



# Physical Literacy in BC

**An Environmental Scan of  
BC municipal recreation organizations**



## **Acknowledgement**

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## Introduction

It is well recognized that physical inactivity is a worldwide epidemic that has significant societal implications. Groups and organizations across a range of sectors-education, government, sport, recreation and health related organizations are looking to physical literacy as an increasingly important factor in efforts to overcome the physical inactivity epidemic.

The concept of physical literacy is a growing and dynamic area and as a result there are numerous definitions of physical literacy. For the purpose of this project, the following definitions of physical literacy (as of February 2015) were used:

**“Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person”**  
~ *Physical and Health Education Canada*

**“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”**  
~ *Whitehead, M. 2014 International Physical Literacy Association*

The BC Recreation and Parks Association (BCRPA) recognizes the importance of physical literacy and the role recreation can play in developing and supporting physical literacy among British Columbians. In an effort to learn more about the ways municipalities are engaged in physical literacy efforts across British Columbia, the BCRPA conducted an environmental scan. The purpose of the environmental scan was to determine what was occurring in the area of physical literacy in each municipality in British Columbia. The results of the scan provide the BCRPA with information about the level of engagement of municipal recreation organizations in the physical literacy movement, best practices and recommendations for further development.

This report presents the findings of the environmental scan. It begins with a description of the methods used to collect the data, followed by an account of the findings, conclusions and a listing of considerations for action.

## Methodology

Several methods were utilized to collect data for the environmental scan. These included:

### **1. Online survey distributed to 99 BC municipalities**

An online survey was developed to gather input from recreation managers/directors about what is occurring in the area of physical literacy in each municipality in British Columbia. The survey was structured around the following areas: types of activities taking place; organizational structures necessary to support physical literacy efforts; key partnerships; and resources necessary for implementation. A draft of the online survey was pilot tested with 10 people from a range of positions – programmers, facility supervisors, and managers, to assess the functionality of the survey tool and the readability of the questions. Once the pilot survey was completed and adjustments made, the online survey was distributed to recreation managers/directors representing 99 municipalities in BC. The survey was accompanied by an introductory letter from the Chief Executive Officer of the BCRPA that provided background into the impetus for the survey and invited participation. The survey was distributed on February 24, 2015 and the deadline to return it was extended to April 7, 2015 after two follow-up reminders. The response rate for the online survey was 70% (n=72 out of 99). A copy of the online survey questions can be found in Appendix 1.

### **2. Physical literacy dialogue at the 2015 BCRPA Symposium**

A dialogue on physical literacy was conducted at the 2015 BCRPA Symposium and was attended by 80 people representing a range of positions from frontline staff to directors. The dialogue began with a presentation of the environmental scan survey results and was followed by a group discussion about significant aspects of physical literacy.

### **3. Follow-up with ten municipalities**

Ten recreation managers/directors were contacted to expand on information they submitted to the survey questions. The information they provided gave a range of best practices for implementing physical literacy initiatives.

## Findings

### 1. Online Survey

The findings from the online survey are presented below and organized by the following areas: types of activities, organizational structure, supports and resources and partnerships.

#### Types of activities

- According to recreation managers/directors, 63% (45) of the municipalities in British Columbia that responded to the survey are deliberately focusing on providing physical literacy opportunities in their municipality (see Table 1). These municipalities represent a combination of large, medium and small municipalities.
- Of the recreation managers/directors whose municipalities were deliberately focusing on physical literacy opportunities, the most frequently cited areas of focus were (see Table 2):
  - Educating staff about the value and benefits of physical literacy (86% (31)).
  - Connecting with local sport, education or health organizations (86% (31)).
  - Reviewing and modifying program content where necessary (83% (30)).
  - Establishing partnerships around physical literacy (75% (27)).
  - Programming physical literacy opportunities (72% (26)).
  - Educating the community about the value and benefits of physical literacy (67% (24)).
  - Marketing and communicating about physical literacy and the opportunities we provide (64% (23)).
  - Training staff to teach a range of physical literacy opportunities in a variety of environments and to communicate the benefits (64% (23)).
  - Planning to provide additional opportunities (58% (21)).
  - Providing special events that have a physical literacy focus or theme (53% (19))

The areas that were cited the least frequently were:



- Informing and/ or educating policy makers about physical literacy (44% (16)).
  - Undertaking an inventory of what is currently provided and evaluating the results (36% (13)).
  - Developing new policies or updating existing policies to support the development of physical literacy (25% (9)).
- Recreation managers/directors were asked to indicate whether or not physical literacy programming was offered and promoted as a specific physical literacy program or incorporated into an existing program within their organization. The recreation managers/directors indicated that 63% (22) of the municipalities were providing physical literacy programs that were deliberately planned. Similarly, 63% (22) of the

municipalities also indicated that they were incorporating physical literacy into an existing program that would not have otherwise included physical literacy (see Table 3). Both approaches to integrating physical literacy into programming are beneficial as they expand the participants’ understanding of physical literacy and development of fundamental movement skills.















- Seventy-one percent (24) of recreation managers/directors stated that they target a specific age group when implementing physical literacy opportunities and 29% (10) do not (see Table 4).
- Those targeting specific age groups in their physical literacy programming focused on a variety of ages with the most frequent targets being early years (92% (23)) and children and youth (100% (25)). (see Table 5)
- Forty-one percent (13) of the recreation managers/directors indicated their organization is giving specific consideration to the cultural norms of some groups in their community (see Table 6).
- Finally, recreation managers/directors that indicated they **were not** deliberately focusing on physical literacy opportunities in their municipality were asked to indicate why physical literacy was not a priority for their municipality at this time. The following responses were provided: they have other priorities at this time (52% (13)); they were uncertain about where to start/what to do (20% (5)); they need more information (20% (5)) and other (48% (12)). Please see Table 7 for more detailed information.

Of the 12 recreation managers/directors that provided a response under “other”, 5 organizations indicated that they do not provide direct programming so do not have the opportunity to offer physical literacy activities; 3 indicated that they have limited staff resources and 1 recreation manager/director indicated that they have significant revenue expectations that require their focus.




