

Physical Literacy Community Health Initiative: Burnaby Healthy Community Partnership



May 2015

Applied Research Project - Recreation
Studies, Langara College

The purpose of this Applied Research Project was to support the Physical Literacy Community Health Initiative in Burnaby, British Columbia. Janet Ready, Faculty and Department Chair, Recreation Studies Department, Langara College worked with the Physical Activity and Literacy Working Committee of the Burnaby Healthy Community Partnership to provide research and support for the Professional Development Day Physical Literacy Education session for Burnaby School District teachers and Recreation Practitioners from Burnaby Parks, Recreation and Cultural Services on February 20, 2015.

**APPLIED RESEARCH PROJECT - RECREATION STUDIES, LANGARA
COLLEGE**

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Executive Summary

The purpose of this Applied Research Project was to support the Physical Literacy Community Health Initiative in Burnaby, British Columbia. Janet Ready, Faculty and Department Chair, Recreation Studies Department, Langara College worked with the Physical Activity and Literacy Working Committee of the Burnaby Healthy Community Partnership to provide research and support for the Professional Development Day Physical Literacy Education session for Burnaby School District teachers and Recreation Practitioners from Burnaby Parks, Recreation and Cultural Services on February 20, 2015.

This event marked the first time Burnaby teachers and Recreation Practitioners had worked together to look at how the concept of physical literacy could be implemented in the Burnaby Community through a multi sector approach that included the Fraser Health Authority.

For this Applied Research Project the researcher:

- Used the academic literature to assist in creating a definition of physical literacy that fit the scope of what the Healthy Community Partnership wanted to achieve within their community
- Used the academic literature to create a backgrounder document that supported the concept of physical literacy in connection to recreation, health and education in the community. This was used by the committee, the panel speakers in the main PRO D session and the breakout sessions, and was posted on the conference website.
- Coordinated the Main Physical Literacy session for the Feb. 20, 2015 PRO D day for Burnaby District School teachers (Elementary and Secondary) and Recreation Professionals from Burnaby, Parks Recreation and Cultural Services.
- Keynote speaker for the Physical Literacy Session
- Created and co-led the breakout session on Facilitating Play with 2 staff from Burnaby Parks, Recreation and Cultural Services
- Created and Coordinated PAL PRO D resource sheet for Physical Literacy session participants

Introduction and Proposal Overview

The Burnaby Healthy Community Partnership (HCP) is comprised of three primary organizations; City of Burnaby, Burnaby Schoolboard and Fraser Health Authority. This partnership was formed in early 2014 to achieve four goals; to understand the changing health status of Burnaby; annually identify key priorities that the Partnership should lead action on; to work with existing committees and organizations to address identified priorities; and to report annually on results and progress to the partner organizations.

The Burnaby HCP Partnership is comprised of a steering committee and 2 working committees: Physical Activity & Literacy and Mental Health.

The Physical Activity and Literacy Working Committee's Proposed Goal is: To support Burnaby communities and residents of all ages with knowledge and opportunities which empower them to increase their physical literacy and activity. Their proposed objectives are to;

- Become Aware of Existing Initiatives and Programs and Find Natural Collaborations
- Promote Physical Activity and Literacy with Consistent Messages
- Identify and Address Barriers to Physical Activity and Literacy

1. As part of these objectives, the Physical Activity and Literacy Committee (PAL) is working first to establish a shared and broader definition of Physical Literacy, to ensure that it can speak to activity and movement throughout the life course in a variety of settings and environments. The committee sees current definitions of physical literacy and fundamental movement skills are well developed for the sport environment. The committee's broad definition will assist with developing and communicating effective messages for a wide variety of audiences and contexts.

2. The PAL Working Committee's current workplan includes support of physical literacy education. It has been proposed that a task group be struck to design a professional development day on physical literacy for teachers and recreation leaders.

3. The PAL committee is also planning to organize Physical Activity & Literacy focus groups in the community and to use the results to guide future program development, service delivery and messaging.

Intent and Description of Proposed Project

- Assist Burnaby Healthy Community Partnership – Physical Activity and Literacy Working Group in creating a definition of Physical Literacy that includes all aspects of recreation and is not only focused on sport. – using current literature and discussion from the HCP committee, and to help define core movement skills.
- Assist task group in development of physical literacy education workshop for teachers/recreation practitioners in early 2015.
- Work with the committee to assist with development of framework for focus groups.

- Analyze information from focus groups and outline next steps for education and information.
- Assist with development of information/education/ training packages for physical literacy for teachers/recreation practitioners.

(Appendix A – Full proposal)

Research and support

The main focus of this Applied Research Project revolved around working with the Physical Activity and Literacy Professional Development Day (PAL PRO D) working committee. This committee had representatives from the following organizations:

- Burnaby School District, Senior Administrator
- Burnaby Parks, Recreation and Cultural Services, Senior Project Manager
- Teacher – Physical Education, Alpha Secondary School
- Teacher – Physical Education, Byrne Creed Secondary School
- Action Schools! BC – Senior Manager
- Via Sport – Coaching and Leadership Development Manager
- Fraser Health Authority – Community Health Specialist

During this Applied Research Project, the researcher attended 14 meetings with the PAL ProD working group between Oct. 14, 2014 and Feb. 16, 2015 and one meeting with the HCP main committee on April 8, 2015.

The Committee's purpose was to use one of the Burnaby School District Professional Development days for teachers to host a Physical Literacy Session for teachers and Recreation Practitioners from Burnaby Parks, Recreation and Cultural Services. The intent of this session was to explore the concept of Physical Literacy within a non-traditional context (the concept of Physical Literacy has been directly connected to sport in Canada and this group wanted to challenge the idea of that assumption and open it up wider to include dance, play, inclusive games and activities inside and outside of the classroom and/or recreation program).

Physical Literacy session write-up:

Physical Literacy – Be part of the movement in Burnaby

Physical literacy is a concept that is rapidly gaining acceptance and momentum around the world. Within Burnaby, there is a collaboration of Educators, Health, Recreation and Sport Professionals exploring how to create a shared understanding of Physical Literacy across organizations.

At this session, join a panel of representatives from Education, Health, Sport and Recreation as they share their perspectives on Physical Literacy. This interactive session will explore the concept of Physical Literacy and spark and stretch your thinking about the potential it has in your work. This is a community approach across sectors with a shared vision of how you can use Physical Literacy in your work and connect to the larger community.

At this session you will:

- Learn about the concept of physical literacy from different perspectives and why it is important
- Learn how you can incorporate physical literacy into your teaching
- Make contacts that can support you in moving forward
- Take away valuable resources to support your work

The afternoon break-out sessions will build on the information in this session – exploring how you can apply Physical Literacy in your programs and classrooms -- sharing creative ideas, insights, skills and resources.

This main Physical Literacy session was for all participants from 10:30-11:45am. They would then choose to attend break-out sessions from the following:

12:30-1:25pm

- Physical Literacy and Dance (Bollywood with highschool teacher and student dance group)
- Facilitating Play
- Outdoor Intercultural Games

1:30-2:30pm

- Fitness and FUNdamentals – led by Highschool PE students
- Movement Literacy – Dan and Laban Movement analysis
- Physical Literacy and Fundamental Movement Skill Development

Although there were clear deliverables required by the researcher in the project Proposal – there was also a requirement for the researcher to be flexible and adapt to the needs of the committee to create and implement this Physical Literacy PRO D session. Having a researcher at the table providing a responsive element to the committee and a practical connection to the literature – members of the committee would share what they felt would help them in creating a strong Physical Literacy session for teachers and recreation practitioners, -- and as the researcher I could leave the meeting, go to the research and find what they needed by the next meeting.

This “real” time, dynamic approach to using the literature/research to support and inform the committee as they planned the PRO D worked really well.

The researcher contributed to this project by:

- Using the academic literature to assist in creating a definition of physical literacy that fit the scope of what the group wanted to achieve within their community
- Using the academic literature to create a backgrounder document that supported the concept of physical literacy in connection to recreation, health and education in the community. This was used by the committee, the panel speakers in the main PRO D session and the breakout sessions and was posted on the conference website.
- Coordinating the Main Panel Speakers and session for the Feb. 20 PRO D day for Burnaby District School teachers (elementary and Secondary) and Recreation Professionals from Burnaby, Parks Recreation and Cultural Services.
- Creating and co-leading the breakout session on Facilitating Play with 2 staff from Burnaby Parks, Recreation and Cultural Services
- Keynote speaker for the Physical Literacy main session on Feb. 20
- Creating and Coordinating PAL PRO D resource sheet for Physical Literacy session participants

Physical Literacy Definition

The Healthy Community Partnership Physical Activity and Literacy Committee wanted to find a definition that they could use to capture what they wanted physical literacy to look like within the Community of Burnaby. The researcher provided definitions that were currently being used in Physical Literacy by Canadian Sport for Life, Physical Education Canada, Active for Life and the BC Ministry of Education, as well as the original definition of Physical Literacy by Margaret Whitehead. The committee used these to craft their own definition of Physical Literacy to use as a foundation for their vision for this concept in their community:

Physical literacy is the lifelong development and maintenance of the fundamental movement skills that we all need not only for sports but to move with competence and confidence in a wide variety of physical activities in multiple environments and a variety of situations that benefit the healthy development of the whole person across the life span.

