



RBC
Learn to Play
Project



Physical Literacy: The What, Who, and How of Setting Our Children Up For Success

January 28th 9:45-11:00am

In partnership with



Public Health
Agency of Canada

Agence de la santé
publique du Canada



Sport for Life



PARTICIPACTION

Session outline



- Introduction
- What
- Who
- How
- Discussion and Questions



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PARTICIPATION

RBC Learn to Play - Overview



RBC believes in the importance of physical literacy – the confidence, competence and motivation to be active for life – will go a long way towards achieving our goal of encouraging more kids to get out and play.



RBC Learn to Play Project 2015 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**

GRANT PROGRAM BY CATEGORY	Number of grants awarded	Dollars awarded
Community Action Grants	123	\$929,798.00
Leadership Grants	44	\$892,051.00
Learn to Skate Grants	32	\$242,000.00
GRANTS PROGRAM BY REGION	Number of grants awarded	Dollars awarded
Alberta & the Territories	25	\$303,334.00
Atlantic	29	\$240,141.00
British Columbia	28	\$346,150.00
Greater Toronto Region	12	\$151,615.00
Manitoba, Saskatchewan and Northern Ontario	31	\$281,770.00
Ontario North East	23	\$210,052.00
Ontario South West	21	\$187,500.00
Quebec	24	\$258,287.00
National	6	\$85,000

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.



<http://blog.ncpad.org/2013/03/28/the-importance-of-physical-literacy-for-people-with-disabilities/>



The Elements of Physical Literacy

The definition of physical literacy includes four essential and interconnected elements whose relative importance may change throughout life.

Canada's Physical Literacy Consensus Statement | June 2015



Motivation and confidence (Affective)

Motivation and confidence refers to an individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.



Physical competence (Physical)

Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced physical competence enables an individual to participate in a wide range of physical activities and settings.



Knowledge and understanding (Cognitive)

Knowledge and understanding includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.



Engagement in physical activities for life (Behavioural)

Engagement in physical activities for life refers to an individual taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritizing and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.



Physical literacy:

- is an inclusive concept accessible to all
- represents a unique journey for each individual
- can be cultivated and enjoyed through a range of experiences in different environments and contexts
- needs to be valued and nurtured throughout life
- contributes to the development of the whole person.

Definition of Physical Literacy

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

International Physical Literacy Association, May, 2014

Why Physical Literacy Matters



- Opens the Gateway to Physical Activity
- Better Physical & Mental Health
- Increase Social Connectiveness
- Increase Resiliency
- Brings People Together – Common Focus



National Workgroup



- Fall 2015 Sport Leaders from NSOs and MSOs came together
- Align with PL Consensus &
- Discuss how to best align resources to create a Physically Literate Canada.
- Goal is to unite in a common approach towards Physical Literacy
- Now engaging Provincial leaders