**Table 1: Is your organization deliberately focusing on physical literacy opportunities for your community (n=72)?**

Response	Chart	Percentage	Count
Yes		62.5%	45
No		37.5%	27
		<b>Total Responses</b>	<b>72</b>

**Table 2: What is the current focus(es) of your physical literacy work? Check all that apply.**



Response	Chart	Percentage	Count
Undertaking an inventory of what is currently provided and evaluating the results.		36.1%	13
Reviewing and modifying program content where necessary.		83.3%	30
Planning to provide additional opportunities.		58.3%	21
Currently programming physical literacy opportunities.		72.2%	26
Providing special events that have a physical literacy focus or theme.		52.8%	19
Marketing and communicating about physical literacy and the opportunities we provide.		63.9%	23
Educating staff about the value and benefits of physical literacy.		86.1%	31
Informing and/ or educating policy makers about physical literacy.		44.4%	16
Educating your community about the value and benefits of physical literacy.		66.7%	24
Training staff to teach a range of physical literacies in a variety of environments and to communicate the benefits.		63.9%	23
Connecting with local sport, education, or health organizations.		86.1%	31
Establishing partnership/s around physical literacy		75.0%	27
Developing new policies or updating existing policies (eg: facility allocation policy) to support the development of physical literacy.		25.0%	9
Other, please specify...		13.9%	5
<b>Total Responses</b>			<b>36</b>

**Table 3: Are you hosting programs specifically identified to improve physical literacy or is it incorporated into the existing programming?**

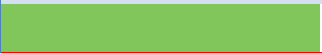










Response	Chart	Percentage	Count
We are offering specific physical literacy programming: would include a focus on fundamental movement skills that include: balancing, climbing, coordination, running, jumping, sending/receiving objects, walking, hopping, rhythmic movement etc.		62.9%	22
We are incorporating physical literacy into existing programs: that may include the above mentioned skills but the program's intent is not to provide physical literacy (ie. adding a physical literacy component to an arts program)		62.9%	22
Physical literacy is already a function of the program (e.g.. gymnastics)		65.7%	23



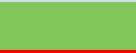

**Table 4: Is there a specific age group you are targeting with your physical literacy opportunities?**

Response	Chart	Percentage	Count
Yes		70.6%	24
No		29.4%	10
		<b>Total Responses</b>	<b>34</b>

**Table 5: If Yes - Who is the target of your physical literacy opportunities? (Check all that apply.)**

Response	Chart	Percentage	Count
Early years (0-5)		92.0%	23
Children (6-12)		100.0%	25
Youth (13-18)		40.0%	10
Young adults (19 – 30)		16.0%	4
Adults ( 31 – 59)		20.0%	5
Older adults (60+)		28.0%	7
Individuals with financial challenges		28.0%	7
Girls only		12.0%	3
Adapted programs		12.0%	3
New immigrants		16.0%	4
Other, please specify...		12.0%	3
		<b>Total Responses</b>	<b>25</b>

**Table 6: In planning your organization’s physical literacy initiatives, have you taken into consideration needs of a specific cultural group that are not the same as the needs of your mainstream community.**

Response	Chart	Percentage	Count
Yes		40.6%	13
No		59.4%	19
		<b>Total Responses</b>	<b>32</b>

**Table 7: Please indicate why physical literacy is not a priority for your organization at this time (Check all that apply.)**

Response	Chart	Percentage	Count
Need more Information		20.0%	5
Uncertain about where to start and what to do		20.0%	5
Have other priorities at this time		52.0%	13
Other (please specify)		48.0%	12
		<b>Total Responses</b>	<b>25</b>

### Organizational and Community Support

- Recreation managers/directors that focus on physical literacy in their municipality were asked to comment on whether or not their organization had developed a number of organizational policies and strategies to support physical literacy efforts. The following responses were provided:
  - Definition of physical literacy (26% (9) yes and 23% (8) in development)
  - Guidelines, guiding principles, planning language to support programs and services related to physical literacy (17% (6) yes and 34% (12) in development)
  - Specific strategic plan for physical literacy or physical literacy is identified in strategic plan (14% (5) yes and 23% (8) in development)
  - Written policy on physical literacy that has been approved by a governing body (0% yes and 11% (4) in development)

Please see Table 8 for more detailed information.

- Three percent (1) of recreation manager/directors who are focusing on physical literacy noted that there is a community wide strategy in place that addresses physical literacy. After follow-up with the organization that indicated they have a community wide strategy in place, it was determined they have good support from their community but not a formalized strategy at this time (see Table 9). As a result, there is no organization in BC with a formalized community strategy although 34% (12) of the organization are in the process of developing one.
- Just under one-fifth (18% (6)) of recreation managers/directors who are focusing on physical literacy indicated their municipality has a **community** advisory committee which guides and supports physical literacy initiatives. Similarly, 18% (6) indicated their municipality has an **organizational** advisory committee which guides and supports physical literacy initiatives (see Table 10).

Response to this question indicates there are the same number of organizations who have an advisory committee in the community and the same number who have a committee within their organization. Further review of the responses indicates most organizations do not have both types of committees. Only 2 recreation

managers/directors indicated that their organizations have both an advisory committee in the community and within their organization. Three of the organizations that have one of the committees in place are in the process of developing the other committee. If their plans for the additional committee come to fruition, there will be five organizations in BC that have an advisory committee in the community **and** in their organization.

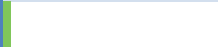
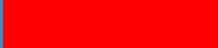

- Fifty-seven percent (19) of recreation managers/directors focused on physical literacy commented that their organization is dedicating some level of staff time to physical literacy management and development (see Table 11). Not all organizations will require the same amount of staff time as the requirement depends upon the size and needs of the community. The majority of those dedicating staff time to physical literacy are dedicating less than 10 hours a week (42% (14)) and 10 to 20 hours per week (12% (4)), with 3% (1) dedicating more than 20 hours per week.
- Eighteen percent (6) of the recreation managers/directors whose organization is focusing on physical literacy indicated that physical literacy is included in their annual budget (see Table 12). Based on additional information provided if they answered “yes” to the question of budget, one organization budgets \$15,000 with the commitment to increase this amount annually. Another municipal recreation department has an annual budget of \$75,000 and receives grants of approximately \$35,000 or more each year for a total of \$110,000. A third organization commits \$120,000 in their budget to support Pacific Sport of Northern British Columbia (PSNBC) whose mandate includes providing physical literacy opportunities and support to the community. A fourth organization includes \$55,000 in their annual budget and receives \$25,000 from an RBC grant for a total of \$80,000 directed towards their physical literacy initiatives. One municipal department provides a grant of \$30,000 to the Sport Alliance. The sixth organization receives their funding solely from a RBC grant.

The six municipalities who provided additional details of their budget and funding for their physical literacy initiatives indicated they access grants that are available from a number of sources such as: RBC - Let’s Play, Via Sport, Canadian Paralympic Committee, and community organizations such as a firefighters’ charity. One municipality indicated they utilize corporate sponsorship for funding for physical literacy activities. Each municipality requires different levels of financial commitment based on the size of their population that they serve and the scope and breadth of their physical literacy initiatives.

