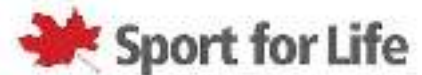


A COLLABORATIVE APPROACH TO PHYSICAL LITERACY TRAINING

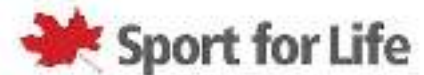
Peter Neidre, Coaching Association of Canada

Sarah Gallsworthy, HIGH FIVE

Alex Wilson, Sport for Life



Traditional Territory of the Algonquin Nation



PHYSICAL LITERACY INSTRUCTOR

- Launched September 22, 2017
- Collaboration of HIGH FIVE[®], Coaching Association of Canada and Sport for Life
- Blended learning (workshops and elearning)



PHYSICAL LITERACY INSTRUCTOR PROGRAM

1

Introduction to Physical Literacy (online)

2

HIGH FIVE Principles of Healthy Child Development (in-person workshop)

OR

HIGH FIVE Sport (in-person workshop)

3

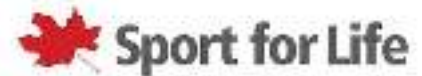
NCCP Fundamental Movement Skills (in-person workshop)

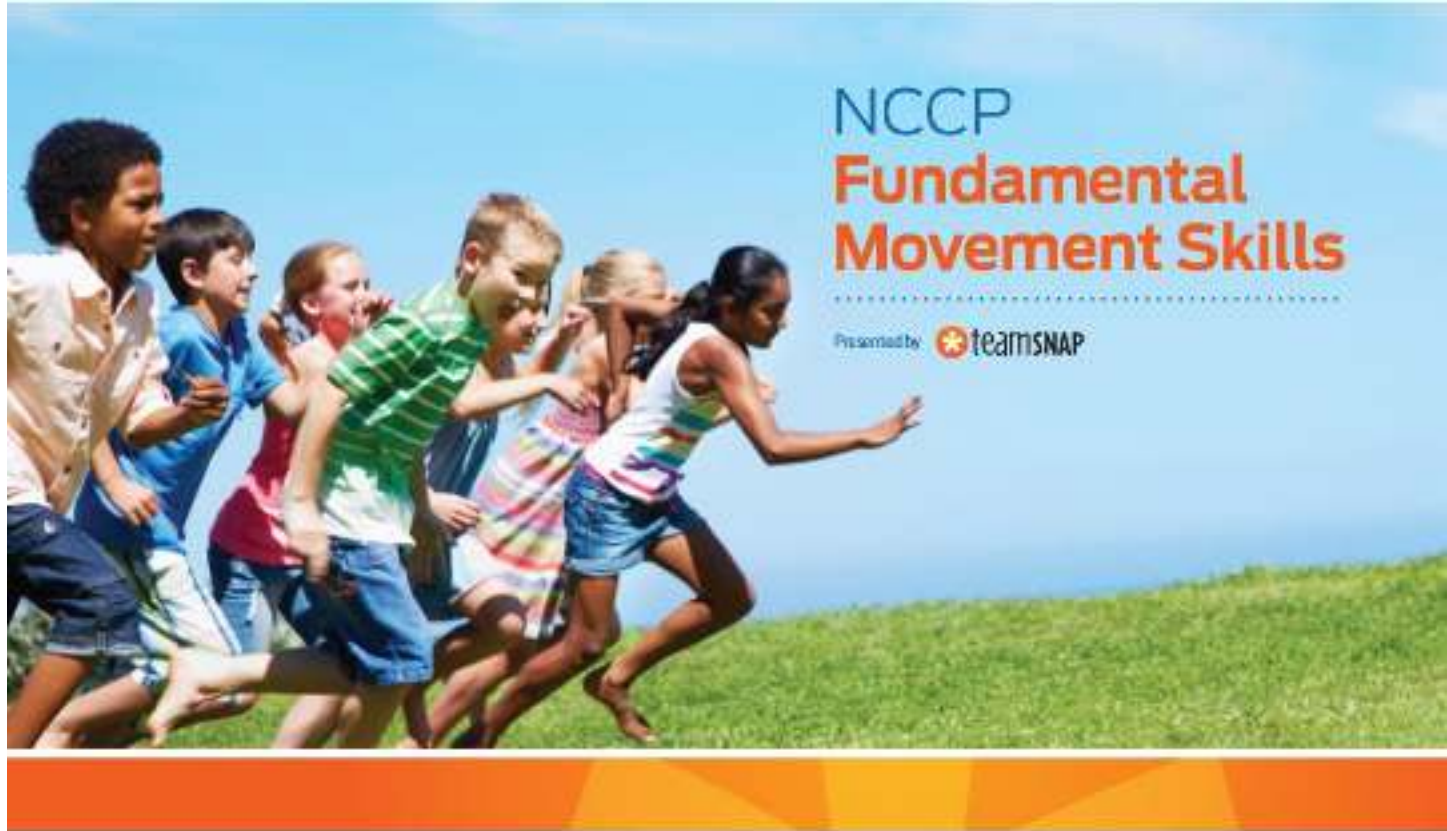
4

Quality Physical Literacy Experiences (in-person workshop)

5

Evaluation (online)





NCCP Fundamental Movement Skills

Presented by  teamsNAP



What is TeamSnap Fundamental Movement Skills?

- **Learning Outcomes:**
 - Detect and correct errors for FMS
 - Apply a teaching process to FMS
 - Adapt FMS for participants with disabilities
 - Lead activities (games) that promote FMS
 - Provide stage-appropriate feedback to encourage and develop FMS in participants