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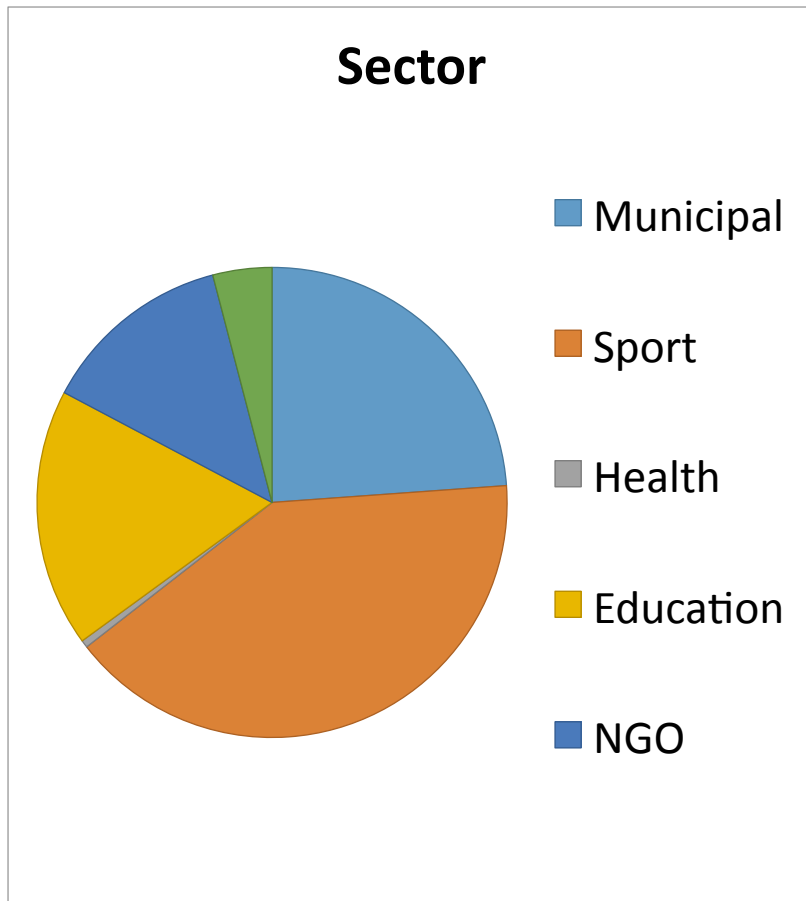
motivate™

CANADA

REALizing the potential of YOUTH



Who: Organizations



<http://talkingeducationandsport.blogspot.ca/>



<http://play.physicalliteracy.ca/what-play/leaders>



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



Defi Sportif



Lethbridge Public Library



RBC Learn to Play – Philosophy



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

Sector Engagement	Community Granting	Capacity Building and Supports	Evaluation and Assessment
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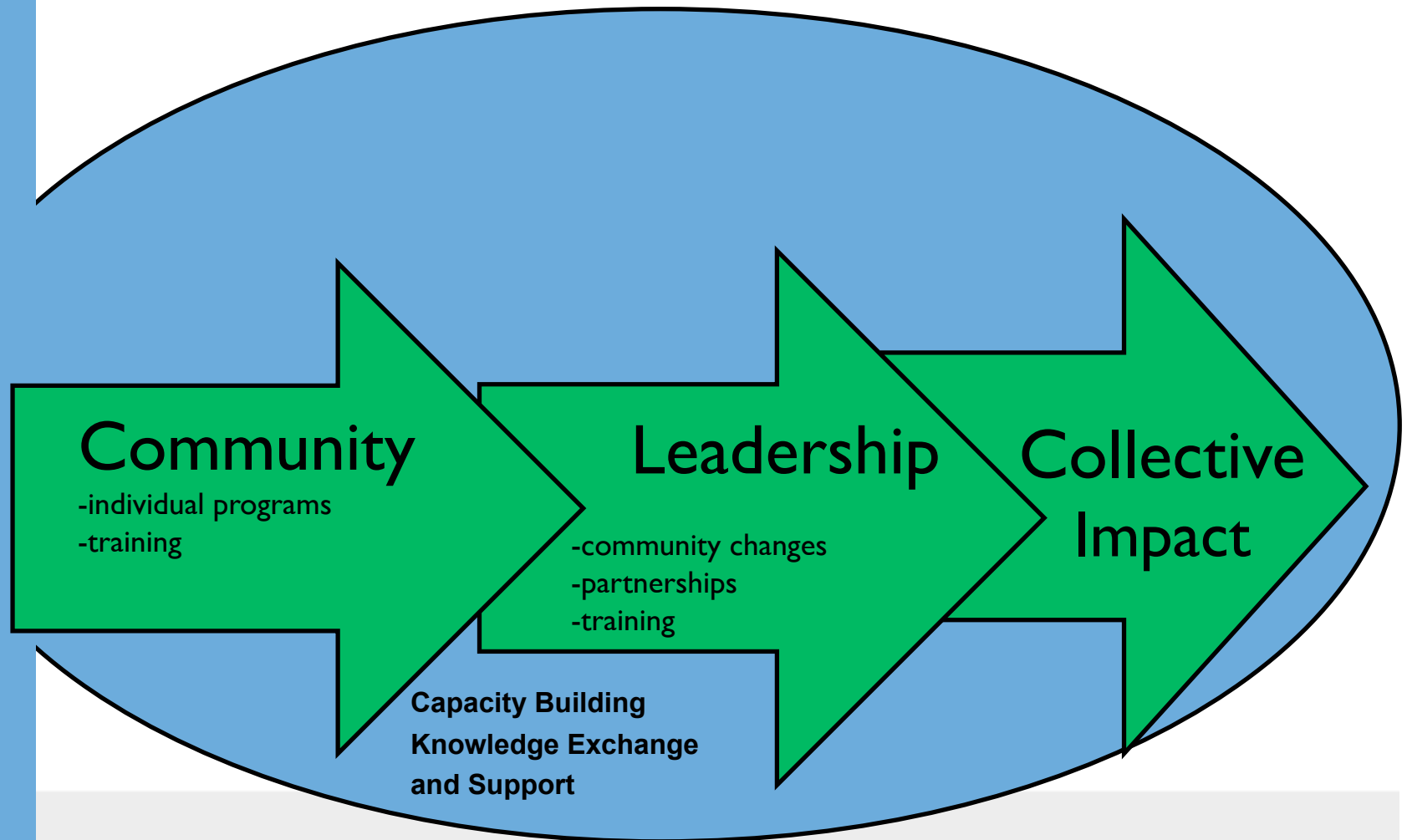
Why evaluation matters