**Table 8: Has your organization developed:**

	Yes	No	In development	Total Responses
A definition of physical literacy for use within your organization?	9 (25.7%)	18 (51.4%)	8 (22.9%)	35
Guidelines, guiding principles, planning language that supports programs or services related to physical literacy?	6 (17.1%)	17 (48.6%)	12 (34.3%)	35
A written policy on physical literacy that has been approved by a governing body?	0 (0%)	31 (88.6%)	4 (11.4%)	35
A specific strategic plan for physical literacy or is physical literacy identified in a strategic plan?	5 (14.3%)	22 (62.9%)	8 (22.9%)	35


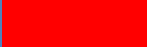


**Table 9: Is there a community wide strategy in place addressing physical literacy?**

Response	Chart	Percentage	Count
Yes		2.9%	1
No		62.9%	22
In development		34.3%	12
<b>Total Responses</b>			<b>35</b>



**Table 10: Do you have an advisory committee in your community or organization which guides and supports physical literacy initiatives?**

	Yes	No	In development	Total Responses
Community	6 (17.6%)	24 (70.6%)	4 (11.8%)	34
Organization	6 (18.2%)	23 (69.7%)	4 (12.1%)	33

**Table 11: Does your organization dedicate staff time to physical literacy management and development?**

Response	Chart	Percentage	Count
No		42.4%	14
Yes - under 10 hours/week		42.4%	14
Yes - 10 to 20 hours/week		12.1%	4
Yes - Over 20 hours/week		3.0%	1
<b>Total Responses</b>			<b>33</b>

**Table 12: Does your organization assign a budget specifically to physical literacy?**

Response	Chart	Percentage	Count
Yes		18.2%	6
No		81.8%	27
		<b>Total Responses</b>	<b>33</b>

### Supports and Resources

- When asked, “What support would help you to improve the understanding of, commitment to and implementation of physical literacy within your organization and/or community?” recreation managers/directors indicated a number of supports. The most frequently cited supports were (see Table 13):
  - Communication and marketing tools for the concept of physical literacy (88% (29)).
  - Identification of best practices (82% (27)).
  - Sharing of information about successes, grant and sponsorship opportunities and community resources (82% (27)).
  - Development of standardized definition and creation of common language that reflects the inclusion of recreation (82% (27)).
  - Education for recreation professionals (79% (26)).
  - Training and certification of front line leaders (79% (26)).
  - Coordination amongst recreation professionals to enhance the growth of physical literacy (70% (23)).
  - Advocacy with other sectors such as: health, education, provincial sport organizations, provincial government, federal sports organizations and federal government (67% (22)).
  - Establishment of physical literacy as a key priority of the recreation sector (67% (22)).











“Other” supports noted were: BC Physical Literacy Steering Committee collaborating with the BCRPA to develop resources; common definition of physical literacy; training and leader certification program; awareness and education for non-recreation professionals and specifically for parents; and any type of certification would need to be broader than the sport coaching certification.

- Similarly, recreation managers/directors who indicated that physical literacy **was not** a priority for their organization were asked what supports would help to improve their understanding of, commitment to and implementation of physical literacy within their organization. The most frequently cited supports were (see Table 14):
  - Identification of best practices (75% (18)).
  - Education for recreation professionals (75% (18)).
  - Communication and marketing of the concept of physical literacy (71% (17)).
  - Sharing of information about successes, grant and sponsorship opportunities and community resources (63% (15)).
  - Development of standardized definition and creation of common language that represents the inclusion of recreation (58% (14)).
  - Training and certification of front line leaders (50% (12)).











Other supports noted, 46% (11) of the organizations for each one, were advocacy with other sectors; coordination among recreation professionals; establishment of physical literacy as a key priority for the recreation sector. The five responses (21%) under the “other” category were all isolated comments without any duplication or theme. One comment in “other” included “convincing municipal governments that these programs are valuable”.

- Seventy-two percent (23) of recreation managers/directors engaged in physical literacy efforts commented that there is a leader who is championing the physical literacy agenda in their organization’s management group and 53% (16) indicated that there is a leader who is championing the physical literacy agenda in the community (see Table 15).

**Table 13: Recreation managers/directors engaged in physical literacy efforts: What support would help you to improve the understanding of, commitment to and implementation of physical literacy within your organization and/or community? (Check all that apply.)**

Response	Chart	Percentage	Count
Development of standardized definition and creation of common language that reflects the inclusion of recreation.		81.8%	27
Communication and marketing tools for the concept of physical literacy.		87.9%	29
Education for recreation professionals.		78.8%	26
Advocacy with other sectors such as: health, education, provincial sport organizations, provincial government, federal sports organizations and federal government.		66.7%	22
Establishment of physical literacy as a key priority of the recreation sector.		66.7%	22
Training and certification of front line leaders		78.8%	26
Coordination amongst recreation professionals to enhance the growth of physical literacy		69.7%	23
Identification of best practices		81.8%	27
Sharing of information about successes, grant and sponsorship opportunities and community resources.		81.8%	27
Other, please specify...		18.2%	6
<b>Total Responses</b>			<b>33</b>

**Table 14: Recreation managers/directors NOT engaged in physical literacy efforts: What support would help you to improve the understanding of, commitment to and implementation of physical literacy within your organization and/or community? (Check all that apply.)**

Response	Chart	Percentage	Count
Development of standardized definition and creation of common language that represents the inclusion of recreation.		58.3%	14
Communication and marketing of the concept of physical literacy.		70.8%	17
Education for recreation professionals.		75.0%	18
Advocacy with other sectors such as: health, education, provincial sport organizations, provincial government, federal sports organizations and federal government.		45.8%	11
Establishment of physical literacy as a key priority of the recreation sector.		45.8%	11
Training and certification of front line leaders		50.0%	12
Coordination amongst recreation professionals to enhance the growth of physical literacy		45.8%	11
Identification of best practices		75.0%	18
Sharing of information about successes, grant and sponsorship opportunities and community resources.		62.5%	15
Other, please specify...		20.8%	5
<b>Total Responses</b>			<b>24</b>

**Table 15: Is there a leader who is championing the physical literacy agenda?**



	Yes	No	Total Responses
In your organization's management group?	23 (71.9%)	9 (28.1%)	32
In the community?	16 (53.3%)	14 (46.7%)	30

### Partners







- Almost all (91% (30)) of the recreation managers/directors engaged in physical literacy efforts indicated that they have partners who work with them on physical literacy initiatives (see Table 16).
- According to the recreation managers/directors the partnerships represent a variety of sectors ranging from: municipal/local sport organizations (71% (22)), community organizations (64% (20)), education (58% (18)), health (45% (14)), and provincial sport organizations (42% (14)). Please see Table 17 for greater detail.
- Of the recreation managers/directors who are engaged in physical literacy efforts, 69% (22) of their organizations have not developed partnership guidelines. Sixteen percent (5) of the recreation managers/directors indicated that their organizations are in the process of developing guidelines with their partners and 16% (5) have partnership guidelines in place (see Table 18).






