison and supports while respecting the autonomy of the sport councils to advocate and provide advice. Yet another dimension of working together is via new technologies, enabling the creation of inter-community networks that facilitate ongoing sharing of learning and celebration of successes.

3   Policy and strategy

The third factor captures all the blueprints for what CS4L is trying to achieve, marking both points of departure and targets at which to aim. The process is cyclic, with each advance leading to re-evaluation and renewed planning/goal-setting in greater scope and detail. Policy and strategy is a major component of interaction with municipal government, placing sport and physical activity in the frame of parks and recreation master plans and annual strategic planning processes. Where possible, a municipality-endorsed strategy (active recreation, sport, physical activity) based on CS4L principles should be developed, identifying the roles of partners and action priorities. The sport council (or other body championing the LTCD initiative) and its allied agencies should also collaborate on strategic planning to achieve fiscal and organizational sustainability and ongoing coordinated programming. Policy and strategy development also should draw on mutual support linkages between similarly engaged communities, to learn from the achievements and setbacks of others.

4   Enhanced leadership and engagement

Progress in the first three factors requires a local "backbone" organization that will partner with other sectors and lead policy and strategic initiatives. Forming this organization requires one or more CS4L Champions to get the ball rolling. Potential CS4L Champions may be drawn from active living, recreation, sport, education, health, local government or related interests. Other dimensions of enhanced leadership include the development and engagement of skilled coaches, officials and organizers supported by a committed volunteer base.

5   Education and training

LTCD is best supported within a culture of continuous improvement through shared learning experiences. This will include learning new skills and techniques relating to leadership, community development, strategic planning and change management in general. At the same time, education and training in coaching, officiating, competition hosting and other traditional sport-related skills needs to be expanded and enhanced in anticipation of higher levels of participation in sport, active recreation and physical literacy.

6   Quality sport and physical activity

LTCD supports the principles of LTAD – to provide inclusive, accessible and developmentally appropriate sport and active recreation opportunities across the lifespan, enabling all individuals to be active for life or, for those who choose to do so, to pursue excellence in sport. This goal will be attained through the integration of CS4L principles into local recreational sport programming, sport club training programs and competitions.

7 Physical Literacy

Quality sport and physical activity grows upon a foundation of physical literacy. Acquiring fundamental movement skills is essential for lifelong participation and excellence in sport. All children should have the opportunity and be encouraged to participate initially in a variety of sports to develop athleticism, before committing to one or more sports in which to excel. With collaborative effort, physical literacy elements and active play can be provided through and integrated with sport club introductory programming, primary school learning, recreation services, preschool and daycare programs.

8 Facilities

Sport needs to be more fully engaged in facility planning, development and operation, both contributing to and benefiting from a greater number of improved sport and recreation facilities. The LTAD guidelines should assist with the design and usage of facilities, with enough capacity created so that everyone can play. Transparent, inclusive and equitable sport facility allocation policies, based on "standards of play" principles, should be established and regularly reviewed with user groups.

9 Sport for development

Sport and physical activity can be a powerful force for individual and social growth and development. CS4L believes that quality sport and physical activity possess unique attributes enabling the development of healthy individuals who, in turn, can make positive contributions to society. The anticipated outcomes go well beyond increased health and fitness of its citizens, and beyond improved sport ability. The riches of a CS4L Community include enhanced community inclusivity, community resilience and sustainability.

10 Sport for health

Regular participation in quality sport and physical activity improves physical, mental and emotional health. CS4L believes that quality sport and physical activity provides an environment that fosters the development of competencies that influence life-long health. Sport and physical activity can drive community health by reducing risk factors for injury and illness. This goes beyond injuries and illness in sport and physical activities to reducing risk factors for both in the community.

11 Continuous improvement (Kaizen)

This concept is drawn from the respected Japanese industrial philosophy known as "Kaizen," or continuous improvement. A commitment to continuous improvement ensures that community development and its practices are constantly evaluated and examined for improved delivery and sustainability.