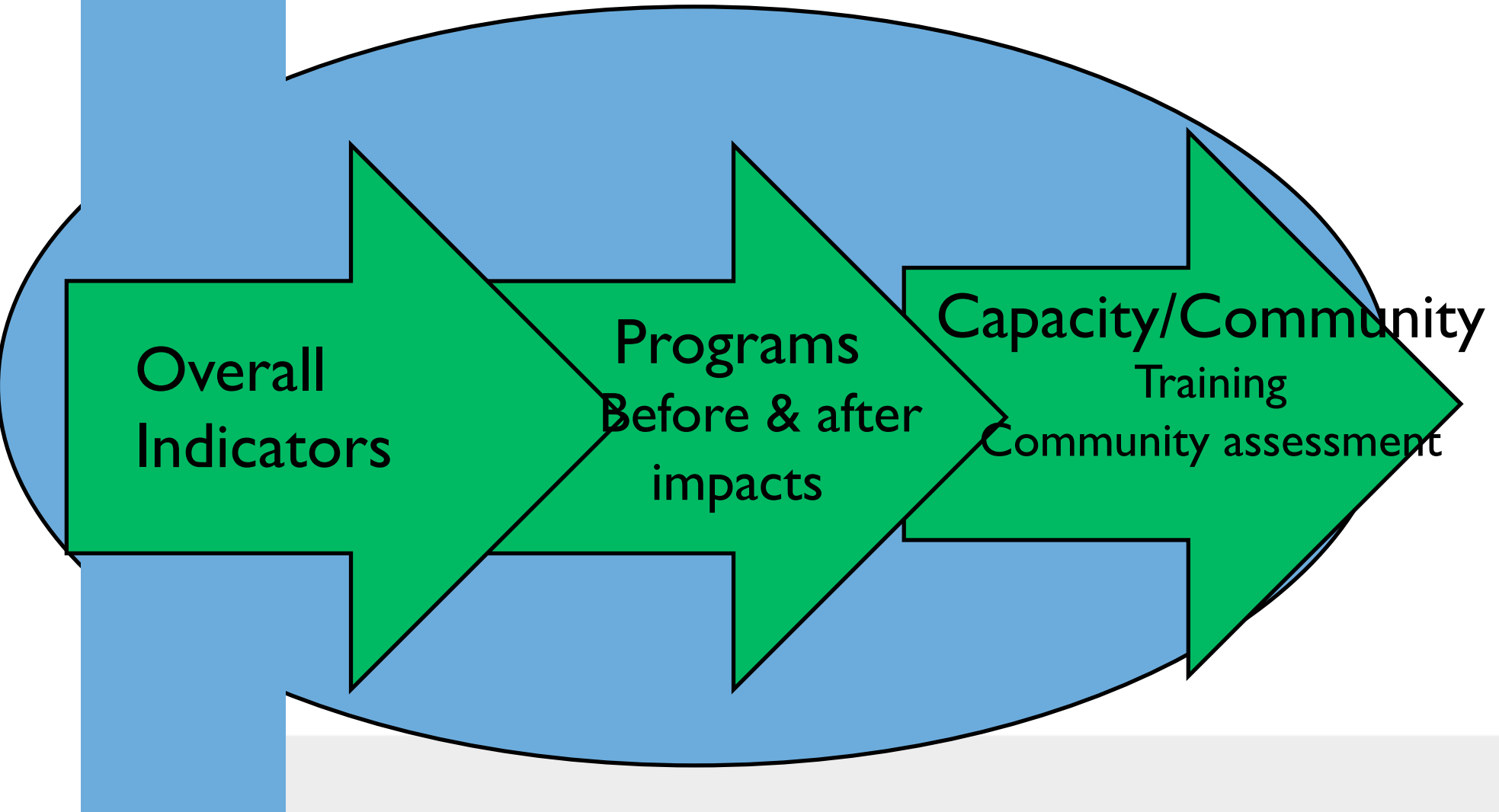
- Understand the impact of your efforts
 - How are communities and program participants responding?
 - What are the broader impacts?
- Help maximize your impact
 - Identify strengths and areas for improvement
 - Proof of impact for future funding