**Table 16: Do you have partners that you work with on your physical literacy initiatives?**

Response	Chart	Percentage	Count
Yes		90.9%	30
No		9.1%	3
		<b>Total Responses</b>	<b>33</b>

**Table 17: If Yes - What sector(s) do your physical literacy initiative partners represent?**

Response	Chart	Percentage	Count
Health		45.2%	14
Education		58.1%	18
Municipal/local sport organizations		71.0%	22
Provincial sport organizations		41.9%	13
Community organizations		64.5%	20
Other, please specify...		19.4%	6
		<b>Total Responses</b>	<b>31</b>

**Table 18: Have you developed partnership guidelines?**

Response	Chart	Percentage	Count
Yes		15.6%	5
No		68.8%	22
In development		15.6%	5
		<b>Total Responses</b>	<b>32</b>

## 2. Physical literacy dialogue at 2015 BCRPA Symposium

The results of the environmental scan on physical literacy were presented during a dialogue session at the 2015 BCRPA Symposium that was attended by 80 people. After the presentation of the online survey findings, the participants broke into six groups based on their interest in one of six themes. Identification of the themes was from the findings of the environmental scan. The dialogue session was an hour in length with 40 minutes available for discussion of the themes within the groups and reporting back the key points. The discussions in each group were very animated and it was evident that 40 minutes was insufficient time to delve into the themes in great detail.

While some of the discussion during the dialogue sessions moved away from the specific theme and overlapped into other themes, all of the comments are relevant to the overall topic of physical literacy. The following is a synopsis of the key points from the discussion of each of the themes:

### **Theme 1: PROMOTION, MARKETING AND MESSAGING**

*Promoting, Marketing, Messaging: What is needed to improve or increase people's understanding of physical literacy and its importance? Is the term "physical literacy" jargon that community members don't understand and may scare them off? What role in the communications of physical literacy could be taken by the local, provincial or national organizations to create a cohesive message?*

Eleven people attended this group.

#### **Key Points:**

- The phrase that describes "physical literacy" needs to be simple and without jargon.
- Marketing information pertaining to physical literacy should reflect all age groups and the benefits of it.
- Marketing and communications needs to be two-tier with one focus being on staff and the other being directed to the public.
- There should be simple progression charts of fundamental movement skills as is in place for Learn to Skate/ Swim lessons. These could also be outlined in poster format for parent education.
- Examples of the movements and benefits should be provided and translated to ensure understanding by parents for whom English is not their first language.

## Theme 2: INACTIVE

*How can physical literacy initiatives target and engage those people who are inactive and not interested in being involved in activity? How can the experience with physical literacy be fun and engaging?*

Thirteen people attended this group.

### Key Points:

- Remove the barriers to participation by providing subsidized or free access and transportation discounts.
- Connect with the school system via the children, teachers, parents, and administrators. Provide sessions for teacher at Pro-D days and provide demonstrations of physical literacy programming in the schools.
- When providing physical literacy programming, provide free play opportunities, station-based physical literacy events, and take the “sport” out of the focus.
- Provide fundamental movement skill opportunities as part of existing experiences such as after school programs.
- Provide family activities as this expands the scope of the experience.
- Utilize partnerships with health, sport, education and the BCRPA.
- Provide physical literacy opportunities that meet the needs of new immigrants and/or refugees.

## Theme 3: LIMITED RESOURCES

*How can an organization make physical literacy one of the focuses of their services without additional resources from within the organization?*

Eighteen people attended this group.

### Key Points:

- Make it a focus and priority.
- Provide training to staff so fundamental movement skills can be added to existing programs or everyday opportunities such as special events.
- Use partnerships with schools, health, hospitals etc.
- Utilize the tools and resources that have already been developed by other municipalities.
- Utilize local media to promote physical literacy to encourage community awareness of the topic.
- Work with private businesses for sponsorships.

#### Theme 4: RANGE OF AGES

*What ideas and/ or experiences do you have for providing physical literacy opportunities for a range of age groups?*

Eleven people attended this group

##### **Key Points:**

- Work with a Youth Council or youth leaders to develop activities that will appeal to that age group.
- Provide parent and child opportunities for 6 years and under and then build on that understanding for other ages.
- Create special events that include all ages. Eg: Move for Health Day, Family Community Walk, Sun Run training etc.
- Childminding is key when you target adults.
- Examples of a program for adults: Healthiest Winner, a program for inactive adults and their partners.
- “Try It, Like It, Love It”- an introductory program with clear progressions into various avenues.
- Plan programs for age groups that complement each other. Eg: Children’s swim lessons offered at the same time as adult floor hockey.

#### Theme 5: SUCCESSES AND CHALLENGES

*What are the successes and challenges that have been experienced through many physical literacy initiatives? What can we learn from those experiences?*

Nine people attended this group

##### **Key Points:**

- Provide mobile activities in public spaces such as parks.
- Important to target those who are inactive, such as youth girls, and provide a program specifically designed to meet their needs such as “Girls on the Go”.
- Elementary schools are unable to deliver the fundamental movement skills as they lack PE specialists.
- Engage and enable parents and volunteers to incorporate physical literacy into their programs.
- Park n’ Play- a service that brings basic fun play equipment to residents of a neighbourhood that has financial challenges.

## Theme 6: RECREATION SECTOR

*What is recreation's role in the area of physical literacy? What is the process for their role to be defined by the Parks, Recreation and Cultural sector?*

Fourteen people attended this group.

### Key Points:

- Recreation services are provided to a broad spectrum of the public of varying ages and backgrounds.
- Recreation is the first point of contact for young children and during those initial years there is a good opportunity to introduce a variety of skills.
- Recreation has flexibility to adapt to changing demands and demographics.
- Recreation can be a bridging point between organizations and groups.
- The sector should communicate to the public the value and importance of physical literacy and fundamental movement skills.
- Recreation's role in physical literacy should be defined by a process that involves a provincial approach with multi-sectoral working groups.

### 3. Follow-up with Recreation Managers/Directors

Some of the recreation managers/directors that completed the online survey were contacted by telephone and asked to provide additional information about some of their best practices for developing and implementing physical literacy activities and initiatives. Below is a list of the best practices information organized by community. Greater detail of the best practices can be found in Appendix 2.

#### City of Burnaby

- Developed a partnership among relevant organizations to expand the understanding and support for physical literacy in the community.

#### City of Fort St. John

- Partnership with Pacific Sport of Northern British Columbia.

#### Fraser Valley Regional District- Recreation, Culture and Airpark Services

- Provision of informal physical literacy play opportunities in parks.

#### Maple Ridge and Pitt Meadows Parks and Leisure Services

- Embedding the philosophy and commitment to physical literacy in a Community Sports Strategy.

### **City of Richmond**

- Physical Literacy Policy is Included in the Sports Strategy which is approved by City Council.
- Promotion of physical literacy philosophy and opportunities in the Parks, Recreation and Culture Guide.
- Partnership with the School District on a pilot project to provide physical literacy opportunities in the schools.

### **Shuswap Recreation Society**

- Educating parents about the importance of fundamental movement skills.
- Developed a partnership with elementary schools to provide fundamental movement sessions.

### **Town of Smithers**

- Ensuring leaders trained in physical literacy are representative of the community.
- Partnership to educate community organizations about physical literacy.