Let's open by asking a few questions

How well do you know your community?

What does your community look like?

How well do you understand CS4L, LTAD and physical literacy?

What does the understanding and implementation of CS4L look like?

How could you advance CS4L in your community?

Is your community just beginning to explore CS4L or examining how it might become a CS4L Community?

Is your community already mobilized and working with a resourced plan to have a physically literate community that lives and breathes CS4L?

Or perhaps, just perhaps, is your community one of the very few that can proudly state that it is a CS4L Community?

The answer to these questions is likely not the same as in the community down the road. Recognizing and respecting these differences will pave the way for you to become a CS4L Champion in your own way. Your CS4L Community will always look and act differently compared to other communities. The riches of CS4L can be experienced by all communities.

Be a Canadian Sport for Life Champion

If you are not already a CS4L Champion, we encourage you to visit **canadiansportforlife.ca/become-champion** before continuing further in building an Activation Plan that works for your community. As a CS4L Champion, you should be able to:

1. **List the three key CS4L outcomes**

2. **Describe / draw the CS4L framework**

3. **Define key components of physical literacy and provide an example of each**

4. **Identify why physical literacy is important**

5. **Identify who is responsible for developing physical literacy in children, youth and adults**

6. **Identify the key principles of the LTAD pathway**

7. **Identify the key differences between the stages of LTAD**

8. **Identify the benefits of living in a CS4L Community**

The first thing to know about building your CS4L Community is that this cannot be accomplished without the contributions of many people!

Build a CS4L Community Leadership Team

To begin the process of assessing your community, you will need to invite whomever you feel is necessary to "the table" to begin developing a CS4L Community Leadership Team – don't try to do it by yourself! Each participant will bring experiences and expertise that will be extremely valuable. Know that your group may grow, expand and shrink over time, but try to ensure the core includes passionate, knowledgeable and sector-specific representatives from active living, recreation, sport organizations, education, health, local government (both politicians and employees of municipalities and school boards), and other key community partners. As an individual or small group you could begin building the CS4L Community Leadership Team by:

1. **Identifying additional potential CS4L Champions in active living, recreation, sport organizations, education, health, local government (municipal and school board), and other key community partners in your community.**

2. **Providing potential CS4L Champions with CS4L information and a short briefing.**

3. **Attending a CS4L event in a nearby community.**

4. **Inviting CS4L Champions in your community to a meeting to discuss how CS4L might be advanced in your community.**

5. **Hosting a CS4L workshop in your community for parents, the sport community and/or potential community partner organizations.**

6. **Supporting the creation of a sport council to mobilize sport in your community, or if they exist, exploring opportunities to share resources and tackle issues that affect all sport.**

You may wish to track your CS4L Community Leadership Team over time. Establishing and maintaining your team requires relationship and trust-building among diverse stakeholders, leadership identification and development, and creating a culture of learning. These dimensions are essential to successfully achieving the full impact of your efforts.

Your community landscape: who are we and what do we have to work with?

"Asset mapping" is a community-based initiative and as such there is no one defined process that must be followed in gathering, recording and utilizing this information. CS4L Community asset mapping is accomplished by creating a meaningful record of all of the physical, organizational and human assets in your community as they relate to CS4L.

Through CS4L asset mapping, you can build the capacity of your community, create a sustainable plan, and, down the road, create a CS4L Community. CS4L asset mapping will also enable you to develop partnerships. This could be through building on existing relationships, or the development of new partnerships, either of which can be used to leverage resources by connecting individuals and organizations. Lastly, CS4L asset mapping allows you to begin identifying gaps and duplication of services as your community seeks to become a CS4L Community.

