



Building a Foundation of Physical Literacy for Women 55-70+ through Fundamental Movement Skills



Canadian Association for the
Advancement of Women
and Sport and Physical Activity

Association canadienne pour
l'avancement des femmes
du sport et de l'activité physique



ABOUT THE PROJECT

- Funding support from the Ontario Sport and Recreation Communities Fund
- Partnership with CAC, CAO, OSGA, ALCOA
- Builds on the CAC NCCP Fundamental Movement Skills Program
- Builds on the CAAWS Women 55-70+ Program
- Activities: 10 Workshops; 12 Funded Pilot Projects; Creation of Physical Literacy Model for Women 55-70+



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Physical Literacy for Women 55-70+

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

<http://www.participaction.com/wp-content/uploads/2015/03/Consensus-Handout-EN-WEB.pdf>



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Physical Literacy for Women 55-70+

Physically literate individuals:

- Develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- Demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- Make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

PHE Canada definition



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FMS for Women 55-70+

- Building Blocks of movement
- Developed in children between 6 and 10 years of age
- Need to understand why or why not people 55-70 + do or do not exhibit these skills
- FMS are a key component to helping keep people physically literate for as long as possible
- FMS is key to develop competence, confidence and motivation.



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What makes Women 55-70+ unique?



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COMPETANCE/CONFIDENCE

- Develop women only programs
- Offer skills training, try-its and orientations
- Train instructors to understand health conditions and adapt activities
- Create welcoming environments
- Offer a variety of activities
- Recruit women 55-70+ as instructors and coaches
- Explain programs so women know what to expect
- Ask women what they want and make them part of planning



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WHAT MOTIVATES?

- Developing a Routine
- Setting Goals/ having rewards
- Having a buddy
- Cost savings
- Being invited
- Having fun
- Improved health
- Competitions, events, challenges
- Keeping a log or Journal
- Music
- Progress