Physical Literacy Background

One of the needs that came out of the committee early on was the need for a shared understanding of the big picture of what physical literacy is within the context of connecting it to the multi sector approach for the community. Each committee member was approaching the concept from their own field, but they wanted to get a better understanding of how it could look within the broader context of recreation, health and education. The researcher used the research and literature on physical literacy to create a six page backgrounder that connected to this question. This backgrounder was used by the committee in understanding the concept of physical literacy and how it applied to the work they were doing for the PRO D day. It was sent to the main session and breakout session speakers as a grounding document and it was posted on the website for teachers and parks and recreation practitioners as a reference.

The main headings in the backgrounder were:

- Introduction
- Why Physical Literacy?
- Definitions of Physical Literacy
- Key Issues in understanding Physical Literacy
- Moving Physical Literacy beyond Sport
- What does this mean for us as educators and recreation leaders?

(See Appendix B – Physical Literacy Backgrounder for PAL PRO D)

Coordination of Physical Literacy Main Session

The Physical Literacy Professional Development Day workshop was an initiative of the Physical Activity and Literacy (PAL) working committee of the Burnaby Healthy Community Partnership which included representatives from the City of Burnaby, Burnaby Schoolboard, Fraser Health Authority, Action Schools! BC and ViaSport BC. Their goal is to support Burnaby communities and residents of all ages with knowledge and opportunities which empower them to increase their physical literacy and activity.

The Physical Literacy workshop and break-out sessions created an opportunity to share perspectives and understanding of Physical Literacy from different sectors within Burnaby. This workshop recognized what they are currently doing within the physical literacy scope and how they could build on that. It was an opportunity to share definitions and current practices to create a common language and understanding of the importance of becoming a physically literate community. This workshop challenged educators and recreation leaders to look at physical literacy from a broader perspective than the sport context it has been historically connected to.

The Physical Literacy Main session featured a Key Note speaker and a panel of speakers from:

- Burnaby School District – Elementary school
- Burnaby School District – Secondary school
- Fraser Health Authority – Community Health Specialist
- Burnaby Parks, Recreation and Cultural Services – Senior Manager
- Via Sport – Coaching and Leadership Development Manager

Between each speaker there was a “movement” burst facilitated by Action Schools! BC instructor.

The Applied Project researcher coordinated the panel speakers and the movement burst instructor and facilitated the session.

(See Appendix C – Outline of the Main session and break-out sessions)

(See Appendix D – Information for Panel Speakers in the Physical Literacy Main session and Introduction script for Break-out sessions)

Keynote Speaker at Main Session

As stated earlier in the report, one of the early realizations of this Applied Research Project was that some of the needs fell outside deliverables forecasted in the Applied Research Project Proposal.

As the committee was developing the speaker list for the Physical Literacy Session in the PRO D – they wanted to have a keynote that could speak credibly to the multi sector approach to Physical Literacy within the community. To them the researcher seemed like a great fit – so the Applied Project researcher became the Keynote speaker for the main Physical Literacy session. This reinforced the idea that Applied Research is fluid and the researcher needs to be flexible and responsive – and open to moving out of their comfort zone in order to contribute to the success of the project.

(See Appendix E for Speaker notes)

Facilitating Play workshop

In the spirit of continuing to be flexible and responsive to the needs of the committee – the researcher was asked to co-lead a “Facilitating Play” workshop with two staff from Burnaby Parks, Recreation and Cultural Services. This workshop was one of the breakout sessions and created and opportunity to connect research on play with experiential learning in a dynamic and well received workshop.

The topic of free play as a framework for incorporating physical literacy into the classroom and into recreation programs is a non-traditional approach. The workshop combined a play experience – with a debrief where the research connected participants’ thoughts about the experience to the research and supported the value of free play in developing physical literacy.

(See Appendix F for outline of Facilitating Play workshop)

PAL PRO D Resources

For each workshop, facilitators were asked to submit resources to be compiled in a PAL PRO D Resource for distribution to participants and to be available on the website. The researcher facilitated this process.

(See Appendix G for Resource document)

Wrap up and Next steps

As a final deliverable in this Applied Research Project, the researcher was asked to report back to the Healthy Communities Partnership Committee on their role in the Applied Research Project sharing their perspective of how it went and areas for improvement. This meeting was on April 8, 2015. (See Appendix H for speaking notes).

The Healthy Communities Partnership intends to continue to move forward with promoting the importance of physical literacy in a multi sector approach. Another Professional Development Day for Burnaby School District Teachers and Recreation Practitioners was being planned for May 2015 to continue to build on the momentum of the February 20th session. It continues to be an exciting and timely initiative in the community of Burnaby.

Researcher Learnings

This was my first Applied Research Project for the Recreation Studies Department – and there was a lot of learning! I think it is important to reflect on what I have learned as a researcher in this Project and share this as we continue to develop Applied Research within our Department and continue to grow these opportunities.

I was really excited to be part of making the research work on the ground for this multi sector group. They had a clear vision of what they wanted to do and I was able to make the connection to the research to support their initiative and encourage them in this pursuit. I felt like I was bridging a gap – and participating in a role that was meaningful and helpful to the committee in the success of their initiative. Having access to research supported their ideas and helped us move forward as a committee without re-inventing the wheel in many areas.

I learned a lot about what Applied Research is. Most importantly I learned to be flexible and adapt to what the committee needed and to be responsive using my skill set as a researcher and academic. Through this project, I was able to understand more about how Applied Research works in a Multi Sector Partnership with Practitioners.

Charles Darwin said, “It is not the strongest of the species that survives, nor the most intelligent that survives, it is the one that is most adaptable to change.” I learned there is a need for researcher flexibility, and an attitude of support and helpfulness in order to be successful as a member of the team. I think Applied Research is very well positioned to adapt to change and to support new initiatives in the field.

This Project created an opportunity for me to get into the research for Physical Literacy and find information that would help the committee achieve its goals. I researched inside, outside, upside down and in that process increased my researching analyzing, summarizing and writing skills. This experience helped me grow in a “researcher” role and skill set.

Working with a Multi Sector Committee on this Project helped me connect to the recreation, health and school community in Burnaby and understand the challenges and opportunities of what is currently happening in community recreation. This knowledge really supports me as a teacher in the Recreation Studies Programs – it keeps me current and engaged and a meaningful contributor in the dialogue of current recreation practices. I have renewed respect for the initiatives that are currently happening within the recreation field.

I began to really understand the opportunities and challenges of a multi sector approach – working with very large organizations – Fraser Health Authority, Burnaby School District, Burnaby Parks, Recreation and Cultural services – all with different agendas – but a realization that collaboration is the way to figure this out and move forward. I learned how to strategically collaborate within a large team – great transference to my role as Department Chair!

The Timelines of this project were challenging because they didn't align well with the academic workload in the fall and spring terms – lots of meetings – required responsive, quick turnaround – hard to balance with teaching and marking. It took a lot of organization and time management to make it work.

I had a realization at the beginning of the Research Project that this is where we need to be as faculty and as a department – this is how we can contribute in a meaningful way to the field of recreation and continue to develop our faculty. This Project lit my fire and helped me understand the importance of my work as a faculty in the Recreation Studies Department within the context of the larger Recreation Field. It also really added value to my journey from a recreation practitioner to recreation educator and researcher -- I realized that in addition to teaching -- supporting the field as a researcher is a key part of giving back and moving my own understandings and knowledge forward. It is also an important part of supporting the recreation field moving forward in their work. Many practitioners don't have the time, access or skills required to research and having someone at the table that does brings a new dimension to what is possible.

We are in a unique position within the Recreation Studies Department at Langara College to be directly connected to the Recreation Community. There is a significant connection between paid research as faculty development and supporting successful initiatives in the Recreation Field.

I appreciate this opportunity to do Applied Research and have experienced significant growth in my role as a teacher and Department Chair as a result of this opportunity. It has enabled me to understand the role of researcher in Applied Research and to create and grow a skill set for that work.

