

PATHWAY TO LONG TERM ATHLETE DEVELOPMENT

	ACTIVE START 0-6	FUNdamentals 6-9 / 6-8	LEARN TO TRAIN 9-12 / 8-11	TRAIN TO TRAIN 12-16 / 11-15	TRAIN TO COMPETE 16-23+/- / 15-21+/-	TRAIN TO WIN 19+/- / 18+/-	ACTIVE FOR LIFE ENTER AT ANY AGE
WHERE	Home, day care, sport programs, pre-schools, community recreation	Schools, community recreation, sport programs, sport clubs, home	Schools, community recreation, sport programs, sport clubs, home	Schools, community recreation, sport programs, sport clubs	Schools, post-secondary institutions, sport programs, sport clubs	Post-secondary institutions, sport clubs, training centres, professional sport	Community recreation, sport programs, sport clubs
LEADERS	Parents, pre-school & kindergarten teachers, day care providers	Parents, teachers, recreation leaders, volunteer coaches (mainly)	Parents, teachers, recreation leaders, volunteer coaches (mainly)	Teachers, recreation leaders, volunteer & professional coaches	Teachers, volunteer & professional coaches, sport science, medicine & nutrition consultants	Professional coaches, integrated support teams	
TRAINING	NONE focus on learning proper basic movement skills i.e running, jumping, kicking, catching etc.	UNSTRUCTURED & STRUCTURED PLAY short seasons, multiple activities, overall movement skills & development of athleticism	REGULAR PRACTICE seasonal activities, multiple sports, overall sport skills development	REGULAR STRUCTURED PRACTICE seasonal activities, more than one sport, sport-specific skill development	REGULAR STRUCTURED PRACTICE planned & periodized schedule, focused on 1 sport, sport & position specific physical, technical & tactical training	REGULAR STRUCTURED PRACTICE planned & periodized schedule, focused on 1 sport	
COMPETITION		MINIMAL local area, modified formats, informal, all activity is FUN based	OCCASIONAL local area, modified format, informal and formal, 70% training to 30% competition	REGULAR local to provincial/regional, 60% training to 40% competition	REGULAR provincial to national/international, 40% training to 60% actual competition and competition specific training	SELECTIVE planned national/international, 25% training to 75% actual competition and competition specific training	
ASSESS ME	INITIAL/EMERGING SKILLS Children are beginning to learn to move their bodies in certain ways to accomplish different activities, called Fundamental Movement Skills (FMS).	EMERGING/DEVELOPING SKILLS Children begin to develop more refined habits when performing each FMS.	COMPETENT/ACQUIRED SKILLS Children have good foundation in each FMS and use them in a wide variety of sports.	PROFICIENT/ACCOMPLISHED SKILLS Children have mastered FMS, especially ones for the sports they play most often.	<div style="background-color: #cccccc; padding: 20px; text-align: center;"> <h2>FUNDAMENTAL SPORTS AND SPORT-SPECIFIC SKILLS</h2> </div>		
SHOW ME							
TEACH ME							
ACTIVATE ME							

WHAT IS 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.

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

- 1 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.
- 2 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.
- 3 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.
- 4 ENGAGING 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.

WHAT ARE FUNDAMENTAL MOVEMENT SKILLS?

Skills such as balance, running, catching, throwing, and jumping are all examples of fundamental movement skills (or FMS). The development of these skills is critical to establishing the foundation for participation in many sports and physical activities. Children who do not successfully develop these basic motor skills experience difficulties succeeding in sports and physical activities.

ASSESS ME

Fundamental movement skills are broken into four levels of proficiency; Emerging, Developing, Acquired & Accomplished. The FMS video provides just-in-time feedback for a child as well as guidance where she is on the developmental spectrum.



SHOW ME

A child is provided clear guidance and instruction on how to progress through each level from an emerging to acquired level of proficiency.



TEACH ME

Kids, parents, teachers and coaches are provided simple, easy to use lesson plans on 'how to' develop fundamental movement skills at home or in the classroom through engaging drills & skill building.



ACTIVATE ME

Students and schools to receive qualified FMS education from one of the many organizations tasked within their community.





Sport for Life PATHWAY TO PHYSICAL LITERACY

ACTIVE START



KIDS

- PLAY Self
- Fundamental Movement Patterns *(coming)*
- Fundamental Movement Skills Videos

PARENTS

- PLAY Kindergarten *(coming)*
- Fundamental Movement Patterns *(coming)*
- PLAY Parent

TEACHERS

- Plot / PLAY Kindergarten *(coming)*
- Fundamental Movement Patterns *(coming)*

FUNdamentals



KIDS

- PLAY Self
- Fundamental Movement Patterns *(coming)*
- Fundamental Movement Skills Videos

PARENTS

- PLAY Basic / PLAY Parent
- Fundamental Movement Skills Videos

TEACHERS

- PLAY Basic / PLAY Coach
- Fundamental Movement Skills Videos

COACHES

- PLAY Basic / PLAY Coach
- Fundamental Movement Skills Videos

LEARN TO TRAIN



KIDS

- Play Self
- Fundamental Movement Patterns *(coming)*
- Fundamental Movement Skills Videos

PARENTS

- PLAY Basic / PLAY Parent
- Fundamental Movement Skills Videos

TEACHERS

- PLAY Basic / PLAY Coach
- Fundamental Movement Skills Videos

COACHES

- PLAY Basic / PLAY Coach
- Fundamental Movement Skills Videos

CONSTRUCTS OF SUSTAINABLE PROGRAMS

While the importance of physical literacy & activity is broadly understood, statistics show that our populations are continuing to trend in the wrong direction. Despite the hundreds of millions invested in literacy & activity programs and products, the disappointingly low return on investment warrants a closer, more responsible look into the constructs of a sustainable program. Based on cross-sectoral conversations, input from kids, teachers, parents and coaches at municipal, provincial / state, national and international levels, we have identified the top ten constructs to a sustainable physical literacy program.

- The program is evidence based.
- The program has a clear, pre-determined distribution channel.
- The program facilitates & includes age, gender, culture, language & ability.
- The program that has the ability to baseline, track, record & report progress.
- The program that has a funding mechanism so it is free for the end user (though instructor training may be monetized).
- The program provides an age-appropriate, simple, sequential, open source technological user experience.
- The program provides for the opportunity for continued education.
- The program has a well-defined marketing strategy around multiple points of sale.
- The program includes multi-sectoral participation with intentional implementation.
- The program has a clear 1-5 & 10 year vision, strategy & framework.

Written by Matt Young