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FUNDAMENTAL MOVEMENT SKILLS

Coaching Association of Canada



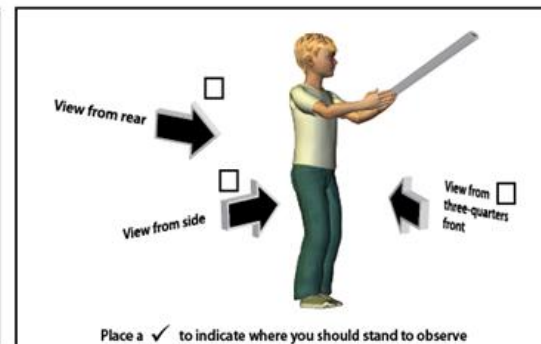
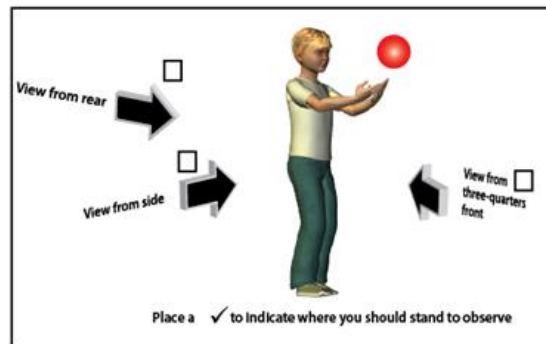
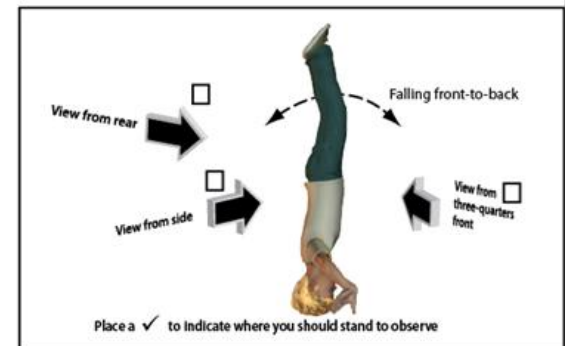
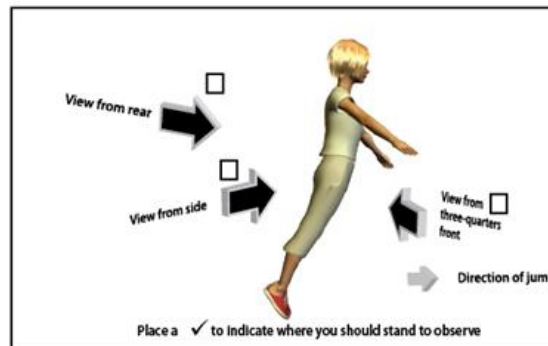
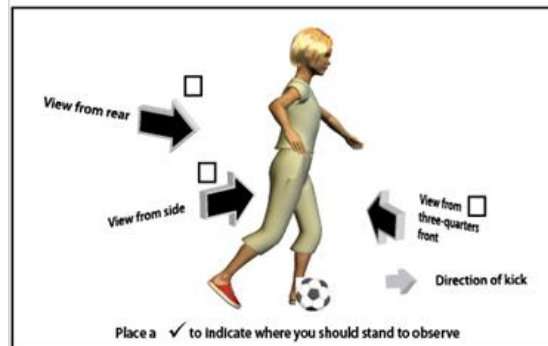
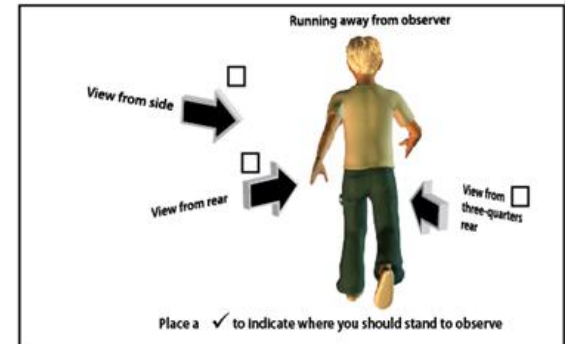
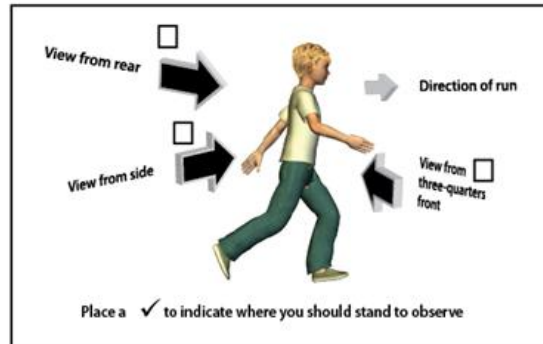
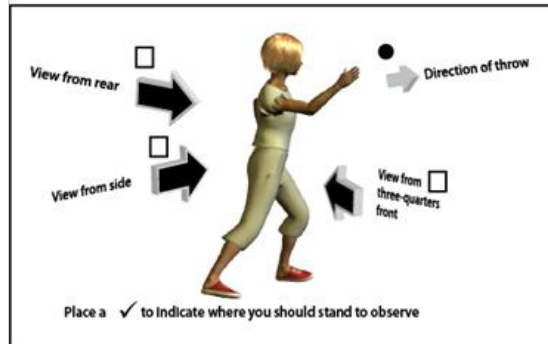
NCCP FMS Outcomes