Conclusion

During the Fall 2014 and Spring 2015 terms, an Applied Research Project with the Burnaby Healthy Communities Partnership was successfully completed by Janet Ready, Faculty and Department Chair, Langara College. The role of the researcher in the Project was to:

- Use the academic literature to assist in creating a definition of physical literacy that fit the scope of what the Healthy Community Partnership wanted to achieve within their community
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- Coordinate the Main Physical Literacy session for the Feb. 20, 2015 PRO D day for Burnaby District School teachers (elementary and Secondary) and Recreation Professionals from Burnaby, Parks Recreation and Cultural Services.
- Be the Keynote speaker for the Physical Literacy Session
- Create and co-lead the breakout session on Facilitating Play with 2 staff from Burnaby Parks, Recreation and Cultural Services
- Create and Coordinate PAL PRO D resource sheet for Physical Literacy session participants

As a result of this Applied Research Project, the research learned a lot about what Applied Research is and was able to contribute in a meaningful way to a successful multi-sector community initiative on Physical Literacy.

Appendix A

Applied Research Project Proposal

Partnering with Burnaby Healthy Community Partnership for Physical Literacy Community Health Initiative

Background and Rationale

The Burnaby Healthy Community Partnership (HCP) is comprised of three primary organizations; City of Burnaby, Burnaby Schoolboard and Fraser Health Authority. This partnership was formed in early 2014 to achieve four goals; to understand the changing health status of Burnaby; annually identify key priorities that the Partnership should lead action on; to work with existing committees and organizations to address identified priorities; and to report annually on results and progress to the partner organizations.

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1. As part of these objectives, the Physical Activity and Literacy Committee (PAL) is working first to establish a shared and broader definition of Physical Literacy, to ensure that it can speak to activity and movement throughout the life course in a variety of settings and environments. The committee sees current definitions of physical literacy and fundamental movement skills are well developed for the sport environment. The committee's broad definition will assist with developing and communicating effective messages for a wide variety of audiences and contexts.

2. The PAL Working Committee's current workplan includes support of physical literacy education. It has been proposed that a task group be struck to design a professional development day on physical literacy for teachers and recreation leaders.

3. The PAL committee is also planning to organize Physical Activity & Literacy focus groups in the community and to use the results to guide future program development, service delivery and messaging.

Intent and Description of the Proposed Research Project

Intent and Description of Proposed Project

- Assist Burnaby Healthy Community Partnership – Physical Activity and Literacy Working Group in creating a definition of Physical Literacy that includes all aspects of recreation and is not only focused on sport. – using current literature and discussion from the HCP committee, and to help define core movement skills.
- Assist task group in development of physical literacy education workshop for teachers/recreation practitioners in early 2015.
- Work with the committee to assist with development of framework for focus groups.
- Analyze information from focus groups and outline next steps for education and information.
- Assist with development of information/education/ training packages for physical literacy for teachers/recreation practitioners.

Deliverables

- Definition of Physical Literacy that is broad, inclusive and can be used in multiple environments and settings – including recreation
- Assist in development of workshop for teachers/recreation practitioners in early 2015
- Development of framework for focus groups
- Analysis of focus groups' information
- Assist with development of training packages for teachers/recreation practitioners

Timeline

To follow the timeline of the HCP. All researcher work will be completed by April 2015.

Connection to Langara's Academic Plan, Strategic Plan, Vision, Mission and Values

This project connects strongly to the Langara Academic Plan and Strategic Plan as well as the values of the college in significant ways:

This research project connects to the Academic Plan Priority One – Learning and Teaching. Working with the Healthy Community Partnership promotes and supports innovation and quality in teaching and curriculum design. Collaborating with partners in the field to define a new way of looking at Physical Literacy that encompasses a broader audience than the sport sector is forward thinking and innovative in how the recreation field looks at this concept. Applying this perspective through training and development creates an opportunity to connect new ideas to the Recreation Studies Curriculum and provide the faculty researcher with experiential education opportunities to increase their knowledge and experience in teaching.

This research project connects to the Academic Plan Priority Five – Environmental, financial and social sustainability. There is a strong element of “cross-disciplinary” intention in this proposal

working with the School Board, Fraser Health Authority and the City of Burnaby Parks, Recreation and Culture. This project will also build partnerships with these community partners and provide applied research in a real and tangible way to the community.

This research project connects to the Langara's strategic priority of "student focus" We will provide our diverse student community with the services, programs, skills and experiences to be productive, creative, and engaged global citizens. (Langara Strategic Plan). By supporting our faculty to conduct applied research within the Recreation field, we are able to use this research to enhance the curriculum in our Recreation courses and connect them strongly to what is currently happening in the Recreation Field.

This research project connects to the College strategic priority of "Employee sustainability" -- Provide ongoing opportunities for leadership and professional development at all levels of the organization. This project provides an opportunity for leadership and professional development for faculty within the department of Recreation Studies in working with the Parks and Recreation Community in BC to conduct applied research.

This research project also connects to Langara College's strategic priority of "Communication and Advocacy". This project serves to "expand Langara's profile with key stakeholders" (Langara Strategic Plan). This applied research project creates a valuable connection for the Langara College Recreation Studies department to the partners in the Healthy Community Partnership and expands our faculty and program profile of Applied Researchers in this area.

This research project connects to all of the Langara College Values – with a specific focus on the "innovative" category as Langara College is currently seeking opportunities for Applied Research that is well connected to the community:

- **Student-Focused**
Decisions are made with learners in mind.
- **Collegial**
Open and inclusive discussion in a respectful environment.
- **Innovative**
New ideas are welcomed and integrated where possible.
- **Accessible**
Programs and services are accessible to learners across our community.

This proposal was created in collaboration with the Healthy Community Partnership Committee. Lorri Gibbard, Special Projects, City of Burnaby Parks Recreation and Cultural Services was the Committee liaison who worked with Janet Ready to develop this proposal.

This proposal is submitted by Janet Ready, Recreation Studies Faculty and Department Chair, September 30, 2014.

Appendix B

Physical Literacy – Backgrounder for PAL Pro D – Feb. 20, 2015

Introduction

The Physical Literacy Professional Development Day workshop is an initiative of the Physical Activity and Literacy (PAL) working committee of the Burnaby Healthy Community Partnership which includes representatives from the City of Burnaby, Burnaby Schoolboard, Fraser Health Authority, Action Schools! BC and ViaSport BC. Our goal is to support Burnaby communities and residents of all ages with knowledge and opportunities which empower them to increase their physical literacy and activity.

This Physical Literacy workshop and break-out sessions create an opportunity to share perspectives and understanding of Physical Literacy from different sectors within Burnaby. This workshop recognizes what we are currently doing within the physical literacy scope and how we can build on that. This is an opportunity to share definitions and current practices to create a common language and understanding of the importance of becoming a physically literate community. This workshop challenges educators and recreation leaders to look at Physical literacy from a broader perspective than the sport context it has been historically connected to.

Physical literacy is a concept that was first developed by Margaret Whitehead (2001, 2007a, 2007b, & 2010). Its basic tenets include a commitment to the achievement of innate physical movement capabilities that remain active “throughout the life course” (Whitehead, 2010 p. 8). Whitehead’s (2007b) definition of physical literacy refers to the realization of one’s unique potential in understanding and moving in the environment. (McCaffery p. 7).

It is important to recognize that Physical Literacy is a continuum of learning to help people develop their human potential – so we need to offer diverse and engaging ways for students and participants to develop their “movement vocabulary” (Kriellars) that will encourage them to participate actively in life. Educators and Recreation professionals are the entry point for building physical literacy in our community – the model of the PAL PRO committee reflects a multi-sector approach to developing individuals in our community who are physically literate – we are in this together.

To be successful, incorporating physical literacy into programs and classrooms must be fun – for the participants and for the leaders “Fun is also the focus of most children when considering different modes of physical activity.” (Gately, 2010) in (McCaffery and Singleton p. 6). In developing physical literacy there should also be a focus on being inclusive -- recognizing everyone has their own potential – and focussing on building intrinsic motivation and joy for body movement. There are many ways to develop physical literacy including dance, play, yoga, tai chi, and sports.

Why Physical Literacy?