### **City of Surrey**

- Extensive training of frontline leaders about physical literacy, fundamental movement skills and the benefits.
- Providing physical literacy opportunities at special events in partnership with community sport organizations.
- Ensuring political leaders understand and support physical literacy.
- Expanding physical literacy to include all ages.

### **City of White Rock**

- Incorporating fundamental movement skills into playground design.
- Incorporate physical literacy activities into all city run programs.

### **City of Vancouver**

- Physical literacy is Included in the Vancouver Sport Strategy approved by City Council.
- Community based Physical Literacy Committee.
- Constant evaluation and improvement of physical literacy opportunities for children.

## Conclusion

There are many exciting initiatives occurring in BC in the area of physical literacy as indicated by the results of the environmental scan. There appears to be a critical mass of municipalities, at least 45 organizations based on the survey results, that are engaged in this area. Many of the municipalities were not involved in the provision of physical literacy opportunities even five years ago.

A positive indicator of the advancement of physical literacy in BC, is the number of aspects of physical literacy each municipality is engaged in. Municipalities are focused on average on eight different aspects of physical literacy implementation and this indicates a broad range of focus and commitment.

Of the 25 organizations that answered the question about the age groups who are the target of their physical literacy initiatives, 100% (25) of them focus on children (6–12 years) and 92% (23) focus on early years (0-5years). The focus on these two age groups is understandable as this encourages the development of a strong foundation for fundamental movement skills as the children move forward in life.

Fifty-seven percent (19) of recreation managers/ directors indicated their organization dedicates some level of staff time to the development of physical literacy initiatives. This is an indicator that physical literacy, in those organizations, has moved from being a new initiative to one that is a recognized and established priority for the organization.

Recreation is only one of a number of sectors that have the responsibility to provide physical literacy opportunities. As a result, it is important that municipal recreation departments (91% (30)) have partnerships in place. It is relatively easy for municipal organizations to develop partnerships with local sport organizations as relationships may already be established through facility allocation and facility development processes. Seventy-one percent (22) of organizations have partnerships with local sport organizations compared to 45% (14) with the health sector and 58% (18) with the education sector. Developing partnerships with local health organizations and school districts may require more time to become established as each organization has complex structures and often changing priorities based on financial and political priorities.

As physical literacy becomes a cornerstone of the recreation sector, it is important to affirm the role of recreation in the provision of physical literacy. As partnerships with other sectors are developed, it is valuable to have clarity and agreement on the role of other sectors.

The majority of organizations who responded to the question about having a leader in the community or organization who champions physical literacy, answered positively with 72% (23) of organizations having a champion in their management group and 53% (16) with a champion in the community. It is important for this to be in place as champions continue to build support and increase the understanding of physical literacy at the senior management and political level.

There are a few municipalities in BC who are trailblazers in the provision of physical literacy. Their work deserves recognition for what has been accomplished in a relatively short period of time. The best practices that municipalities, experienced in the provision of physical literacy, share with municipalities, new to the provision of physical literacy, allows the less experienced organizations to advance their initiatives in a timely manner and with success.

## Considerations for Action

There are a number of considerations for action as the field of recreation moves forward in the promotion and provision of physical literacy. They are as follows:

### **1) Coordinate the Communication and Marketing of Physical Literacy**

Coordination of communication and marketing of physical literacy was indicated as a priority by 88% (29) of the organization providing physical literacy opportunities and by 71% (17) of those not providing opportunities. As a person needs to hear or see a message seven times before they absorb and retain the information, it is important that the message about the importance of physical literacy is provided in different formats and numerous times. It would be valuable if all levels of governments provided messaging about physical literacy.

#### *Standard Definition*

As part of a coordinated communications and marketing approach, it is important that a standardized definition be developed that includes the role of recreation and utilizes common language. This was a support that received the second highest response from organizations, 82% (27), that provide physical literacy opportunities.

In order for the term physical literacy to be embraced, everyone needs to understand what is meant by it, not only professionals from the sectors involved in the provision of it. Feedback from the dialogue session and some municipalities indicate that community members do not understand the term and view it as jargon. The term “physical literacy” may become more commonplace and understood with increased exposure and as people learn about the benefits.

There are many definitions of physical literacy and some established ones continue to change as the area expands and grows. Seventeen of 35 organizations have or are developing a definition of physical literacy. It would be valuable if all municipalities used a consistent definition that reflects the recreation sector. It may be difficult to accomplish a consistent definition as many organizations have already invested resources into the development of a specific definition. It may be possible to review the definitions that exist in the recreation sector in BC to identify the commonalities amongst them. The commonalities could be used to develop one definition for all municipalities to use as the foundation for the definition specific to their organization and community.

#### *Educate parents through marketing and communication efforts*

Everyone will benefit from a better understanding of the benefits of fundamental movement skills and the value of physical literacy. However, focusing on the education of parents is important as they make decisions about involvement in physical activity for themselves and their children. If both parents and children become involved in physical literacy opportunities as a result of marketing, it doubles or triples the impact of the marketing message.

It would be valuable to target parents of preschoolers who are particularly receptive to learning what is important for their children’s healthy development. Parent education



sessions at community preschools or municipal preschool programs and the distribution of pamphlets about the value and opportunities for physical literacy would assist with this.

As children move into the school system it would be beneficial to utilize connections or partnerships with local school districts to provide parent education sessions.

#### *Target sectors other than recreation*

It would be beneficial to connect with other sectors which have the responsibility to provide physical literacy opportunities and build on their marketing or communications strategies. This initiative will increase the public's exposure to physical literacy and its benefits.

### **2) Coordinate Resources for Common Outcomes**

It would be beneficial if municipal organizations combined their financial resources or collectively applied for a grant to focus on development of specific aspects of physical literacy.

An example of a common focus is the development of appropriate physical literacy opportunities for youth, adults and older adults. Each of these age groups requires an approach and type of service that relates specifically to their age, interests and needs. Appropriate programming for each age group could be developed in consultation with the specific group and utilized by many municipalities.

Another area that could be coordinated is the development of progress cards that could be given to children who complete physical literacy programs. This is an example that was identified in the dialogue session at the BCRPA Symposium. The progress cards would be similar to those used in swimming and skating lessons. The progress cards should not hinder the element of play and fun in the physical literacy programs but provide parents with a better understanding of what is being accomplished. Now more than ever, it appears that parents want to know what their child has learnt and their progress in a particular activity.

### **3) Utilize Existing Resources**

The sharing of information about successes, grants, sponsorships and best practices ranked high on the level of importance with all organizations that completed the environmental scan. The growth of the area of physical literacy will progress faster if municipalities are able to share their information for other organizations to utilize. Otherwise organizations are spending their time and resources to develop something that may already exist.