What is TeamSnap Fundamental Movement Skills?

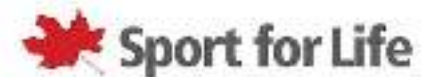
- **Fundamental Movement Skills:**

- Running
- Jumping
- Throwing
- Catching
- Kicking
- Wheeling

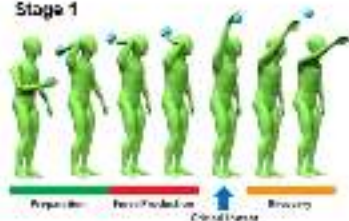


What is TeamSnap Fundamental Movement Skills?

- 4.5 hour, in person workshop
- Delivered Nationally in partnership through 13 Provincial-Territorial Coaching Representatives



Stage 1



Key Characteristics

1. Arm is taken up and to the side.
2. Forearm and hand are well back behind head and body leans back slightly.
3. Use shoulder, elbow and wrist.
4. Shift body weight inward somewhat, and throwing-side leg moves during the throw.

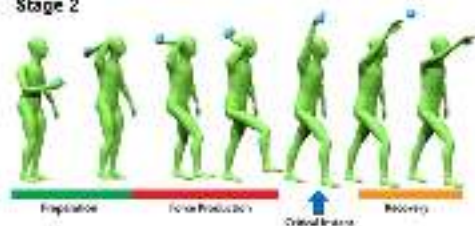
Next Steps

1. Take hand/arm back behind head.
2. Use shoulders, elbow and wrist.
3. Step and lean forward during throw.

Key Words

- Ball back
- Step and throw

Stage 2



Key Characteristics

1. The most important difference is to step forward with the SAME foot as the hand holding the ball.
2. There is greater use of shoulder, arm and wrist.
3. There is more use of the trunk, but little or no twisting of the trunk.

Next Steps

1. Rotate throwing shoulder backward.
2. Take hand back and up so it is behind and above head.
3. Use trunk, shoulder, elbow and wrist.
4. Step forward with foot OPPOSITE throwing arm.