The reason we are using a multi sector approach to Physical Literacy in Burnaby is that inactivity rates in children, youth and adults in our society has continued to increase at a steady rate over the past 45 years. Only seven percent of Canadian children reach the recommended 60 minutes of daily exercise. (Kriellars) World Health Organization (WHO 2010, p. 7) affirms that “physical inactivity is now identified as the fourth leading risk factor for global mortality” (De Rossi et al. 2014)

Dr. Kriellars, Canada’s current expert on Physical Literacy states-- “Physical literacy is as essential as literacy. Just take ‘physical’ out and it’s the same as literacy: that’s how valued this must be. Obesity, physical inactivity and all the diseases downstream from that are running us over right now. And it’s a major problem. Physical literacy is our saviour. It’s a grand experiment. No developed country – zero – has recovered from this yet. None.” (Kriellars)

He further explains how a child with a more developed movement vocabulary could engage in more movements, leading to more participation in society. By participating in society that child develops their social, emotional and physical wellbeing. “If you have all those pieces together, you have a healthy child,” he said. “Healthy children don’t get diseases and that’s a very important thing in this day and age – the prevention of lifelong disease, and giving a child the best capacity to work in a purposeful way in our society.” (Kriellars)

Definitions of Physical Literacy

The United Nations Educational, Scientific and Cultural Organization’s (UNESCO) identifies literacy as being more than just reading and writing. It is about how we communicate in society, and it includes social practices and relationships as well as knowledge, language and culture. Margaret Whitehead (2013b), provided an expanded view of UNESCO’s literacy definition, including physical literacy by describing it is:

The ability to identify, understand, interpret, create, respond effectively and communicate, using the embodied human dimension, within a wide range of situations and contexts. Physical Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (Roetert p. 38)

Organization have developed their own definitions of Physical Literacy based on Whitehead’s original definition – following is a snapshot of the current Canadian definitions (Mitchell p. 14):

Organization/author	Definition of Physical Literacy/Physically Literate individual
Physical Health Education Canada	“Moving with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”
Canadian Sport 4 Life	“the combination of mastering fundamental movement skills and fundamental sport skills. This allows children to see, understand and react to movements going on around them.”

Active for Life	“developing the fundamental movement skills that children need, such as running, hopping, throwing, catching and jumping. These movement skills in turn give kids the confidence to participate in different physical activities, sports and games.”
HCP Burnaby	Physical literacy is the lifelong development and maintenance of the fundamental movement skills that we all need not only for sports but to move with competence and confidence in a wide variety of physical activities in multiple environments and a variety of situations that benefit the healthy development of the whole person across the life span.
BC Ministry of Education	The aim of Physical Education is to provide opportunities for all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. There is an increasing awareness of the importance of providing children and youth with opportunities to participate in physical activities. An effective physical education program provides opportunities for all students to develop the knowledge and skills to participate regularly and safely in a variety of physical activities.

These definitions recognize that acquisition of physical literacy is the result of a lifelong process, in which the mind and body continuously adapt to the changes that come as a result of the human development and aging cycle (Higgs, 2010) (in Roetert p. 39). This means that educators, health professionals, and recreation and sport providers all play a key role in encouraging physical literacy within the community.

Key issues in understanding and promoting Physical Literacy

Our country values efficiency – doing more in less time – which may be at direct odds with promoting children’s health. We have engineered spontaneous movement out of our kids’ daily lives, and believe we have made up for this by providing things like dance recitals, soccer leagues and physical education (PE) classes. Canadian parents have been conditioned to look to structured activities and schools to get their kids moving. For example, 82% of parents agree that the education system should place more importance on providing quality PE. Further, 79% of parents contribute financially to their kids’ physical activities (through equipment, fees, etc.), and 64% take them to physical activities often/very often. However, only 37% of parents often play actively with their children. (Active Healthy Kids)

Above all physical education must provide a positive and rewarding experience for all young people – whatever their ability. At the heart of Physical Literacy is the motivation to take part in physical activity. This is acquired as young people make progress in movement mastery and develop self confidence and self esteem in this significant aspect of their human potential. (Whitehead 2007 P. 24)

Physical Literacy is more than teaching fundamental movement skills -- “At one time, we found ourselves focusing on the idea of moving with “confidence and physical competence.” We thought that by teaching the fundamental movement skills in new and unique ways, children and youth would become better movers. We are still convinced that children and youth need to be confident and competent in the fundamental movement skills, however, we have also come to see that reducing physical literacy to fundamental movement skills neglects the “consideration of the affective and cognitive elements of the concept” (Almond et al., 2014). Thinking about physical literacy as a disposition as opposed to a set of skills awakens us to the holistic nature of physical literacy.” (Lewis 31)

It’s a teaching, a reminder. If we want to work on enhancing the physical skills of the youth in this program we need to first slow down. We need to be awake. We need to pay attention. We cannot be pre-occupied with the teaching of movement without thinking about the affective domain, about the lives of the participants. We need to be attentive to who we are in relation to the youth in the club. (Lewis 31)

...But I also see a community that supports the affective and cognitive aspects that must be attended to prior to teaching the physical skills. I have slowed down in my process...perhaps we cannot develop movement until we have developed a relationship (Lewis 32)

In Australia and Canada, organizations have indicated the need for intrapersonal connection and social responsibility in the development of physical literacy. Physically literacy is acquired through more than movement and sport skills, “it is developed through a complex interplay between the individual, their peers and their community, society and the world” (Hayden-Davies, 2008, p. 23) (in Mitchell p. 14)

Moving Physical Literacy beyond Sport

We want to make sure that the concept of physical literacy extends beyond the sport world. Health professionals, educators and recreation practitioners all have roles to play in ensuring that the individuals in our communities have opportunities to develop physical literacy. Individuals can start where they are at – at any age and ability and develop physical literacy through any movement activities.

The current definitions and understanding of physical literacy within Canada have emerged primarily through the sport system. Although sport and PE are closely related, they do not always share the same goals or serve the same individuals. Hence, a definition of physical literacy that is relevant to and representative of the educational environment within Canada is warranted. Schools, and in particular the subject of PE within schools, are ideally positioned to foster students’ development of physical literacy given its mandate to provide equal and equitable access to the development of the skills, knowledge, and attitudes needed to become physically literate. At the same time, it is critical to ensure that the development of physical literacy within PE mutually supports the development of physical literacy within sport. As a result, the development of physically literate individuals is a priority that both education and the sport system share. (Mandigo et al. 2009)

In order to establish lifelong physically active behaviour, it is important to consider the motivation that is derived from sheer pleasure of physical activity for its own sake, joy that comes from the body's movement. Enjoyment, positive self-perception, intrinsic motivation and perceived competence (especially in a non-competitive environment) have been found as positive correlates in physical activity participation in both adolescent girls and young children (children of both sexes under 8 years old) (National Institute for Health and Clinical Excellence – NICE 2007) (De Rossi 39)

Whitehead's notion of monism, where the body and mind are fully connected through an enjoyable and intrinsically motivated physical activity, appears to have been side-stepped as the chief underpinning of physical literacy in favour of a sport model that emphasizes skill development through organized training and the development of personal competence for sporting success. Mandigo et al. (2009) emphasize an approach to competence whereby application of physical skills to other more diverse and complex forms of sport is stressed, rather than application to more varied life experiences (McCaffery p. 9)

While Physical Literacy continues to be a powerful concept within Sport in Canada – there is a clear opportunity based on the original definition of Physical Literacy and Whitehead's holistic perspective to apply the concept to a broader audience including Physical education in Schools and Parks and Recreation programs.

What does this mean for us as educators and recreation leaders?

We teach and lead from who we are. How we understand and apply physical literacy in our own lives is how our students and participants will understand it. As the literature shows, physical literacy is about more than fundamental movement skills, it is about how we navigate successfully in a physical way in our environments and how we can achieve our own human potential. Ask yourself the following questions as you prepare for your class or program:

- Am I approaching physical activity in a positive way? Is it creative and fun? Is it student/participant centered?
- Am I modelling someone who is physically literate?
- Do I understand that each person is unique in their capabilities and potential for physical literacy?
- Am I approaching physical activity from a holistic perspective and integrating it into various activities in my classroom or program? Am I exploring it in non-traditional contexts?
- Am I creating personally rewarding physical activity experiences that motivate my students to continue with physical activity after leaving school or the program?

Positive attitude toward Physical activity by students...underlying the work of this teacher would be the nurturing of pupil motivation to take part in physical activity with the knowledge and confidence that they will succeed in, benefit from, and enjoy future involvement. (Whitehead 46)

The concept and understanding of physical literacy gives us a good framework we can use to plan education and recreation programs – arts/culture/social and physical activities. If we can plan programs being mindful of incorporating elements that promote physical literacy then we have a

great model to move forward for high quality classes and programs and creating a physically literate community.

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Appendix C

Burnaby School District Professional Day – Feb. 20

Time Breakdown for the Pro-D Day

8:30 – 10:00am	SchoolDistrict Broadcast Key note
10:00 – 10:30am	Coffee/Networking
10:30 – 11:45am	PAL Vision Session
11:45am – 12:30pm	Adjusted Lunch with ED Camp or discussion groups
12:30 – 1:25pm	First set of break out sessions
1:30 – 2:30pm	Second set of break out sessions

Physical Literacy – Be part of the movement in Burnaby (write up for main session)

Physical literacy is a concept that is rapidly gaining acceptance and momentum around the world. Within Burnaby, there is a collaboration of Educators, Health, Recreation and Sport Professionals exploring how to create a shared understanding of Physical Literacy across organizations.