There are numerous resources such as partnership agreements, parent information pamphlets and strategic plans for physical literacy that have been developed by a number of organizations. These resources have come to fruition as a result of a commitment by those organizations to focus staff time and expertise on the area of physical literacy. It is possible that municipalities, new to the provision of physical literacy opportunities, do not know which organizations have developed what resources and who to contact to access them. It would be valuable to coordinate a single list of those resources to share with organizations that would benefit from utilizing them.

#### **4) Educate Municipal Politicians**

It is beneficial for municipal politicians to understand the concept and value of providing physical literacy opportunities to their community. This can be accomplished by annually providing reports and/ or presentations to municipal councils.

To broaden the scope of understanding and support across more municipalities, it would be valuable to bring the issue of physical inactivity and the life-long benefits of physical literacy to a provincial (UBCM) or federal (FCM) forum. This initiative could be undertaken, with the support of the municipal politicians, by a single municipality or a group of municipalities.

#### **5) Educate Recreation Professionals about Physical Literacy**

It is important that recreation professionals from all levels in municipal organizations have a good understanding of the importance of physical literacy as it becomes a foundation of the profession.

##### *Professional training*

The area of physical literacy is an emerging one so the education of recreation professionals will need to be on-going as it grows and changes. Post-secondary institutions that have programs in recreation administration, leisure studies and park design could include course content about physical literacy for their students. Conferences and symposiums for recreation professionals should continue to include sessions on physical literacy to grow the base of knowledge as the area continues to develop.

##### *Educate front-line workers*

It would be valuable to have consistent physical literacy training for front line leaders that pertains to the field of recreation. A challenge will be how to provide this training to all areas of the province. A consideration would be to explore the possibility of adding a physical literacy component to an existing provincial or national training program to provide basic introductory information. A second level of in-depth training for front line recreation staff could be developed and marketed. Alternatively, front-line leaders can participate in existing courses such as Fundamental Movement Skills (FMS), Run, Jump, Throw (RJT) and other similar programs.

#### **6) Explore Opportunities to Engage the Inactive Person in Physical Literacy**

The engagement in physical literacy is valuable for everyone but even more important for those who are inactive. If this group becomes involved in physical literacy opportunities not only do they develop fundamental movement skills but also have the added health benefits from becoming active.

It is important that long-term physical literacy opportunities are developed with input from the target audience of the inactive to meet their needs and engage them. Opportunities for informal and fun exposure to fundamental movement skills, such as at special events, are valuable in the way they show inactive people that involvement in physical activity is possible for them.

## **7) Encourage Opportunities for Fundamental Movement Skills through Park and Playground Design**

If the design of parks and playgrounds provides the opportunity to experience fundamental movement skills, this would provide an option for children and adults to develop their fundamental movement skills on an informal and free basis. The concept of physical literacy could be presented to Landscape Architects who work for municipal departments and discussed during park and playground design sessions. Also, it would be valuable for the concept of physical literacy to be a topic at conferences for landscape architects.

Another avenue that would encourage the exploration of fundamental movement skills in these locations is through the installation of outdoor fitness and playground equipment that encourages the development of those skills. Municipalities could request the companies that supply play and fitness equipment to design components that encourage the development and practice of fundamental movement skills.

## **8) Provide Support to Small and Remote Communities**

It is sometimes a challenge for staff from small and remote communities to access information and resources pertaining to physical literacy that is provided at conferences and workshops hosted in urban locations. The budgets of small communities may not support numerous trips to conferences due to the cost of travel from remote locations.

Staff from small and remote municipalities are limited in their ability to develop a network with colleagues to share resources and ideas, as they are not in close proximity. It would be valuable to look for opportunities to assist these communities to access information and to develop networks to share resources.

## Appendix 1: Online Survey Questions

### **ENVIRONMENTAL SCAN OF PHYSICAL LITERACY IN BC MUNICIPAL RECREATION**

The following scan has been developed to determine what is occurring in the area of physical literacy in each municipality in British Columbia. The results of the scan will provide the BCRPA with information about the level of engagement of municipal recreation organizations in the physical literacy movement, best practices and recommendations for further development.

For the purpose of the survey the following definitions have been used:

**“Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person”**  
*~ Physical and Health Education Canada*

**“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”**  
*~ Whitehead, M. 2014 International Physical Literacy Association*

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### **SURVEY QUESTIONS:**

- 1) Is your organization deliberately focusing on physical literacy opportunities for your community?**
  - If yes, go to question 3
  - If no, go to question 2
  
- 2) Please indicate why physical literacy is not a priority for your organization at this time. (Check all that apply)**
  - Need more information
  - Uncertain about where to start and what to do
  - Have other priorities at this time
  - Other (please specify)

**2a) What support would help you to improve the understanding of, commitment to and implementation of physical literacy within your organization and/ or community? (Check all that apply)**

- Development of standardized definition and creation of common language that represents the inclusion of recreation.
- Communication and marketing of the concept of physical literacy.
- Education for recreation professionals.
- Advocacy with other sectors such as: health, education, provincial sport organizations, provincial government, federal sport organizations, and federal government.
- Establishment of physical literacy as a key priority of the recreation sector.
- Training and certification of front line leaders.
- Coordination amongst recreation professionals to enhance the growth of physical literacy.
- Identification of best practices.
- Sharing of information about successes, grant and sponsorship opportunities and community resources.
- Other, please specify.....

**3) What is the current focus(es) of your physical literacy work? (Check all that apply)**

- Undertaking an inventory of what is currently provided and evaluating the results.
- Reviewing and modifying program content where necessary.
- Planning to provide additional opportunities.
- Programming physical literacy opportunities.
- Providing special events that have a physical literacy focus or theme.
- Marketing and communicating about physical literacy and the opportunities.
- Educating staff about the value and benefits of physical literacy.
- Informing and/ or educating policy makers about physical literacy.
- Educating your community about the value and benefits of physical literacy.
- Training staff to teach a range of physical literacies in a variety of environments and to communicate the benefits.
- Connecting with local sport, education, or health organizations.
- Establishing partnership around physical literacy
- Developing new policies or update existing policies (eg: facility allocation policy) to support the development of physical literacy.
- Other (please specify): *open ended*

**4) Are you hosting programs specifically identified to improve physical literacy or is it incorporated into the existing programming?**

- We are offering specific physical literacy programming: would include a focus on fundamental movement skills that include: balancing, climbing, coordination, running, jumping, sending/ receiving objects, walking, hopping, rhythmic movement etc.
- We are incorporating physical literacy into existing programs: that may include the above mentioned skills but the program's intent is not to provide physical literacy. (i.e. adding a physical literacy component to an arts program)
- Physical literacy is already a function of the program. (i.e. gymnastics)

**5) Has your organization developed:**

- A definition of physical literacy for use within your organization? *Yes-No-In development*
- Guidelines, guiding principles, planning language that supports programs or services related to physical literacy? *Yes-No-In development*
- A written policy on physical literacy that has been approved by a governing body? *Yes-No-In development*
- A specific strategic plan for physical literacy or is physical literacy identified in a strategic plan? *Yes-No-In development*

**6) Is there a community wide strategy in place for physical literacy?**

*Yes-No-In development*

**7) Do you have an advisory committee in your community or organization which guides and supports physical literacy initiatives?**

*Community: Yes-No-In development*

*Organization: Yes, No, In development*

**8) Is there a specific target(s) for your physical literacy opportunities? *Yes-No***

**If yes, please identify the targets:**

- Early years (0-5)
- Children (6-12)
- Youth (13-18)
- Young adults (19 – 30)
- Adults (31 – 59)
- Older adults (60+)
- Individuals with financial challenges
- Girls only
- Adapted programs
- New immigrants
- Other

9) Do you have partners that you work with on your physical literacy initiatives? *Yes-No*

If yes, what sector(s) do your physical literacy initiative partners represent?