This asset mapping can be explored using the Alberta Recreation and Parks Association's (ARPA) **"Toolkit for Community Leaders"** – many of the recommended steps are similar but use slightly different language. Recognizing this process is about making it fit or work for your own community (i.e. not a recipe or a pathway that is the same for all). Another great resource is "**Raising the Village"** by Tracy Smyth and Tammy Dewar. Information on ARPA's Toolkit is found at **acecommunities.arpaonline.ca/market/community-leadership-toolkit/**, while information on Raising the Village is found at **raisingthevillage.ca/**.

What's next?

With CS4L asset mapping completed, your community now has a starting place and it's a perfect time to conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis; this too will aid in advancing CS4L in your community. This again should be the work of the CS4L Community Leadership Team. Likely, the SWOT analysis will result in the development of a plan specific to your community. While each plan should be unique, early work of the CS4L Community Leadership Team could include the following:

How to advance CS4L in your community?

1. Have the CS4L Community Leadership Team become CS4L Champions; continue to grow the number of CS4L Champions in your community.

2. If one doesn't exist, create an active living, recreation and sport inventory for your community. It should include organizations, along with information as to facilities they operate and relevant programming.

3. Create an ongoing CS4L Community Partnership to capitalize on current resources in your community, re-allocate and share resources, change public policy, reduce costs and efficiently utilize what your community already has available, and establish mutual benefits.

4. Create a community action plan, choosing a unified approach, problem solving and planning for the future.

5. Develop a financial strategy (budget), a plan to engage the community, and decide what information is needed.

6. Encourage each partner to advance CS4L within their organization.

7. Pursue planning, communication, engagement, execution and evaluation in a collaborative manner.

8. Assess and monitor the progress of your community in its journey to become a CS4L Community; prioritize the work that needs to be done based on your assessment and monitoring outcomes.

The way in which your community gathers momentum is entirely dependent upon the human and financial resources at its disposal, as well as timelines.

The tables have a number of statements that have been categorized into sections. These statements will serve as a gauge for your community to become familiar with its "landscape" and act as a monitor for your community's growth in becoming a CS4L Community. Avoid the temptation to compare your community's growth against others. Each community is unique and different; hence, the steps to be taken and the rate of progress will also differ. By all means, engage and learn from other communities but don't judge you or them as good or bad. Simply understand that the response to these questions allows insight into the state of your community, and will help you identify priority actions and provide guidance as to where the community can advance CS4L.

The statements are designed for the broad community. It is recommended that each of the sectors (the municipality, relevant school boards, community sport organizations and community health groups) involved in physical activity, recreation and sport use these statements to review and examine their own sector. The more awareness each sector brings to discussions, the better able they are to share and advance CS4L when working in partnership with each other and across sectors. The list of statements is comprehensive but not exhaustive. Some communities may wish to add other statements that reflect their unique requirements in building a CS4L Community (e.g. sport hosting, etc.).

First Steps ❯ Exploring ❯ Mobilizing ❯ Transforming ❯ Championing

Are we a CS4L Community?

Your community is unique, as are its resources and those who live and work in your community.

Stage		Descriptor
Unable to Answer at this Time	UA	We're being honest in that we haven't even started to think about it yet – this needs to go in our work plan or we need to identify missing pieces to be able to answer this statement.
First Steps	F	We're examining what we might want to do, but haven't settled on a course of action.
Exploring	E	We know changes have to be made, but we don't have a resourced plan at this time.
Mobilizing	M	We have a resourced plan (human, financial, etc.) and have begun advancing it, but have a ways to go.
Transforming	T	We have a strong resourced, cross-sectoral initiative which has begun making changes.
Championing	C	Our community has made strong progress. We continue to re-evaluate and strategize how we can improve, and we have been highlighted as a positive example and share what we have done with other communities.

Note, while these statements may be completed subjectively, an objective outcome could be developed and utilized.