Evaluation Plans



Evaluation Plans



How: Overview of Successes



115 community action grants and **29 leadership grants** were distributed.

An estimated **1,392 children and youth** were employed or volunteered as staff.

Program grantees delivered an estimated **6305.5 hours of total programming**.

An estimated **87829 children and youth** were directly impacted.

There was an estimated **25,214 child and youth program participants** (37% female, 73% male).

An estimated **326 inter-organizational partnerships** developed across all projects. Similarly, 91% of grantees reported increased collaboration.



How: Overview of Successes



Significant change in confidence, competence and motivation both specific to the sport or activity as well as more broadly.

When entering and leaving programs, **participants were highly motivated**, but had relatively **lower confidence and competence**.

Confidence, competence and motivation was generally higher when considered across all activities/sports than when activity/sport specific.

77% of parents indicated a **raised awareness of physical literacy**.

Activity/sport specific

Confidence 34% → **40%**

Competence 35% → **53%**

Motivation 76% → **89%**

Across all activities/sports

Confidence 62% → **71%**

Competence 72% → **73%**

Motivation 65% → **75%**



How: Overview of Successes



Participants reported **significant change in ability to use feet as well as ability to use left and right sides** equally.

All changed significantly according to parents.

*Age is likely a factor.

Ability to...	
Run	58% → 69%
Start, stop, change directions	57% → 70%
Use hands to throw, catch, and carry	55% → 66%
Use feet to kick or move objects	52% → 64%
Use left and right sides equally	37% → 65%



How: Overview of Successes



An estimated **2,286 people were trained** in physical literacy program instruction or development.

72% reported an increased understanding of physical literacy.

Most found their event useful, with people indicating that trainings **shared useful resources (96%), taught useful knowledge and skills (96%), and provided an opportunity to network with others (85%).**

96% intend to apply what they learned at their training event.



Discussion and Questions