- Health
- Education
- Municipal/local sport organizations
- Provincial sport organizations
- Community organizations
- Other (please specify)

10) Have you developed partnership guidelines?

*Yes-No-In development*

11) Does your organization dedicate staff time to physical literacy management and development? *Yes-No*

- Under 10 hrs./ week
- 10- 20 hrs./ week
- Over 20 hrs./ week

12) Does your organization assign a budget specifically to physical literacy? *Yes-No*

- a. If yes, how much annually?
- b. Is the funding from a grant or sponsorship? *Yes-No*
  - If yes, how much and from whom? *Open ended*

13) Is there a leader who is championing the physical literacy agenda:

- In your organization's management group? *Yes-No*
- In the community? *Yes-No*

14) In planning your organization's physical literacy initiatives, have you taken into consideration the needs of a specific cultural group that are not the same as the needs of your mainstream community?

*Yes-No If yes, please provide the details.*

**15) What support would help you to improve the understanding, commitment and implementation of physical literacy within your organization and/or community? (Check all that apply.)**

- Development of standardized definition and creation of common language that represents the inclusion of recreation.
- Communication and marketing of the concept of physical literacy.
- Education for Recreation professionals.
- Advocacy with other sectors such as: health, education, provincial sport organizations, provincial government, federal sports organizations and federal government.
- Establishment of physical literacy as a key deliverable of the recreation sector.
- Training and certification
- Coordination amongst recreation professionals to enhance the growth of physical literacy
- Identification of best practices
- Sharing of information about successes, grant and sponsorship opportunities and community resources.
- Other

**Respondent's Information:**

Your contact information will not be made public. We are collecting this information so that we may contact you for further information or clarity around your responses.

- Please provide the name of your organization:
- Please provide your contact information: Your name, your phone number, your email address.

THANK YOU VERY MUCH FOR COMPLETING THE SURVEY. Please submit it by Feb 27<sup>th</sup>, 2015.

If you require clarification about any of the questions, please contact Janet Rerecich at [jrerecich@bcrpa.bc.ca](mailto:jrerecich@bcrpa.bc.ca).



## Appendix 2: Physical Literacy Best Practices

### City of Burnaby

#### Best Practice - Developed a Partnership Among Relevant Organizations to Expand the Understanding and Support for Physical Activity and Literacy in the Community:

A joint committee of staff from the City of Burnaby, the Burnaby School District, Fraser Health Authority, Langara College, Action Schools BC, and ViaSport BC collaborated to develop a plan for the advancement of physical activity literacy in Burnaby.

The initial stage included development of a common definition, language, and understanding of physical literacy between the organizations. Another component was identification of what is currently happening and additional opportunities that could be developed. A commitment was made to work towards consistent messaging to the community about the value of physical literacy. Gaps and barriers to the development of physical literacy were identified as well as future opportunities. All organizations committed to share their resources to maximize the impact of them.

The first project was a cooperatively planned and presented day-long physical activity and literacy workshop during a Pro-D day in February 2015. The intent was to look at physical literacy in particular from a broader perspective than the historic sports context. To ensure follow-up after the workshop, a secure shared collaboration website was established for teachers and recreation staff to share resources and continue to network.

### City of Fort St. John

#### Best Practice - Partnership with Pacific Sport of Northern British Columbia:

The City has a partnership with Pacific Sport of Northern British Columbia (PSNBC) and their facilities are located in the City owned recreation centre. Through the partnership and as part of PSNBC's mandate, they provide physical literacy opportunities in their facilities in the recreation centre and in the community. The current focus for the two partners is how PSNBC can provide physical literacy opportunities for younger children that is more recreation based and outside the scope of sport.

### Fraser Valley Regional District- Recreation, Culture and Airpark Services

#### Best Practice - Provision of Informal Physical Literacy Play Opportunities in Parks:

In partnership with Fraser Health Authority, the Recreation Department has play boxes in two of the parks in Hope. Another play box is at the outdoor pool in North Bend and the fourth one is situated at a community hall in Yale. The boxes contain play equipment that encourages physical activity and development of fundamental movement skills. The boxes can be accessed by anyone at any time by picking up the key from a community facility.

Fraser Health Authority also partnered with the City of Abbotsford on the play box initiative.

## **Maple Ridge and Pitt Meadows Parks and Leisure Services**

### Best Practice - Embedding the Philosophy and Commitment to Physical Literacy in a Community Sports Strategy:

The department has been developing a Community Sports Strategy over the last few years. Included in that strategy is recognition of the importance of physical literacy and one of the goals is to adopt Canadian Sport for Life program and direction. Most of the community sport organizations have chosen to be part of the process and have been educated about the value of physical literacy. Two workshops have been offered with Dr. Dean Kriellars, who is considered to be the Canadian expert on physical literacy.

### Additional Information:

The department recognizes the importance of educating the public about physical literacy and promoting the opportunities to experience physical literacy. As a result, the promotion of physical literacy is multi-faceted so the community is exposed to the information from different sources.

The department has also added a physical literacy obstacle course to their special event.

## **City of Richmond**

### Best Practices - Physical Literacy Policy is Included in the Sports Strategy which is approved by City Council:

The City of Richmond's Sports for Life Strategy, in place since 2010 and approved by City Council, includes physical literacy as one of the Ten Strategic Goals of the strategy.

### Best Practice - Promotion of Physical Literacy Philosophy and Opportunities in the Parks, Recreation and Culture Guide:

Richmond's Parks, Recreation and Culture Guide promotes physical literacy on its front cover by guiding people to the pages that explain what it is and what opportunities exist. Within the guide, an icon is beside any program that covers at least one fundamental movement skill.

### Best Practice - Partnership with the Richmond School District On a Pilot Project to Provide Physical Literacy Opportunities in the Schools:

The City of Richmond is currently working with the Richmond School District to increase its involvement in the schools in the area of physical literacy. At this time, there is a pilot project with Grade One and Two classes.