Need to do a quick scan? Focus on the **highlighted statements.**

WORKING TOGETHER – COLLABORATION

		UA	F	E	M	T	C
1	We have a community built by trust-based relationships due to an environment of mutually respectful behaviour.						
2	In our community, we focus on shared outcomes and the prospect of synergy wherein the whole is greater than the sum of the parts.						
3	**Our recreation and parks practitioners dramatically influence the strengthening of our community by initiating contact with citizens, generating rapport, constantly exhibiting respectful behaviour, and engaging in meaningful conversations pertaining to substantive subject matter.**						
4	Members of our community believe that the recreation and parks department sees themselves as part of, rather than detached from, the community (i.e. local government has adopted the attitude that the community is "over there").						
5	In our community everyone matters. That each individual is deemed to have worth; that there is a sense that when one person loses, everyone loses; that no one should be left behind.						
6	Resources are developed, documented and shared cross-sectorally.						
7	There has been an engagement across sectors within our community to develop a common local understanding and approach to CS4L.						
8	A broad-based group of CS4L-knowledgeable and skilled champions including educators, municipal staff, coaches, officials, organizers, health and social service professionals, as well as parents, are advancing CS4L in our community.						
9	**The cross-sectoral CS4L partners make use of common CS4L terminology.**						
10	**Our cross-sectoral CS4L Leadership Team has a documented strategic plan (including mission, vision, measurable goals and timeline).**						
11	Our cross-sectoral partners have hosted or attended a CS4L presentation.						
12	Our cross-sectoral partners have reviewed and support the CS4L principles.						
13	Representatives of our community are involved in provincial and/or national CS4L information exchange forums (in person and/or utilizing technology).						
14	Our community monitors the citizen's awareness about the importance of physical literacy and appropriate sport participation.						
15	There is a municipal sport council appropriate for our community's size and complexity.						
16	We have engaged and learned from other communities.						
17	Other communities have engaged and learned from us.						
18	A culture of continuous improvement (Kaizen) causing change to improve the quality of sport and physical activity experiences exists in our community.						

POLICY AND STRATEGY

		UA	F	E	M	T	C
19	Our municipality has an integrated sport and recreation policy which is being implemented through appropriate strategies.						
20	Our municipality has reviewed and identified its role in CS4L (especially in the stages of Active Start, FUNdamentals, Learn to Train and Active for Life), and in creating a physically literate community.						
21	Our school boards have identified physical literacy as a board and curricular priority.						
22	Our school boards recognize physical education/physical literacy as a core subject and elementary teachers have formal training and/or professional development in physical literacy and fundamental movement skills.						
23	Local sport organizations are implementing their sports' LTAD framework and utilizing certified NCCP (or equivalent recognition) coaches.						
24	Major community organizations with a focus on youth, such as the YM/WCA, Boys and Girls Clubs, and Big Brothers and Big Sisters, have action plans to increase the physical literacy of their clients.						
25	Our community's network of healthcare professionals recognizes the importance of physical literacy for a healthy community and promotes lifelong physical activity.						
26	Our community has discussed how "best practices" could fit our future based on the resources available, especially the time that would be asked of volunteers. Best practices include True Sport, Club Excellence, Respect in Sport, and High Five.						

ENHANCED LEADERSHIP AND ENGAGEMENT

		UA	F	E	M	T	C
27	Our community's leaders are growing CS4L in the greater community.						
28	Our CS4L Champions are catalysts who seek to improve the quality of sport and physical activity based on CS4L guidelines.						
29	Our CS4L Champions motivate and support their peers within their agencies to improve physical literacy and quality sport in our community.						
30	Our community has linkages and partnerships within and across sport organizations, the municipality and educational institutions to align and advance athlete, coach and official development.						
31	Our CS4L partnership supports the development and dissemination of new research-based knowledge.						
32	Our CS4L initiative supports and promotes CS4L awareness among our community's leaders.						