Key Words

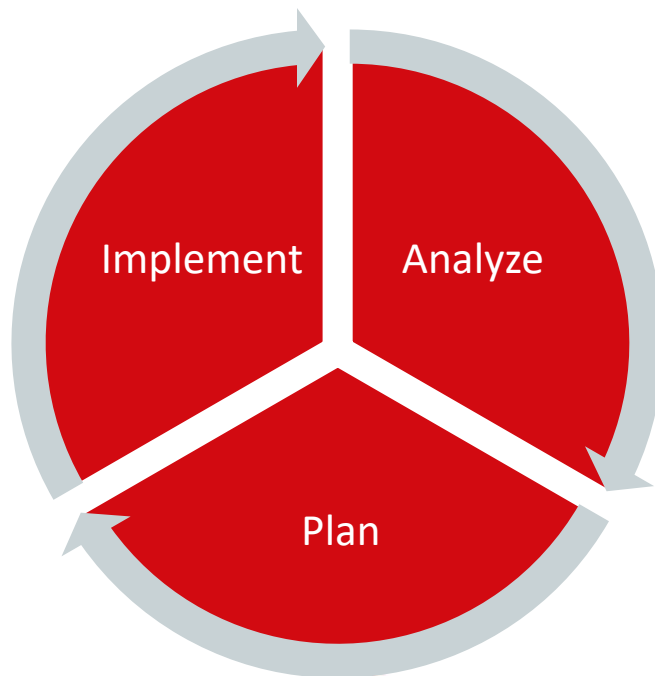
- Shoulder and trunk twist back
- Opposite foot forward
- Body weight forward

Stage 3



Key Characteristics

1. Note rotation of the trunk, backward on throwing side.
2. Take throwing arm up and back.
3. Step forward with foot opposite from throwing arm.
4. During force production, use trunk, shoulder, arm and hand.
5. Body weight moves forward during throw.
6. Weight ends up on opposite foot.




ADAPTIVE TECHNIQUE I

A bility
D ifficulty
A rea
P articipants
T ime
I nclusion
V ariability
E quipment



Benefits of Collaboration

- Promote and foster life-long learning and Professional Development opportunities for NCCP coaches
- Increase the diversity of coaches, and instructors engaging in the NCCP
- Alignment across 3 organizations
- Working collaboratively to enhance the ability for instructors, coaches in the field to delivery quality physical activity programs



HIGH FIVE®

Ensuring Quality

HIGH FIVE® A quality standard for children's sport and recreation
Founded by Parks and Recreation Ontario



Principles and Design Guidelines



A Caring Adult



Friends



Play



Mastery



Participation



**Developmentally
Appropriate**



Safe



**Welcoming of
Diversity & Uniqueness**





“People ask me what good leadership is, good leadership is about building self-awareness and self-responsibility in other people. Your role is to take whatever you’re doing with this child and see it through developmental eyes”

**-Dr Peter Jensen, Sport Psychology Expert,
Canadian Olympic Team**



HIGH FIVE Organizations



★Registered Organizations

★Boys and Girls Clubs

★Municipalities

★Private Clubs

★Accredited Organizations

★Benchmark of excellence



HIGH FIVE Organizations



★ Umbrella Organizations

★ PSOs

★ NSOs

★ Boards/Committees

★ Academic Institutions

★ Colleges

★ Universities

★ High Schools





Positive Impacts

Surveyed organizations using HIGH FIVE[®]...

★ 98% Agree HIGH FIVE improves the quality of children's experiences in their programs

★ 96% Believe HIGH FIVE helps them meet strategic objectives to deliver quality programs

★ 91% Credit HIGH FIVE with improving customer satisfaction

★ 87% Report HIGH FIVE improves recognition and credibility as a quality service provider

Recognize that HIGH FIVE fosters healthy child development and increases opportunity for play and physical activity

97% ★

Report HIGH FIVE benefits them the most by providing:

1. Confident and skilled staff
2. Access to best practices

★

Agree HIGH FIVE improves their daily practices and operations

95% ★

Say HIGH FIVE reduces liability and risk

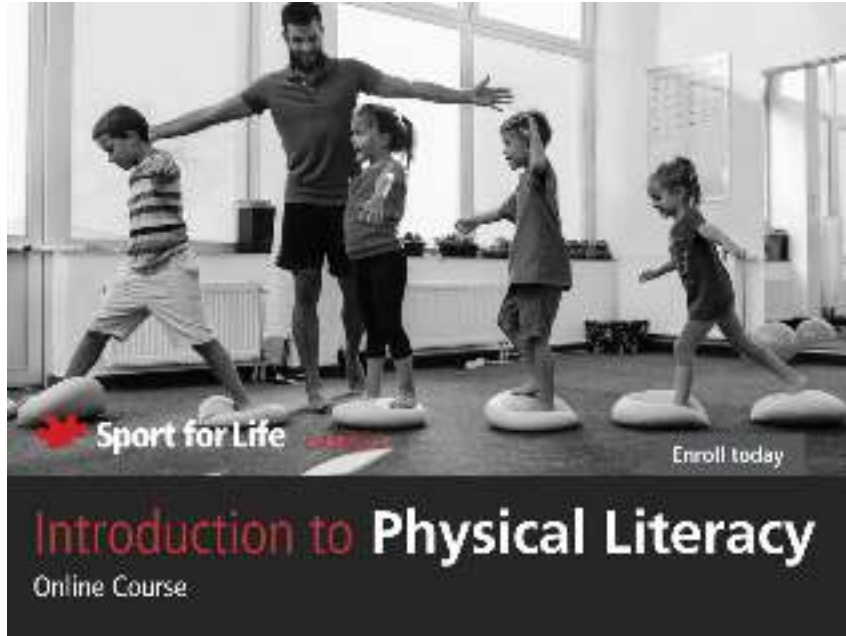
89% ★



More than
**1 million
kids**

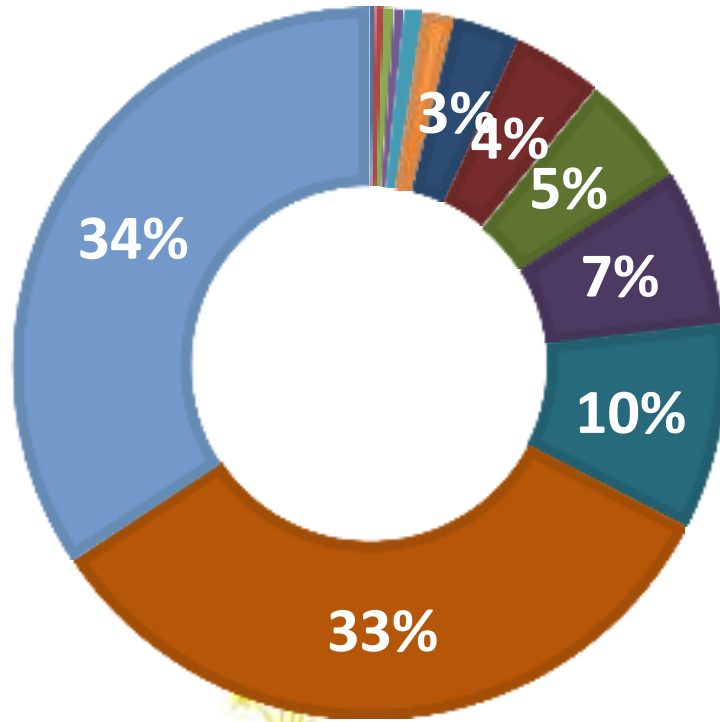
annually are having positive experiences through organizations using HIGH FIVE.

INTRO TO PHYSICAL LITERACY



- Jointly developed the content
- Aligned language and concepts
- Basic overview for recreation and sport providers

eLearning Completed



PARTICIPANT FEEDBACK

What will you do differently?

- Integrate the idea of fun & challenging with a mix of failure & success
- Be more aware of age appropriate skills
- Add more variety & options into activities



QUALITY PL EXPERIENCES

- Integrated key concepts from other workshops
- Aligned language
- Piloted approaches to delivery



STATUS UPDATE

Learning Facilitators

- 2 Master Learning Facilitators
- 3 Learning Facilitator Trainings
- 48 Learning Facilitators

Workshops

- 7 completed
- 115 people completed

TESTIMONIALS

I am glad that the classroom session included a review of key concepts from the two external prerequisites....I took those courses years ago, so it served as a good refresher.

Loved the group work and the play times where the participants could apply what they had learned for example when developing games.

BENEFITS OF COLLABORATION



- Alignment of language
- HIGH FIVE Trainers and NCCP FMS Learning Facilitators
- Reach wider audience
- System alignment

CHALLENGES

- Coordination priorities and timelines for the work
- Checking prerequisites
- Getting face time to plan
- Changes in staff



NEXT STEPS



- Partner with provincial organizations for delivery
- Coordinate workshop offerings
- e.g. Nova Scotia Pilot

THANK YOU!

www.sportforlife.ca

www.highfive.org

www.coach.ca