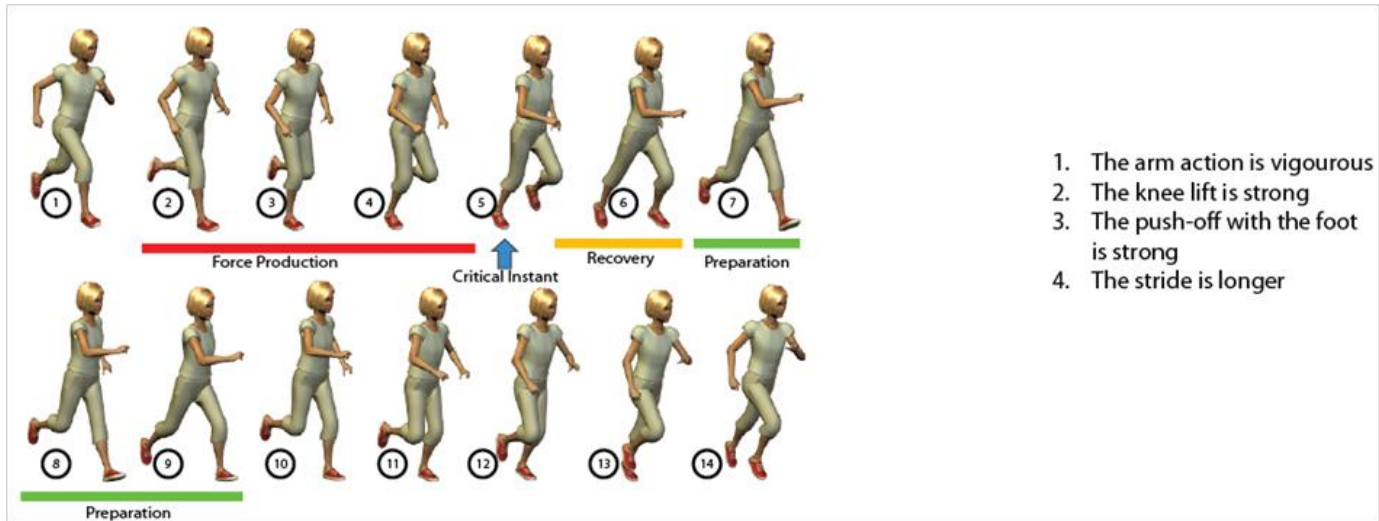
- Teaches adults of youth **WHAT** to look for and **HOW** to improve FMS in children
- Introduces participants to a teaching process that will improve FMS for children that can be applied to every skill
- Allows opportunities to **practice** analysis, teaching, and implementation of games to improve FMS