EDUCATION AND TRAINING

		UA	F	E	M	T	C
33	Members of our partnership have completed CS4L Messenger Training.						
34	Our CS4L initiative leaders have the requisite values, knowledge and skills so that they can act with confidence and model the behaviour of a CS4L Champion.						
35	Awareness of CS4L has been incorporated, where appropriate, into staff and volunteer orientations for partner organizations.						
36	**Our community utilizes staff, in those situations where it is appropriate, who have formal training and/or professional development in physical literacy and fundamental movement skills.**						
37	Collaborative physical literacy training occurs within and across sectors and agencies.						
38	**A collaborative physical literacy / CS4L parent education / awareness campaign exists.**						

QUALITY SPORT AND PHYSICAL ACTIVITY

		UA	F	E	M	T	C
39	Our community partners have reviewed and addressed accessibility issues for under-represented and vulnerable citizens.						
40	**Opportunities in our community are provided for persons from traditionally underrepresented and/or marginalized populations to actively engage in all aspects of sport participation, including leadership roles.**						
41	**Programming in our community is accessible, equitable and inclusive to meet the needs, motivation and interests of participants in a fun and safe experience.**						
42	Partnerships among sport and other sectors deliver quality age- and stage-appropriate programs to an increasing number of participants.						
43	We have qualified community coaches, leaders and instructors delivering technically sound fundamental movement and sport skills.						
44	**Sport organizations that implement programs that are consistent with their sport's LTAD plan are recognized and receive reduced fees and higher priority in facility rental.**						
45	Our community recognizes those sport organizations who have adopted best practices and are advancing CS4L.						

PHYSICAL LITERACY

		UA	F	E	M	T	C
46	**Our community facilitates the establishment of unstructured play in multiple environments, including passive parks, playfields, ice sheets and indoor play spaces, and we place an emphasis on outdoor options!**						
47	Our community's physical activity, sport and play environments provide choice and control by children.						
48	Our community's physical activity, sport and play environments recognize a child's need to test boundaries and we respond positively to that need.						
49	Our community's physical activity, sport and play environments provide balance between the need to offer risk and the need to keep children safe from harm.						
50	Our community's physical activity, sport and play environments foster independence and self-esteem.						
51	Our community's physical activity, sport and play environments foster children's respect for others and offer opportunities for social interaction.						
52	**Our community offers a range of developmentally appropriate multiskill programs for children in the Active Start, FUNdamentals and Learn to Train stages.**						
53	**Our community has fundamental movement skill programs that are developed and implemented in partnership with community-based stakeholders.**						
54	**Our community offers partnership-based "come try these sports" events.**						
55	**For children in the Learn to Train stage, sport-specific "learn to play" and "development" programs for athletes of all abilities are developed in partnership with minor sport organizations in our community.**						
56	Our community has partnership-based after-school activity and sport programs with a focus on the development of fundamental movement skills.						

FACILITIES

		UA	F	E	M	T	C
57	**Fair and equitable allocation policies and procedures exist for sport facilities (municipal and educational).**						
58	**An assessment of all recreation and sport facilities has identified for which stages of the CS4L continuum they are suitable, and for which stages they are deficient.**						
59	Collaboration among community partners supports the development of sustainable sport facilities, green spaces and equipment accessible to all citizens.						
60	Joint-use facility agreements exist that include our school boards.						
61	Joint-use facility agreements exist that include our municipality, sport and recreation groups, and others.						
62	Innovative facility partnerships exist between our school boards.						
63	Innovative facility partnerships exist between our municipality, sport and recreation groups, and others.						
64	Opportunities exist in our community for children to experience physical literacy in all the environments (air, outdoors, ice and snow, water and ground).						
65	Facilities developed for major Games and events are available after-use for all members of the community.						

SPORT FOR DEVELOPMENT

		UA	F	E	M	T	C
66	Our partnership has discussed the deliberate use of "sport for development."						
67	Our partnership has implemented programs that deliberately use sport for development.						
68	Our community's sport for development programs have yielded positive benefits to the community.						