At this session, join a panel of representatives from Education, Health, Sport and Recreation as they share their perspectives on Physical Literacy. This interactive session will explore the concept of Physical Literacy and spark and stretch your thinking about the potential it has in your work. This is a community approach across sectors with a shared vision of how you can use Physical Literacy in your work and connect to the larger community.

At this session you will:

- Learn about the concept of physical literacy from different perspectives and why it is important
- Learn how you can incorporate physical literacy into your teaching
- Make contacts that can support you in moving forward
- Take away valuable resources to support your work

The afternoon break-out sessions will build on the information in this session – exploring how you can apply Physical Literacy in your programs and classrooms -- sharing creative ideas, insights, skills and resources.

PAL Vision Session outline

10:30am Ron, Lorri and Christie

Welcome and Introduction – Vision for the session – importance of the topic

10:40am Janet

Background and purpose/ rationale of Physical Literacy – PAL vision – this isn't totally new! But we are looking at it in from a shared perspective (and that is new) there is momentum and movement for physical literacy within the community.

10:50am Presentations from Panel

5-10 min presentations from each panel member about their perspective of Physical Literacy

- Fraser Health Authority – Medical Officer?
- Burnaby School District – Elementary Teacher (Action Schools person?)
- Burnaby School District – Josh? Marcus?
- Burnaby Parks, Recreation and Cultural Services – Lorri?
- Langara College, Recreation Studies Dept - Janet

2-3 minute movement bursts in between – experiential learning in an active way (What? So What? Now What?) help to process the information. Model fundamental movement skills in a fun, interactive way.

11:40am Wrap up

- Provide list of resources at the end of the session
- Collect email addresses for distribution of info and updates

11:45am Adjusted lunch with ED Camp or discussion groups

Break Out Sessions Outline (12:30-1:25pm and 1:30-2:30pm)

Introduction – consistent message from the PAL Vision Session from the Presenter

Session

Notes and ideas for the morning session (from our meetings)

- Make it interactive and get people moving – model what we are teaching
- Have a health representative (e.g. Medical Health Officer or Division of Family Practice) speak about rationale for supporting physical literacy – e.g. support physical activity across the lifespan, support healthy active kids
- Provide a list of resources to support physical literacy and activity (PlaySport, Live 5-2-1-0, Grade 5 recreation pass, Action Schools BC Action Pages)
- Collect email addresses of attendees so that we can continue the conversation (future session, social media)

- Provide an opportunity for participants to learn from each other – how are they already supporting physical literacy in their work? (appreciative inquiry)
- Provide an opportunity to assess learning from session (e.g. check in at beginning and end of session about how participants understand physical literacy) – this could also be used for evaluation purposes
- Resources – provide swag/resources to participants – maybe a one pager on the key messages in the presentation and website, contact information as well as resources from our partners. Provide a list of resources to support physical literacy and activity (PlaySport, Live 5-2-1-0, Grade 5 recreation pass, Action Schools BC Action Pages)

Appendix D

Info for Panel Speakers in Physical Literacy Main Session

Physical Literacy Professional Development Day – Feb. 20, 2015, Byrne Creek School

(updated Feb. 6, 2015)

Thank you for being a panel speaker in our “Physical Literacy – Be part of the Movement in Burnaby” session. Following is some information that will help you understand the format and purpose of the session and how you can contribute through your knowledge and experience. If you have any questions about the presentation or the session, please contact Janet Ready at jready@langara.bc.ca

Session Write up:

Physical Literacy – Be part of the movement in Burnaby

Physical literacy is a concept that is rapidly gaining acceptance and momentum around the world. Within Burnaby, there is a collaboration of Educators, Health, Recreation and Sport Professionals exploring how to create a shared understanding of Physical Literacy across organizations.

At this session, join a panel of representatives from Education, Health, Sport and Recreation as they share their perspectives on Physical Literacy. This interactive session will explore the concept of Physical Literacy and spark and stretch your thinking about the potential it has in your work. This is a community approach across sectors with a shared vision of how you can use Physical Literacy in your work and connect to the larger community.

At this session you will:

- Learn about the concept of physical literacy from different perspectives and why it is important
- Learn how you can incorporate physical literacy into your teaching
- Make contacts that can support you in moving forward
- Take away valuable resources to support your work

The afternoon break-out sessions will build on the information in this session – exploring how you can apply Physical Literacy in your programs and classrooms -- sharing creative ideas, insights, skills and resources.

Main Session – Panel Speakers

10:30-11:45am

Bring your perspective to the Physical Literacy conversation. You will have 5 minutes each to share some information about physical literacy from your organization. There will be a powerpoint set up that will show your name and organization when you are speaking. We need to move

quickly between speakers and we won't have a lot of time – so try to do a “low tech” presentation (just you speaking for 5 minutes) – if you do want to include slides or pictures – please send your presentation to me in advance so we can have it set up on the computer – options for live streaming video are very limited in this facility.

Here is the key information we would like you to cover in your 5 minute presentation:

- How do you understand Physical Literacy?
- How are you using this concept in your work/organization?
- How are you being supported to deliver physical literacy – connecting to community?

Audience:

- Burnaby School District Elementary and Secondary teachers
- Burnaby Parks, Recreation and Culture Recreation Programmers
- There will be 60 – 80 people in attendance

Outline of Main session:

10:30am Ron, Lorri and Christie

Welcome and Introduction – Vision for the session – importance of the topic

10:40am Janet – Langara College – Recreation Studies Dept.

Background and purpose/ rationale of Physical Literacy – PAL vision – this isn't totally new! But we are looking at it in from a shared perspective (and that is new) there is momentum and movement for physical literacy within the community.

Allison from Action Schools will be leading 2-3min movement bursts between each speaker

10:50am Presentations from Panel

5 min presentations from each panel member about their perspective of Physical Literacy

- Fraser Health Authority – Medical Officer? (TBA)
- Via Sport - Erik Sinker
- Burnaby School District – Elementary Teacher - Kurt
- Burnaby School District – Secondary Teacher - Josh
- Burnaby Parks, Recreation and Cultural Services – Lorri

2-3 minute movement bursts in between – Allison (Action Schools) to facilitate

11:40am Wrap up

- Provide list of resources at the end of the session
- Collect email addresses for distribution of info and updates

- Remind participants to complete and hand in the evaluation forms
- Ron – next steps – lunch and Ed camp, then breakout sessions

11:45am Adjusted lunch with ED Camp or discussion groups

Break Out Sessions Outline (12:30-1:25pm and 1:30-2:30pm)

Introduction

The Physical Literacy Professional Development Day workshop is an initiative of the Physical Activity and Literacy (PAL) working committee of the Burnaby Healthy Community Partnership which includes representatives from the City of Burnaby, Burnaby Schoolboard, Fraser Health Authority, Action Schools and VIA Sport. Our goal is to support Burnaby communities and residents of all ages with knowledge and opportunities which empower them to increase their physical literacy and activity.

This Physical Literacy workshop and break-out sessions create an opportunity to share perspectives and understanding of Physical Literacy from different sectors within Burnaby. This workshop recognizes what we are currently doing within the physical literacy scope and how we can build on that. We also want to push our thinking about what Physical literacy is in ways outside of “traditional sport or physical activity”. This workshop does that by.....

Evaluation forms – collect at the end of session.

Appendix E

Speaking Notes – Janet Ready – Physical Literacy Main Session

Physical Literacy – concept first developed by Margaret Whitehead (researcher in UK) 1990's. The concept “physical literacy” is intentional to raise awareness of how important physical movement capabilities are throughout our lives – put it on a level with other literacy skills in value. Whitehead approached Physical literacy as a continuum of learning to help people develop their human potential – so we need to offer diverse and engaging ways for students and participants to develop their “movement” vocabulary that will encourage them to participate actively in life.

The physical literacy concept is being picked up around the world. In Canada, Sport was the first to recognize the value of the concept and ran with it. But the concept has potential to be broader reaching than just the sport sector. This session is evidence that it has value in many different sectors including health, recreation and education. There is a need for a multi-sector approach in promoting the value of physical literacy.

Exciting to be able to work together to encourage physical literacy.

Why is physical literacy important now? Inactivity rates in children and youth in our society has continued to increase at a steady rate over the past 45 years. Only 7% percent of Canadian children reach the recommended 60 minutes of daily exercise. The World Health Organization affirms that physical inactivity is now identified as the fourth leading risk factor for global mortality.

Understanding the value of physical literacy is an upstream approach to

Educators and recreation practitioners are the entry points. Some pressure. Multi sector approach – recreation, health, support services, education.