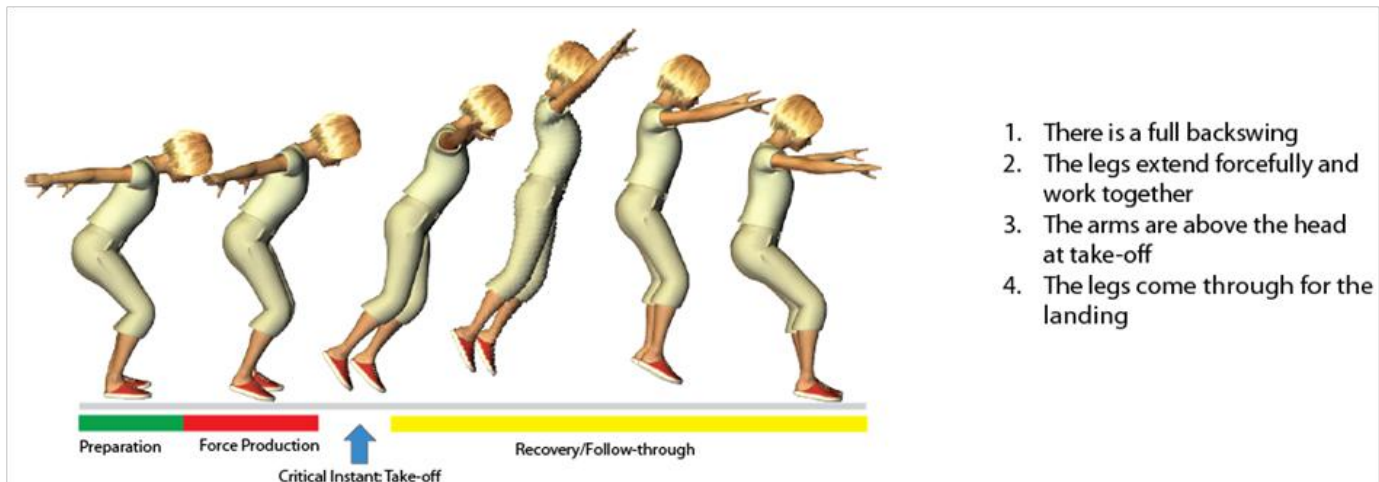
Where to Observe From Worksheet



Phases of Movement Examples

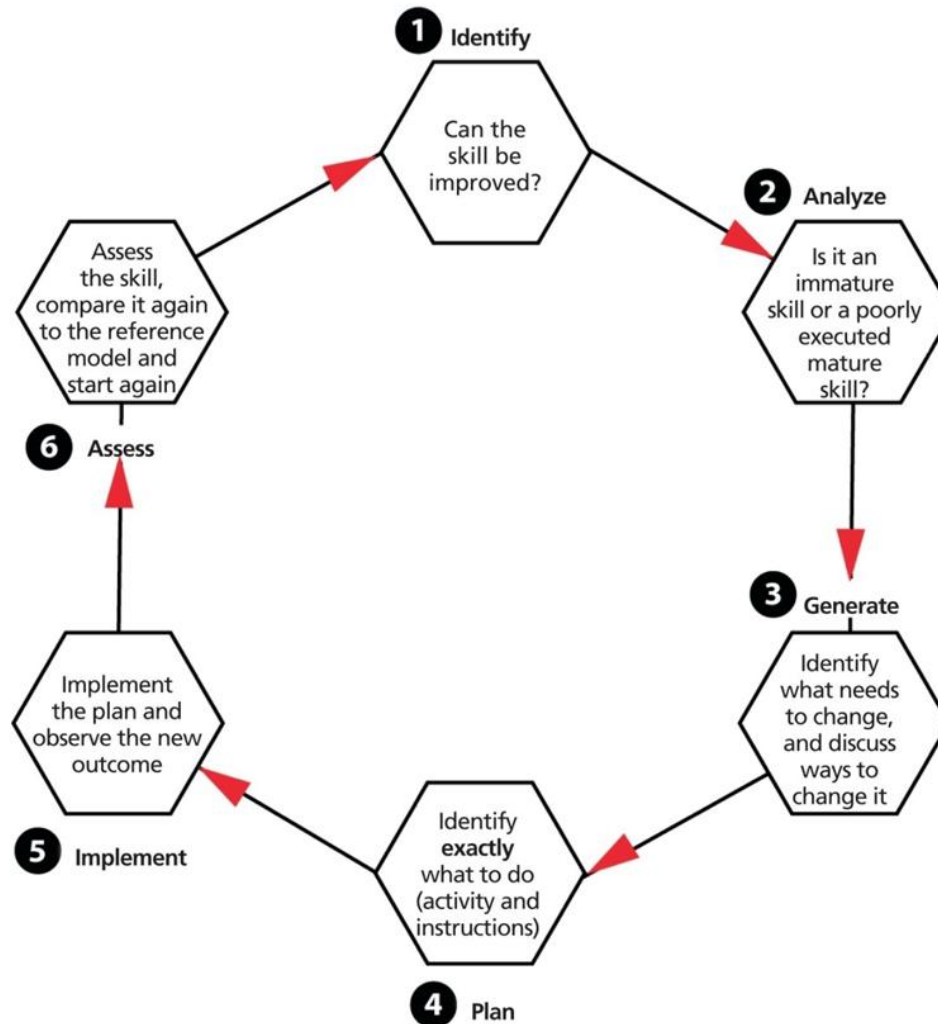



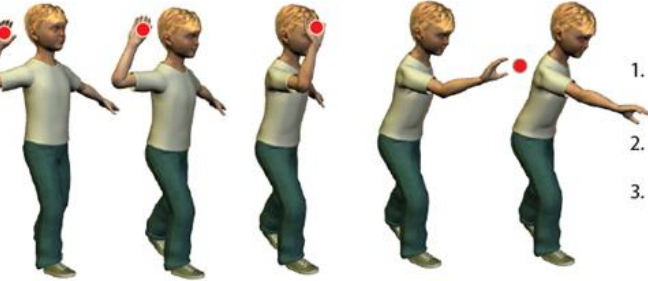
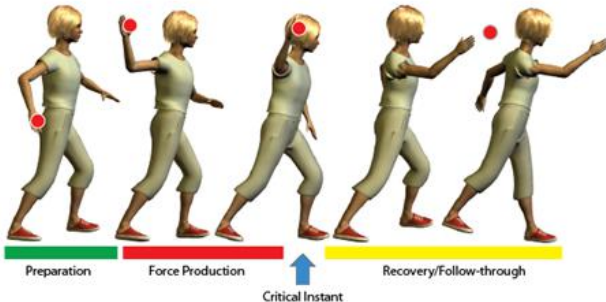
1. The arm action is vigorous
2. The knee lift is strong
3. The push-off with the foot is strong
4. The stride is longer