SPORT FOR HEALTH

		UA	F	E	M	T	C
73	Our partnership has discussed the deliberate use of sport for health						
74	Our partnership has implemented programs that deliberately use sport for health						
75	Our community's "sport for health" programs have yielded positive benefits to the community						
76	Medical assets are mapped including trauma centres, community hospitals, doctors, specialists, public health and allied healthcare professionals and these elements support "sport for health" programming in our community						
77	Injury rates in sport and recreation programs are measured and analysed to inform prevention strategies in our community						
78	The delineated roles of owners/operators, program services providers and participants to provide safe physical activity experiences are clear and known by all stakeholders in our community						

CONTINUOUS IMPROVEMENT (KAIZEN)

		UA	F	E	M	T	C
75	**Program content across the partner organizations has been reviewed and revised to ensure it is in keeping with CS4L and advancing the physical literacy level of our citizens.**						
76	Common physical literacy delivery programs and evaluation tools are utilized by all sectors.						
77	Innovative program partnerships exist between our school boards.						
78	Innovative program partnerships exist between our municipality, sport and recreation groups, and others.						
79	Our CS4L partnership supports the development and dissemination of new research-based knowledge.						
80	Our CS4L initiative supports and promotes CS4L awareness among our community's leaders.						

	UA	F	E	M	T	C
WORKING TOGETHER - COLLABORATION						
POLICY AND STRATEGY						
ENHANCED LEADERSHIP AND ENGAGEMENT						
EDUCATION AND TRAINING						
QUALITY SPORT AND PHYSICAL ACTIVITY						
PHYSICAL LITERACY						
FACILITIES						
SPORT FOR DEVELOPMENT						
SPORT FOR HEALTH						
CONTINUOUS IMPROVEMENT (KAIZEN)						
Total per column						
Multiply by ✕	0	1	2	3	4	5
Subtotal						

Total ＋

How does your community rate?

Divided by the number of statements answered ÷

= | | **Our community's rating**

1.0 to 1.7: your community is in the **First Steps stage**

1.8 to 2.6: your community is in the **Exploring stage**

2.7 to 3.5: your community is in the **Mobilizing stage**

3.6 to 4.4: your community is in the **Transforming stage**

4.5 to 5.0: your community is in the **Championing stage**

Kaizen: Continuous Improvement

Communities must constantly seek ways to improve and refine the implementation of CS4L.
We can never assume that CS4L in its current form is ever complete or final. We must operate from the position that it represents the best practices in coaching and athlete development as they are understood today, but that best practices may change and/or further mature. The concept of continuous improvement, which permeates CS4L, is drawn from the respected Japanese industrial philosophy known as Kaizen. By applying a willingness to always seek improvements in our understanding and practice, CS4L will continuously evolve to accommodate new breakthroughs in sport science research, new innovations in technology, and evolving best practices in coaching. Therefore, this assessment is not about reaching a perfect condition, but rather seeking continuous improvement. To this end, communities should periodically assess how they are doing and where improvements have been, or could be, made.

Growing as a Sport for Life Community

Okay, you know where you are today, but where do you want to be in six months, a year, five years?
How are you going to get there? Consider completing a SWOT analysis and developing a strategic plan for action! This might be developed along the following categories:

1. **Identify low hanging fruit – action (what can we do easily tomorrow?).**

2. **Identify future actions – what can we do next week, next month or perhaps next year?**

3. **Identify all those statements ranked as UA, F or E. They should be in your work plan.**

As you progress through the statements, keep track of your responses and commit to revisiting them on a regular basis. Maybe every 6-12 months will work for your community. This will help you determine short and long term goals and re-evaluate the needs for your community.

CS4L.ca/resources

PHYSICALLITERACY.CA

Designed by CS4L, physicalliteracy.ca is a one-stop-shop for physical literacy tools and resources, including but not limited to:

- CS4L's Community Connections Project
- Physical Literacy Injury Prevention
- The Physical Literacy Assessment for Youth (PLAY) tools
- Physical Literacy for Inuit

It's a place to learn about new programs, projects and developments from the physical literacy world.