Our country values efficiency – doing more in less time – which may be at direct odds with promoting children's health. We have engineered spontaneous movement out of our kids' daily lives, and believe we have made up for this by providing things like dance recitals, soccer leagues and physical education (PE) classes. Canadian parents have been conditioned to look to structured activities and schools to get their kids moving. For example, 82% of parents agree that the education system should place more importance on providing quality PE. Further, 79% of parents contribute financially to their kids' physical activities (through equipment, fees, etc.), and 64% take them to physical activities often/very often. However, only 37% of parents often play actively with their children. (Active Healthy Kids)

Physical literacy is more than teaching fundamental movement skills – context of movement within our society and our environment.

There is a lot of research coming together to support this physical literacy movement.

How Physical movement engages the brain and learning.

Exercise directly impacts the behavior and development of the brain. “It is likely that the effects of physical activity on cognition would be particularly important in the highly plastic developing brains of youth,” according to a 2010 essay penned by Charles Basch of Columbia University.

He summarized how exercise may affect executive functioning:

- Increased oxygen flow to the brain
- Increased brain neurotransmitters
- “[Increased] brain-derived neurotrophins that support neuronal differentiation and survival in the developing brain.” Neurotrophins assure the survival of neurons in areas responsible for learning, memory, and higher thinking.

Physical activity has been found to have a positive effect on children’s cognitive functions, such as memory, attention and general information processing and problem-solving skills

We are currently doing this – how can we do it more intentionally? And have some fun with it?

We teach and lead from who we are...positive attitude toward Physical activity by students. Are we modeling someone who is physically literate?

We teach and lead from who we are. How we understand and apply physical literacy in our own lives is how our students and participants will understand it. As the literature shows, physical literacy is about more than fundamental movement skills, it is about how we navigate successfully in a physical way in our environments and how we can achieve our own human potential. Ask yourself the following questions as you prepare for your class or program:

- Am I approaching physical activity in a positive way? Is it creative and fun? Is it student/participant centered?
- Am I modelling someone who is physically literate?
- Do I understand that each person is unique in their capabilities and potential for physical literacy?
- Am I approaching physical activity from a holistic perspective and integrating it into various activities in my classroom or program? Am I exploring it in non-traditional contexts?
- Am I creating personally rewarding physical activity experiences that motivate my students to continue with physical activity after leaving school or the program?

Positive attitude toward Physical activity by students...underlying the work of the teacher would be the nurturing of pupil motivation to take part in physical activity with the knowledge and confidence that they will succeed in, benefit from, and enjoy future involvement. (Whitehead 46)

Appendix F

Facilitating Play workshop for PAL PRO D

Feb. 20th 12:30-1:25 and/or 1:30-2:30pm – Robin, Sue and Janet

Introduction and connection to the Main Session - Janet

5 min - “Have you ever” ice breaker with 10-12 questions written by Janet/Sue/Robin that can gauge the level of experience participants have with facilitating play (some fun questions too)

15-20 min of play – 3 stations (participants can go to one station or roam around and check them all out)

- Station 1 - unstructured play (lots of “stuff” to create play with – buckets, stuffed animals, hula hoops, skipping ropes etc.)
- Station 2 – structured activity – twister game
- Station 3 – in between structure/unstructured – lots of paper of different sizes / textures / colours to make paper airplanes and some target hula hoops or buckets – maybe some paperclips or other stuff to add to the planes to make them fly differently

10 min Group circles up – Facilitators ask question – what is play? – group discussion with leaders adding in some theory of play and what play looks like in their own contexts (education/recreation) – connect to physical literacy

Play break – Simon says game

10 min Group circles up – Facilitators ask question – why is it important? – group discussion similar format to above

Play break – cooperative musical hula hoops

10 min Group circles up – Facilitators ask question – How can we overcome some common barriers to play? – pair share-back. One idea you liked.

Wrap up

Notes:

- Workshop would be in the spirit of appreciative inquiry – assuming participants have some experience with play and building on that experience.
- Focus on small steps in incorporating play into their programs/classes
- Sometimes we are already doing it, but need to be more intentional about it

What we need to think of:

- Resources to be included in the resource sheet (websites/books/videos that are good resources for Play)
- Questions for the icebreaker (10-12 Q's)

What is Play?

What's central to playfulness is an attitude of throwing off constraint. These constraints might be physical, social, emotional or intellectual. Play detaches messages, experiences or objects from their context of origin creating a new frame that allows for greater interactivity, freedom, and creative possibilities. When we throw off the constraints of a given context, we are free to move, to engage with new contexts.

“the power of play energizes us and enlivens us. It eases our burdens. It renews our natural sense of optimism and opens us up to new possibilities.”

There's really strong research and science that supports the value of play “Neuroscientists, developmental biologists, psychologists, social scientists, and researchers from every point of the scientific compass now know that play is a profound biological process. It shapes the brain and makes animals smarter and more adaptable. In higher animals, it fosters empathy and makes possible complex social groups. For us, play lies at the core of creativity and innovation.” (Brown 4)

Play allows us to try new things, test boundaries and use our imaginations. In addition to the physical health benefits, active play offers cognitive, emotional and social development benefits. It has been shown to improve and foster motor function, creativity, decision-making, problem-solving and social skills, and the ability to control emotions. (Participation)

What about the argument that play is “non-productive”? “What might seem like a frivolous or even childish pursuit is ultimately beneficial. It's paradoxical that a little bit of “non-productive” activity can make one enormously more productive and invigorated other aspects of life. When an activity speaks to one's deepest truth...it is a catalyst enlivening everything else.” (Brown 11).

Language and the benefits of play

Studies reveal a link between play--particularly symbolic, pretend play--and the development of language skills. For example:

Psychologist Edward Fisher analyzed 46 published studies of the cognitive benefits of play (Fisher 1999). He found that “sociodramatic play”—what happens when kids pretend together—“results in improved performances in both cognitive-linguistic and social affective domains.”

A study of British children, aged 1-6 years, measured kids' capacity for symbolic play (Lewis et al 2000). Kids were asked to perform such symbolic tasks as substituting a teddy bear for an absent object. Researchers found that kids who scored higher on a test of symbolic play had better language skills—both receptive language (what a child understands) and expressive language (the words she speaks). These results remained significant even after controlling for the age of the child.

Recent research also suggests that playing with blocks contributes to language development. For more information, see this article about [construction toys and the benefits of play](#).

Evidence that play promotes creative problem solving

Psychologists distinguish two types of problem--convergent and divergent. A *convergent* problem has a single correct solution or answer. A *divergent* problem yields itself to multiple solutions.

Some research suggests that the way kids play contributes to their ability to solve divergent problems.

For instance, in one experiment, researchers presented preschoolers with two types of play materials (Pepler and Ross 1981). Some kids were given materials for convergent play (i.e., puzzle pieces). Other kids were given materials for divergent play (blocks). Kids were given time to play and then were tested on their ability to solve problems.

The results? Kids given divergent play materials performed better on divergent problems. They also showed more creativity in their attempts to solve the problems (Pepler and Ross 1981).

Another experimental study hints at a causal connection between *pretend* play (discussed at more length below) and divergent problem-solving ability (Wyver and Spence 1999). Kids given training in pretend play showed an increased ability to solve divergent problems, and the converse was true as well: Kids trained to solve divergent problems showed increased rates of pretend play.

Make-believe, self-regulation, and reasoning about possible worlds

Divergent problem solving isn't the only cognitive skill linked with make-believe. Pretend play has also been correlated with two crucial skill sets--the ability to self-regulate (impulses, emotions, attention) and the ability to reason counterfactually.

In the first case, studies report that kids who engage in frequent, pretend play have stronger self-regulation skills. Although more research is needed to determine if the link is causal (Lillard et al 2013), the data are consistent with this possibility, and the idea has intuitive appeal. You can't pretend with another person unless both of you agree about what you are pretending. So players must conform to a set of rules, and practice conforming to such rules might help kids develop better self-control over time.

In the second case, many researchers have noted similarities between pretend play and counterfactual reasoning, the ability to make inferences about events that have not actually occurred.

Alison Gopnik and her colleagues (Walker and Gopnik 2013; Buchsbaum et al 2012) argue that counterfactual reasoning helps us plan and learn by permitting us to think through "what if" scenarios. Pretend play taps into the same skill set. So perhaps pretend play provides children with valuable opportunities to improve their reasoning about possible worlds.

In support of this idea, researchers found evidence of a link between counterfactual reasoning and pretend play in preschoolers, and this correlation remained statistically significant even after controlling for a child's ability to suppress her impulses (Buchsbaum et al 2012).

Math skills and the benefits of play

Here's an intriguing story about play and mathematics:

A longitudinal study measured the complexity of children's block play at age 4 and then tracked their academic performance through high school (Wolfgang, Stannard, & Jones, 2001).