### Additional Information:

Richmond's programs for the early years, Active Start for Parent and Tots and Active Start for 3-5 yr. olds, are very well subscribed to and supported by parents. The physical literacy programs for 6 – 8 yr. olds are called The Fundamentals of Movement and are offered seasonally but are not as well attended as parents are looking for specific sport outcomes from programs for this age group.

## **Shuswap Recreation Society**

### Best Practice - Educating Parents About the Importance of Fundamental Movement Skills

A pamphlet was developed for parents explaining the concept of physical literacy and the importance of fundamental movement skills. The pamphlet is distributed to parents of children who are attending physical literacy programs. Staff developed the pamphlet when they realized parents did not understand what was occurring in the programs nor why. The pamphlet and subsequent education of the parents is valuable as parents who have an understanding of the importance of physical literacy can encourage fundamental movement skill development outside of the program.

### Best Practice - Develop a Partnership with Elementary Schools to Provide Fundamental Movement Sessions

A partnership was developed with elementary schools in Salmon Arm for recreation staff to provide fundamental movement sessions in some elementary schools. The Shuswap Recreation Society received a grant to provide the opportunities in the schools during May and June 2015.

## **Town of Smithers**

### Best Practice - Ensuring Leaders Trained in Physical Literacy are Representative of the Community:

Leadership clinics have been designed and will be offered in Fall 2015 to train youth in the community as program leaders. The 20 hours of leadership training includes HIGH FIVE® and physical literacy modules. In partnership with the Aboriginal Sports Council, the hereditary chiefs of the local native band are being contacted for feedback and endorsement of the leadership training. The intent is to ensure participation by some of the youth from the band in the leadership clinics.

### Best Practice - Education of Organizations about Physical Literacy:

Through a partnership with the School District, Minor Hockey organization and the Town of Smithers, a speaker on physical literacy presented the topic to the teachers during a Pro-D day and to community sport organizations in the evening. The cost of providing the speaker, Dr. Stephen Norris, was shared by the three groups.

### Additional Information:

Feedback from some community sports organizations is that the language used to describe the value of physical literacy and HIGH FIVE® programs is not what they relate to as the words are not concrete enough.

## **City of Surrey**

### Best Practice - Extensive Training of Frontline Leaders:

Surrey has developed a 14 hour physical literacy training program called “I Am Game”. This level of training ensures leaders understand the comprehensive definition of physical literacy and the value of providing not only a range of opportunities to develop fundamental movement skills, but also to develop the cognitive and affective elements that link to building motivation to be “active for life”. I AM Game trained instructors to focus on helping participants to build their confidence and competence and look for opportunities to embed progressive skill development in all programs and activities.

### Best Practice - Providing Physical Literacy Opportunities at Special Events in Partnership with Community Sport Organizations:

The City has added a physical literacy zone to large scale special events and community festivals. Community sport organizations are invited to be part of the zone and asked to provide an interactive activity that can be modified to suit a wide range of abilities.

### Best Practice - Ensuring Political Leaders Understand and Support Physical Literacy:

At regular intervals, City of Surrey staff present on their physical literacy initiatives to the Parks, Recreation, and Sports Tourism Committee of Council. The presentations are an opportunity to seek feedback and provide on-going education of the members of the committee and to solidify continued support for the physical literacy initiatives.

### Best Practice - Expanding Physical Literacy to Include All Ages:

The City of Surrey started their physical literacy initiative in 2010 with a focus on elementary school age children. In 2014 a specific staff training I AM Game youth module and youth age group programs and drop-in gym sessions were added to their physical literacy opportunities. This year opportunities for children in their early years have been initiated. Surrey is also beginning to develop physical literacy workshops targeting as a precursor to expanding introductory physical activity and sport program offerings for adults and older adults in 2016. Tentative plans for the adult age group include a two hour sports ready workshop with a focus on fun and a sports and fitness circuit that will blend in the fundamental movement skills.

### Additional Information:

Staff find it challenging to engage the youth who are inactive to better understand the barriers that may exist and types of opportunities and environments that would be most appealing. To date programs have been very well received by the participants who do attend, however, participation is low in some programs. As with many youth physical activity opportunities, some girls choose to be spectators rather than participants. Surrey is working to identify participation opportunities that may be appealing to inactive girls. More active youth tend to be unsupportive of gym time being booked for physical literacy activities when they would like to access it for their choice of game play such as basketball.

The phrase “physical literacy” is not user friendly for community members and this is a challenge when marketing the concept. Ongoing development of infographic, website and

leisure guide content is aimed at raising awareness and education regarding the benefits of physical activity and the role that physical literacy plays in an active lifestyle.

### **City of White Rock**

#### Best Practice - Incorporating Fundamental Movement Skills into Playground Design:

The City of White Rock's plan is to incorporate physical literacy skill development into the design of all future playgrounds.

#### Best Practice - Incorporate Physical Literacy Activities Into All City Run Programs:

The City of White Rock is in the process of incorporating activities that promote fundamental movement skills into all programs offered by their department. There are plans to work with local community sport organizations to encourage them to include physical literacy opportunities within their activities.

### **City of Vancouver**

#### Best Practice - Physical Literacy is Included in the Vancouver Sport Strategy Approved by City Council:

After a year of community consultation, the Vancouver Sport Strategy was developed and approved by Vancouver City Council and Vancouver Parks Board in 2008. Vancouver was the first city to create a sport strategy within the framework of the Canadian Sport for Life model. The Sport Strategy contains six strategic goals. The second goal focuses on physical literacy and is: "All children, from all segments of Vancouver, possess movement, sport, and decision making skills to enjoy sport and physical activity for life."

#### Best Practice- Community Based Physical Literacy Committee:

The Vancouver Sport Network, whose role is to advise on sports-related policy, programming, facility and event priority, has a sub-committee whose focus is physical literacy. The committee, comprised of approximately 30 members from a broad mix of recreation, sport, post-secondary education, and health, meets quarterly to network and develop strategies to promote the understanding and implementation of physical literacy opportunities.

#### Best Practice- Constant Evaluation and Improvement of Physical Literacy Opportunities for Children:

The City of Vancouver initially piloted physical literacy opportunities for children through a few community centres. The pilot programs were received with mixed success partly due to the lack of understanding about the benefits of fundamental movement skills. As a result of the pilot programs, staff provide programs in many of the community facilities for children under 5 years of age (Active Start) and Fundamental Movement Skills for children 6 – 9 years old. Staff evaluates the successes and challenges of the programs and modifies the content, equipment, supplies, leadership, promotion, and facility requirements to provide the optimum experience. As well, staff networks with other municipalities and attends physical literacy conferences to learn additional strategies to constantly improve the provision and promotion of physical literacy.

Additional Information:

The City of Vancouver's physical literacy initiatives are embedded in their commitment to being a True Sport community that believes good sport can make an important difference in people's lives. The basis of the True Sport philosophy is that sport gives people and communities many benefits of sport from a platform of shared values and principles.