PARTNERING "RECREATION" WITH "SPORT" THROUGH CANADIAN SPORT FOR LIFE: Promising Practices, Important Opportunities

Within this discussion paper, it is identified that municipal recreation services are well placed to deliver quality physical literacy programming, either directly or in collaboration with school boards, childcare providers and community sport groups. Pages 46 to 54 outline what could be achieved by Recreation taking a strong leadership role for physical literacy outcomes. The discussion paper can be downloaded from: edmontonsport.com/pdfs/partnering_recreation_with_sport.doc.pdf
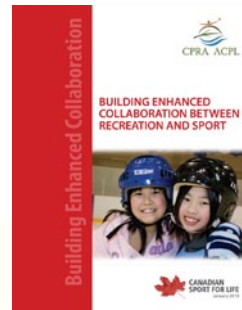
BUILDING ENHANCED COLLABORATION BETWEEN RECREATION AND SPORT

In 2013, the Canadian Parks and Recreation Association (CPRA) and CS4L released *Building Enhanced Collaboration Between Recreation and Sport*. Page 25 examines the role municipalities can provide in supporting physical literacy in children. The resource can be downloaded from: canadiansportforlife.ca/resources/building-enhanced-collaboration-between-recreation-and-sport

Individual checklists for schools, coaches and sport organizations are available. These are terrific resources for a workshop setting.

ASK SCHOOLS: canadiansportforlife.ca/sites/default/files/user_files/files/A4L_Ask_School.pdf

QUALITY INDIVIDUAL SPORT CHECKLIST: canadiansportforlife.ca/sites/default/files/user_files/files/CS4L_Quality_Sport.pdf

ASK COACHES: canadiansportforlife.ca/sites/default/files/user_files/files/A4L_Ask_Coach(1).pdf
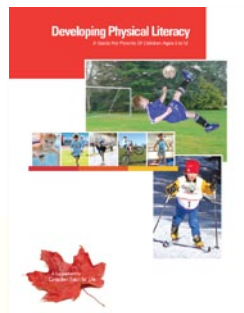
CS4L: A SPORT PARENT'S GUIDE
Chapter 5: Promoting CS4L in Your Community

Parents and caregivers should encourage preschools, schools, community recreation and sport organizations to offer quality physical activity programs. One way to do this is by asking appropriate questions. While not exhaustive, ways to promote CS4L in your community are presented within the guide. The guide can be downloaded from: canadiansportforlife. ca/resources/sport-parents-guide

DEVELOPING PHYSICAL LITERACY:
A Guide for Parents of Children Ages 0 to 12

(Parent Lobbying Kit, pg. 31 – 33)

Parents and caregivers should encourage preschools, schools, community recreation and sport organizations to offer quality physical activity programs. One way to do this is by asking appropriate questions. While not exhaustive, the Parent Lobbying Kit (pages 31-33) can be found in *Developing Physical Literacy: A Guide for Parents of Children Ages 0 to 12*. The guide can be downloaded from: canadiansportforlife.ca/resources/ developing-physical-literacy-guide- parents-children-ages-0-12

THE TRUE SPORT LTAD MATRIX

The True Sport LTAD Matrix identifies ethical literacy as a key component of the overall CS4L movement, of which the LTAD framework is a key element. The matrix can be downloaded from: canadiansportlife.ca/resources/true- sport-ltad-matrix

VANCOUVER SPORT STRATEGY – SPORT SUMMIT WORKBOOK

As part of the process in the development of the Vancouver Sport Strategy, this workbook was developed and utilized. The workbook outlines strategic goals, including physical literacy for all, by examining guiding principles and desired outcomes across the stages of the LTAD framework in the areas of programs, facilities and events. The workbook can be downloaded from: canadiansportforlife.ca/sites/default/ files/user_files/files/VSS_Workshop.pdf