Researchers found that the complexity of block play predicted kids' mathematics achievements in high school. In particular, those who had used blocks in more sophisticated ways as preschoolers had better math grades and took more math courses (including honors' courses) as teenagers.

Of course, these results might merely tell us that kids who are smart in preschool continue to be smart in high school.

But it's not that simple. The association between block play and math performance remained even after researchers controlled for a child's IQ. It therefore seems plausible that block play itself influenced the cognitive development of these kids.

Playful experiences are learning experiences

Finally, lest anybody doubt that kids learn through play, we should keep in mind the following points.

1. Most play involves exploration, and exploration is, by definition, an act of investigation.

It's easy to see how this applies to [a budding scientist who is playing with magnets](#), but it also applies to far less intellectual pursuits, like the rough-and-tumble play in puppies. The animals are testing social bonds and learning how to control their impulses, so that friendly wrestling doesn't turn into anti-social aggression. Play is learning.

2. Play is self-motivated and fun.

Thus, anything learned during play is knowledge gained without the perception of hard work. This is in contrast with activities that we perform as duties. When learning is perceived to be arduous, our ability to stay focused may feel like a limited resource that is drained over time (Inzlicht et al 2014). And it's hard to achieve a state of flow, the psychological experience of being totally, and happily, immersed in what you are doing. Play is an obvious gateway to the state of flow.

3. These arguments aside, there is also empirical evidence that kids treat play as a tutorial for coping with real life challenges.

All around the world, children engage in pretend play that simulates the sorts of activities they will need to master as adults (Lancy 2008), suggesting such play is a form of practice. And

when kids are fed information during pretend play--from more knowledgeable peers or adults--they take it in. Experiments on American preschoolers suggest that children as young as 3 understand make distinctions between realistic and fanciful pretending, and use information learned from realistic pretend scenarios to understand the real world (Sutherland and Friedman 2012; 2013).

The takeaway? Giving children play-breaks and making children's academic lessons more playful isn't mere sugar-coating. It might be a way to enhance kids' natural capacities for intense, self-motivated learning.

- See more at: <http://www.parentingscience.com/benefits-of-play.html#sthash.BpUjznUd.dpuf>

Appendix G

PAL PRO D – Resources

The following resources are for you to learn more about physical literacy and to connect to the ideas in the break out workshops:

Physical Literacy

Whitehead, Margaret. Physical Literacy: Throughout the Lifecourse. 2010 Routledge. Abingdon, Oxon

<http://books.google.ca/books?hl=en&lr=&id=2GN6AgAAQBAJ&oi=fnd&pg=PP1&dq=physical+literacy.org&ots=5g-2bWwEd3&sig=K5VWvpmBLCRI0KAoQG009tG0c1Y#v=onepage&q=physical%20literacy.org&f=false>

Pathways to Wellbeing: A framework for Recreation in Canada

Goal 1 – Active Living: Foster Active Living through physical recreation.

Priority 1.2 – Incorporate physical literacy in the active recreation programs for people of all ages and abilities. Physical literacy is recognized as a precondition for lifelong participation in and enjoyment of sport in the Canadian Sport Policy 2012.

<http://lin.ca/sites/default/files/attachments/FrameworkforRecreationinCanadaNov19.pdf>

Dr. Mike Evans was the keynote speaker for the final session of the National Recreation Summit – you remember his [23½ Hours](#) or [Make your Day Harder](#) videos, among many others. He talked about innovation in health care and promotion and gave us some advice for rolling out the messages for physical activity: <http://lin.ca/blog/dr-mike-evans-advice-promoting-physical-activity>

Physical Health and Education Canada Website

<http://www.phecanada.ca/programs/physical-literacy>

Physical Health Education Position paper Physical Literacy for Educators. Physical and Health Education Canada. Brock University. 2009

http://www.phecanada.ca/sites/default/files/pl_position_paper.pdf

Physical Literacy and Health

A CBC interview of Dr. Dean Kriellaars, a lead researcher in Canada around health & physical literacy.
www.cbc.ca/informationmorningfredericton/2014/10/20/physical-literacy---part-1
www.cbc.ca/informationmorningfredericton/2014/10/21/physical-literacy---part-2

Live 5210 – A framework that encourages individuals to make healthy choices and be active -
<http://www.live5210.ca/>

A great video that connects health and physical literacy - <http://activeforlife.com/hands-up-for-health-and-physical-literacy/>

Presentation at the International Physical Literacy Conference (2013) that makes the connection between health and physical literacy
<http://is4ls.org/wp-content/uploads/2013/04/PL-and-Health.pdf>

Physical Literacy and Recreation

This document highlights how the recreation department in Abbotsford transformed how they deliver recreation programming to include physical literacy -
<http://canadiansportforlife.ca/resources/abbotsford-bc>

Physical Literacy Assessment in Canada

Canadian Sport for Life – Physical Literacy Assessment for Youth (PLAY) tools – PLAY tools are a suite of tools designed for program evaluation and research in sport, health, recreation, and at or after school programming.

<http://www.physicalliteracy.ca/play>

PHE Canada – Passport for Life – formative assessment tool for use in class by teachers responsible for physical education/health education curriculum.

<http://www.passportforlife.ca>

60 Min Kid's Club – Fundamental Movement Skills (FMS) Assessment Tool – visually guided tool for the assessment of children's movement skills by the general population.

<http://60minkidsclub.org/fmsassessment>

Physical Literacy videos

<http://jumpgymnastics.ca/physical-literacy/#>

<http://canadiansportforlife.ca/resources/videos>

<http://www.phecanada.ca/programs/physical-literacy/video-connecting-physical-literacy-and-physical-education>

<http://activeforlife.com/>

<http://www.passportforlife.ca/what-passport-life/information-teachers>

2014 Report card on Physical Activity for Children and Youth in Canada

http://dvqdas9jty7g6.cloudfront.net/reportcard2014/AHKC_2014_ReportCard_ENG.pdf

Burnaby Parks, Recreation & Cultural Services

We provide a wide range of opportunities for an active and healthy lifestyle. To be active, Burnaby! You'll find registered programs for all ages, as well as drop in activities and schedules, Indoor and outdoor facilities, and events. burnaby.ca/active

In addition to programs, there are a variety of initiatives and services designed to further support and encourage people to be active.

Affordable Fun <http://www.burnaby.ca/flipbook/affordablefun/>

A current list of Burnaby's low or no cost recreational opportunities

Recreation Credit <http://www.burnaby.ca/Things-To-Do/Be-Active-Programs/Leisure-Guide/Registration-Information/Financial-Assistance.html>

A confidential social assistance service for low income individuals and families in Burnaby who wish to access recreational activities.

Grade 5 Pass <http://www.burnaby.ca/Things-To-Do/Be-Active-Programs/Programs-for-Everyone/Children/Grade-5-Be-Active.html>

Burnaby's Grade 5 students have more reasons to active (in Burnaby!). All Grade 5 students can receive

a drop-in card for access to some recreation facilities in our community. This program offers a simple, easy way for Grade 5's to enjoy fitness activities in their community and to active.

Children's Fitness & Arts Tax Credits <http://www.burnaby.ca/Things-To-Do/Be-Active-Programs/Leisure-Guide/Registration-Information/Children-s-Fitness-And-Arts-Tax-Credit.html>

Accessible Programs <http://www.burnaby.ca/Things-To-Do/Be-Active-Programs/Programs-for-Everyone/Accessible.html>

Afterschool Programs by Area & School Locations <http://www.burnaby.ca/Things-To-Do/Be-Active-Programs/Programs-for-Everyone/After-School-Programs.html>

Free Summer Playground Services <http://www.burnaby.ca/Things-To-Do/Explore-Outdoors/Play-Areas.html>

Break out session Resources

Action Schools! BC Physical Literacy and Fundamental Movement Skill Resources and Support

Organization:

- 1) [Action Schools! BC](#) – A best practices whole-school model that contributes to the overall health and physical literacy of children and youth by integrating daily physical activity, physical education and healthy eating practices into the school community, with a goal of providing a foundation for life-long healthy living and supporting comprehensive school health.