1. There is a full backswing
2. The legs extend forcefully and work together
3. The arms are above the head at take-off
4. The legs come through for the landing

HOW TO TEACH SKILLS



	Key Points at Each Stage	To Move to the Next Stage	Cue Words
Stage 1 	<ol style="list-style-type: none"> 1. The arm is taken up and to the side 2. The forearm and hand are well back behind the head, and there is a slight backward lean of the body 3. The shoulder, elbow, and wrist are used 4. There is some shift of body weight forward, and the leg on the throwing side of the body moves during the throw 	<ol style="list-style-type: none"> 1. Take the hand/arm back behind the head 2. Use the shoulders, elbow, and wrist 3. Step and lean forward as you throw 	<ul style="list-style-type: none"> • Ball back • Step and throw
Stage 2 	<ol style="list-style-type: none"> 1. The most important difference is to step forward - but with the SAME foot as the hand holding the ball 2. There is greater use of the shoulder, arm, and wrist 3. There is more use of the trunk, but little or no twisting of the trunk 	<ol style="list-style-type: none"> 1. Rotate the throwing shoulder backward 2. Take the hand back and up so it is behind and above the head 3. Use the trunk, shoulder, elbow, and wrist 4. Step forward with the foot OPPOSITE the throwing arm 	<ul style="list-style-type: none"> • Shoulder and trunk twist back • Opposite foot forward • Body weight forward
Stage 3 	<ol style="list-style-type: none"> 1. Note the rotation of the trunk, backward on the side she throws from 2. The throwing arm is taken up and back 3. There is a step forward with the foot opposite the throwing arm 4. During force production, the trunk, shoulder, arm, and hand are all used 5. Body weight moves forward during the throw 6. Weight ends up on the opposite foot 		

Participants with a Disability

Locomotor

For wheelchair users at Stages 1 or 2, position the wheelchair in the direction the ball is to be thrown. For those at Stage 3, point the wheelchair slightly to the side of the throwing arm.

Sensory

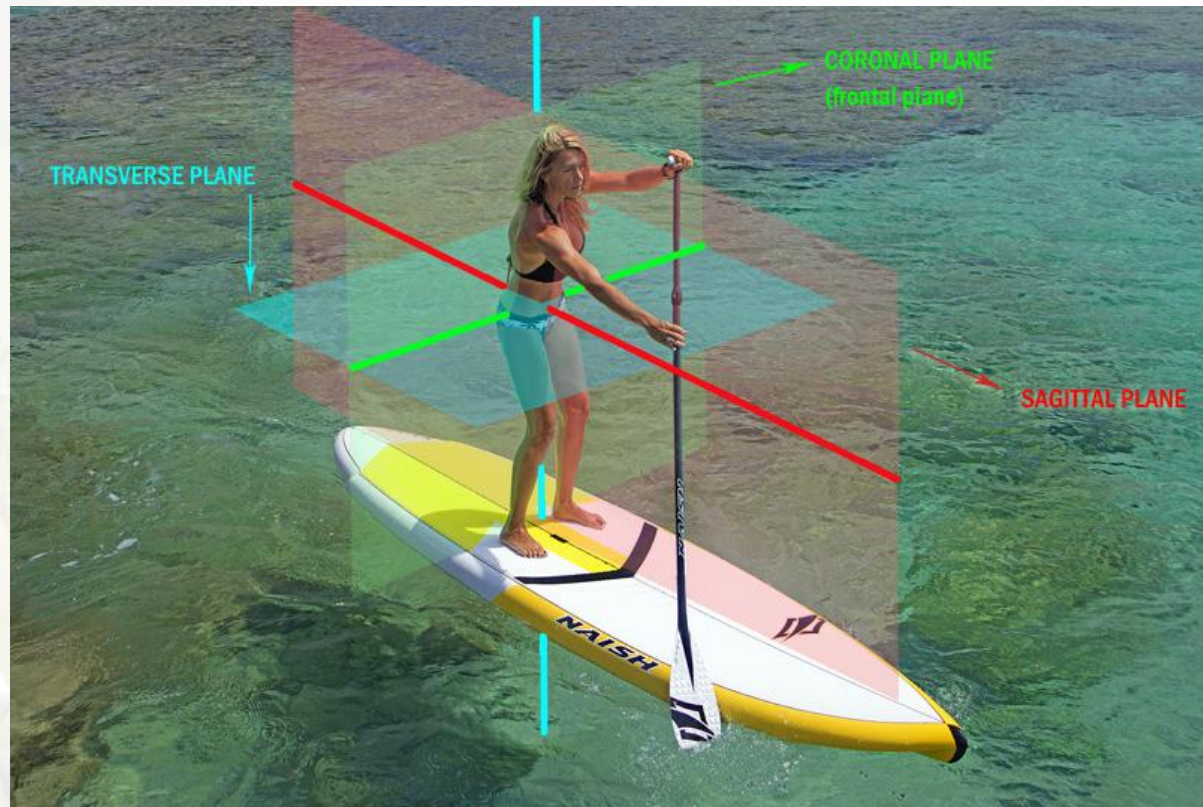
Physically guide individuals with a visual disability through the motions with additional verbal cues; a high number of repetitions is also recommended.