CS4L P/TSO SELF-ASSESSMENT

A CS4L P/TSO Self-Assessment "scorecard" has been developed for assessing organizational progress toward full integration of CS4L and LTAD for provincial and territorial sport organizations. Five key areas – Leadership, Competition Programs, Development Programs, Coach & Officials Development, and Partnerships – are found on individual sheets (tabs). Progress in each area is assessed using a number of CS4L-specific progress criteria. This scorecard can be downloaded from: canadiansportforlife.ca/sites/default/ files/user_files/files/ptso_scorecard.pdf

CS4L.ca/resources

PACIFICSPORT FRASER VALLEY AND CITY OF ABBOTSFORD RESOURCES

Online resources that may prove useful for teachers, recreation programmers and administrators when creating lesson plans; for parents looking for creative games and activities; or simply for anyone looking for healthy living resources.
pacificsportfraservalley.com/index.php?p=12_5_Resources

ACTIVE COMMUNITIES VANCOUVER
Vancouver Park Board Sport Infrastructure

As part of the process in the development of the Vancouver Sport Strategy, this workbook was developed and utilized. The workbook outlines strategic goals, including physical literacy for all, by examining guiding principles and desired outcomes across the stages of the LTAD framework in the areas of programs, facilities and events. The workbook can be downloaded from:
canadiansportforlife.ca/sites/default/files/user_files/files/VPB_SportInfra.pdf
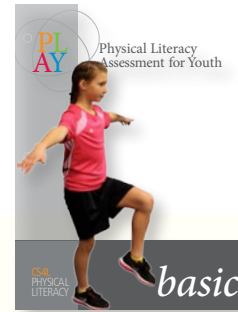
PHYSICAL LITERACY ASSESSMENT FOR YOUTH (PLAY) TOOLS

PLAY tools are meant to improve our population's level of physical literacy. Directed at individuals aged seven and up, the PLAY tools determine gaps in physical literacy development, and provide calls-to-action to help improve these areas. The PLAY tools can be downloaded from: physicalliteracy.ca/play

CS4L QUESTIONS OF MUNICIPALITIES
by Parents, Politicians and Administration

As with schools and community sport organizations, questions should be asked of municipalities by parents, politicians and administration. The questions and format of this resource have been adopted from *CS4L: A Sport Parent's Guide: Parent Lobbying Kit*. The questions can be downloaded from:
canadiansportforlife.ca/sites/default/files/user_files/files/CS4L_Muni_Question.pdf

Acknowledgements

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CS4L Champions

Vicki Harber, PhD

Vicki is a full professor at the University of Alberta in the Faculty of Physical Education & Recreation and is a member of the Canadian Sport for Life leadership team. As a board member with the Edmonton Sport Council and the Alberta Sport Development Centre–Capital Region, Vicki is supporting the implementation of CS4L guidelines to improve the quality of sport and physical activity for Albertans. For the second year in a row, the Canadian Association for the Advancement of Women and Sport recognized Vicki as one of the Most Influential Women in Sport and Physical Activity. Vicki was a member of the 1980 and 1984 Canadian Olympic rowing team and coached an elite youth girl's soccer team for 10 years.

Gary Shelton

Gary is the Executive Director of the Edmonton Sport Council. A Canadian Sport for Life Champion, he continues to be a leader in advancing CS4L at the community level in Edmonton. Gary is currently participating on the Alberta Recreation and Parks Association's PLAY (Physical Literacy and You) Alberta Task Force for interested partners to work together to promote, implement and evaluate programs, services, amenities and policy which advance physical literacy in Alberta communities. For his many notable contributions to fellow citizens, the community and the province, Gary is a recipient of the one-time 2005 Alberta Centennial Medal.

CANADIAN SPORT FOR LIFE

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