Resources:

- 2) [Action Schools! BC Planning Guide](#) (Grades K to 7) – a “how to” resource which guides schools and teachers through producing their own individualized health promoting school action plan and includes ideas, lesson plans, and recommended resources, information on Fundamental Movement Skills that Underpin Physical Literacy, as well as an annual Physical Education Planner of ideas and best practice resources that identify fundamental movement skill development and support the goals of the curriculum and comprehensive school health. Middle School version available.
- 3) [Action Pages!](#) (Grades K to 9) - a continually updated listing of hundreds of physical activity, physical education, and healthy eating resources from across Canada (including published and online resources, in-services and presentations, and support organizations) with recently enhanced sections on Aboriginal resources, Body Image, French resources, Inclusion for Students with Disabilities, Physical Literacy, Social Emotional Learning, and Student Leadership.
- 4) [Action Schools! BC Physical Activity Action Resource](#) (Grades K to 7) – provides innovative ideas for physical education, physical activity and the development of physical literacy through lesson plans with implementation ideas for the classroom, gymnasium, alternative and outdoor spaces; identified fundamental movement skills; recommended resources; and curriculum connections. Available in French and for Middle School.
- 5) [Action Schools! BC Physical Activity Action Bin](#) – Schools that participate in Action Schools! BC teacher workshops, teacher mentorship, or submit an Action Plan are eligible for bins filled with resources and equipment that encourage fundamental movement skill development (e.g. skip ropes, balls, bean bags, Fundamental Movement Skill Carabiner Cards, etc.)
- 6) [DPA Pages!](#) – contain one physical activity or theme (e.g. self-regulation, yoga connections – Aboriginal wellness perspectives, circuit and station ideas, active in nature, play-based

learning, juggling etc.) with implementation ideas for classrooms, physical education and alternative spaces; action tips; and recommended resources.

- 7) [Action Schools! BC Healthy Together Newsletters](#) - are designed to be integrated into schools' family newsletters and offered in a monthly format or by theme (e.g. [Self-Regulation and Mindful Eating](#), [Physical Literacy](#), and [Embracing Tradition](#)).
- 8) [Premier's Sport Awards Program \(p.s.a.p.\)](#) – is a physical education program designed to help teachers and instructors teach children and youth basic sport skills supporting the development of physical literacy and fundamental movement skills. Sport specific manuals for 13 sports, skill posters and goal setting crests are part of the program.
- 9) [Physical Literacy for Children and Youth Overview](#) – An overview providing Physical Literacy definitions, Canadian Sport for Life and Physical Literacy Assessment Tools available. Compiled by Action Schools! BC.

Workshops for Teachers and Student Leaders:

- 1) [Physical Activity/Physical Education Workshops](#) for Grades K to 7 and Middle School teachers – Schools can choose from a list of complimentary Action Schools! BC workshops which promote the integration of inclusive, diverse physical activity, physical education and physical literacy development including: Physical Literacy and Fundamental Movement Skill Development (below), **Creating Movement Sentences (gymnastics), Disc Sports, Outdoor Intercultural Games, Circuits and Stations, Juggling, and more.**
- 2) [Physical Literacy and Fundamental Movement Skill Development Workshop](#) for Grades K to 7 and Middle School teachers – This complimentary Action Schools! BC workshop introduces the concept of physical literacy and focuses on the basics of physical activity and fundamental movement skill development.
- 3) [Teacher Mentorship](#) – Schools can book an Action Schools! BC Regional Trainer for a day to come to the school and mentor teachers in movement skill building activities of their choosing (e.g. juggling, dance, skipping, circuits and stations, etc.) in the classroom, gymnasium, alternate and outdoor spaces.
- 4) [Student Leadership Training](#) – The Action Schools! BC Student Leadership Training for elementary schools (and **Tri-Mentor** Student Leadership Training for middle and secondary schools) provides opportunities for fundamental movement skill development while contributing to physical literacy through youth engagement.

FIT Breakout session

Name of resource: Healthy Schools BC

Healthy Schools BC is an initiative that brings together many different partnerships, including teachers and schools, the ministries of Health and Education, provincial health authorities, DASH BC and many more to help promote and build healthier schools in BC. Healthy Schools BC provides many different resources, grants, and other supports to bring about healthier schools and students in many ways including through the development of physical literacy for all ages. Their

website acts as a collection of helpful resources, strategies, supports and stories from teachers and schools across BC as they focus on making their schools healthier places to learn and grow.

<http://healthyschoolsbc.ca/default.aspx>

Facilitating Play workshop

Benefits of Play information

<http://www.parentingscience.com/benefits-of-play.html>

How Finland Keeps Kids focused through Free Play

<http://www.theatlantic.com/education/archive/2014/06/how-finland-keeps-kids-focused/373544/>

Science says your classroom needs more dance parties

<http://teacherpop.org/2015/01/science-says-your-classroom-needs-more-dance-parties/>

Bring back Play – Participaction video

https://www.youtube.com/watch?v=rAclAwZ6YjQ&list=PLn9ck0OZhXkYVik_itMNGnDdS5pqmcTOX&index=5

International Play Association Canada

<http://www.ipacanada.org/>

Play video for 2017 International Play Conference in Calgary

<http://arpaonline.ca/events/ipacalgary2017/>

Appendix H

Wrap-up meeting with Burnaby Healthy Communities Partnership

April 8, 2pm – Burnaby Parks and Recreation Administration Office

Janet’s speaking Notes:

The Princess Bride

“Buttercup: That’s the fire swamp! We’ll never survive.

Wesley: Nonsense! You’re only saying that because no one ever has.”

Multi sector approach is new – but it’s where we need to be with this.

Dr. Kriellars, Canada’s current expert on Physical Literacy states-- “Physical literacy is as essential as literacy. Just take ‘physical’ out and it’s the same as literacy: that’s how valued this must be. Obesity, physical inactivity and all the diseases downstream from that are running us over right now. And it’s a major problem. Physical literacy is our saviour. It’s a grand experiment. No developed country – zero – has recovered from this yet. None.” (Kriellars)

He further explains how a child with a more developed movement vocabulary could engage in more movements, leading to more participation in society. By participating in society that child develops their social, emotional and physical wellbeing. “If you have all those pieces together, you have a healthy child,” he said. “Healthy children don’t get diseases and that’s a very important thing in this day and age – the prevention of lifelong disease, and giving a child the best capacity to work in a purposeful way in our society.” (Kriellars)

My role in PAL PRO D

Lorri Gibbard – perfect timing for an Applied Research Project Grant that I could apply for. Was accepted and I joined the PAL PRO D group.

What attracted me to this project was the desire to broaden the definition of Physical literacy and put it into a strong community recreation context. Broader than sport.

High functioning group – kept momentum – had a clear vision – and I feel that everyone contributed in a meaningful way.

Coordinated the Main Session and Panel Speakers – was the first speaker.

Co-led the Play session with 2 people from Burnaby Parks Recreation and Cultural services.

Developed the Backgrounder (6 pages) – connected to the research to support the importance of physical literacy and brought my enthusiasm for the important work the group was doing -- and I was excited to work with people on the ground/in the field.

Coordinated the resource sheet for all sessions

Appreciative Inquiry approach – we are already doing this, let's be more intentional together.

Physical Literacy

Physical Literacy – concept first developed by Margaret Whitehead (researcher in UK) 1990's. The concept “physical literacy” is intentional to raise awareness of how important physical movement capabilities are throughout our lives – put it on a level with other literacy skills in value. Whitehead approached Physical literacy as a continuum of learning to help people develop their human potential – so we need to offer diverse and engaging ways for students and participants to develop their “movement” vocabulary that will encourage them to participate actively in life. – holistic approach to physical literacy.

The physical literacy concept is being picked up around the world. In Canada, Sport was the first to recognize the value of the concept and ran with it. Canada Sport for Life, Physical Health and Education Canada. But the concept has potential to be broader reaching than just the sport sector. This session is evidence that it has value in many different sectors including health, recreation and education. There is a need for a multi-sector approach in promoting the value of physical literacy.

Exciting to be able to work together to encourage physical literacy.

Why is physical literacy important now? Inactivity rates in children and youth in our society has continued to increase at a steady rate over the past 45 years. Only 7% percent of Canadian children reach the recommended 60 minutes of daily exercise. The World Health Organization affirms that physical inactivity is now identified as the fourth leading risk factor for global mortality.

Understanding the value of physical literacy is an upstream approach to

Educators and recreation practitioners are the entry points. Some pressure. Multi sector approach – recreation, health, support services, education.

Feedback on PAL PRO D

What worked

The committee had a clear vision of physical literacy within a community context.

The combination of Recreation Professionals and Educators – there is a lot of potential here.

The format of the main session with panel speakers – different perspectives on the same topic – showing support – through their own disciplines.

Sense of momentum – something is happening with this idea/concept of physical literacy.

The format of the session had “movement bursts” between the panel speakers that “walked the talk” modelling how physical literacy could be used in programs and classrooms.

The break-out workshops were “non-traditional” and “traditional” ways of looking at Physical Literacy – dance / play/ fitness/ playground games

What could be improved

Different logistics for teachers/recreation – two big organizations that are hard to connect – first step – learns

Was an amazing first step in a Multi sector collaboration on this concept –

Just so you don't think this is all pink roses and fluffy bunnies – multi sector collaboration is hard – you are working with different systems and different priorities and it takes a clear vision and a lot of work to make things happen.....

But I think this is where physical literacy needs to be right now – in the community – encouraged by a community approach.