Intellectual

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.



It's About Alignment





Self Assessment Tool

SELF ASSESSMENT TOOL

Body Part	Yes	No
Head		
Side View		
• Center of ear in line with the shoulder		
Front View		
• Nose lined up with center of chest and belly button		
• Eyes level		
Back View		
• Neck in line with spine		
• Head between shoulder blades		
Shoulders	Yes	No
Side View		
• Tip of shoulder lined up with the center of the hip and ribs		
Front View		
• Both shoulders are at the same height		
Back View		
• Shoulders are level		
• Shoulder blades are not too far apart (winged)		
Hips	Yes	No
Front View		
• Two front Hip Bones Level		
• Side to Side		
• Up and Down		
• Back to Front		
Side View		
• Hip Bone lined up with the middle of the shoulder		
• Hip Bone lined up with the center of the knee		

Body Part	Yes	No
Back (lying on their stomach)		
• Creases under the bum should be lined up		
• Bum Checks are level (one is not higher than the other)		
• Hips are level		
Knee	Yes	No
Front		
• Knees facing forward		
• Balance between both legs		
• Upper leg parallel to each other		
Side		
• Both knee caps in line with each other		
• Knees small flex		
• Knees slightly ahead of ankles (but not over toe)		
Back		
• Creases of knee should be level		
• Weight equal on both legs		
Ankles	Yes	No
Front		
• In the middle of the foot		
• Flat Foot		
Side		
• Ankle bone lined up with the heel		
Back		
• Achilles Tendon is straight up and down		

**For static movements looking from the front and back (opposed to ¾ in front)

@CAAWS FUNDAMENTAL MOVEMENT SKILLS WOMEN 55-70+

Lessons Learned: Pilots

- Incorporating FMS components is leading to increased competence and confidence
- Much easier to incorporate FMS into 'sport' activities compared to physical activities (i.e. yoga, tai chi)
- Women want to get to the activity- need to find creative ways to include FMS throughout
- Self Assessment Tool easy to administer, being well used and instructors report women are much more conscious of their alignment
- Suggestion to add diagrams to the Self Assessment Tool to understand what to look for
- Suggestions on how to increase confidence, competence and motivation are working well
- New Project





Conclusions

- Provide Feedback to women to increase their confidence, competence and motivation.
- Encourage participants to get medical clearance to participate.
- Focus on Neutral Stance and the Fundamentals.
- Modify as needed.
- Be mindful of the various physical characteristics of the demographic and understand that these characteristics need modified activities compared to a younger demographic.
- Provide a welcoming environment that provides motivation.
- Confidence comes from being able to succeed at something.
- Competence comes from purposeful practice.
- Observation is a key to helping others achieve fundamentally sound movements.
- Individualize your program to meets the needs of each participant.



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