

Learn to Play in Schools

Diane Nelson
Sandra-Lynn Shortall
Steve McGinley
Joanna Sheppard
Mark Verbeek



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RBC Learn to Play Webinar Partners:

Sport for Life – www.sportforlife.ca

ParticipACTION – www.participaction.com

Public Health Agency of Canada – www.phac-aspc.gc.ca



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As part of the RBC Learn to Play Project, ParticipACTION developed a suite of communications tools to support the Physical Literacy Consensus Statement released in 2015.

The purpose of these tools is to prioritize and clarify information about physical literacy and increase consistency and accuracy across communications.

These are now available on ParticipACTION's website:

www.participaction.com/en-ca/thought-leadership/physical-literacy



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Making Movement Matter

Physical Literacy: A System-Wide Approach

Diane Nelson, Director of Instruction
Sandra-Lynn Shortall, District Principal

West Vancouver School District
West Vancouver, British Columbia



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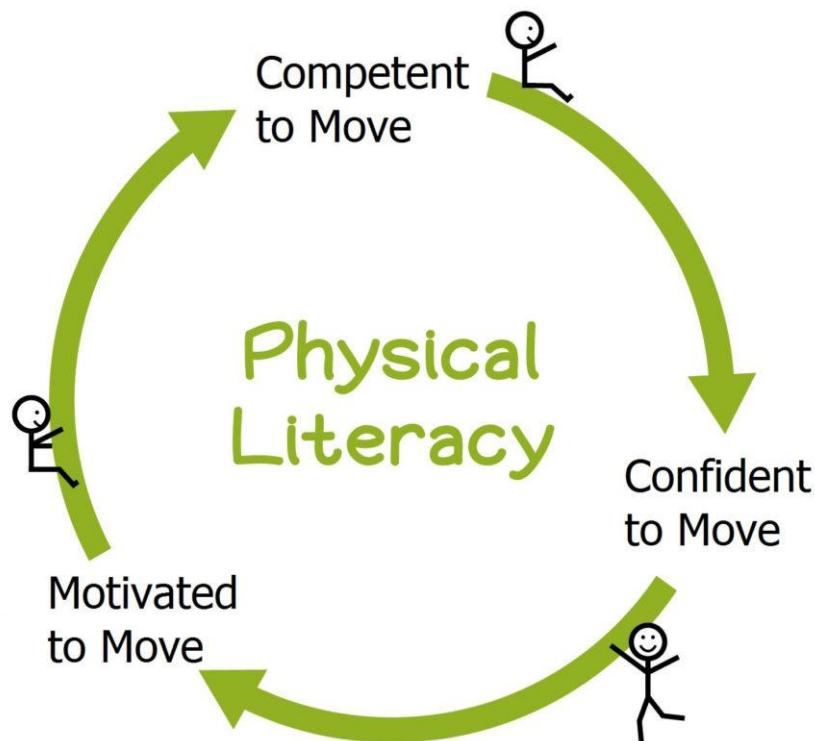
What is different?

Movement
anywhere anytime
all day long!



What is the key message?

We want students to be
confident, competent movers.



We want to support teachers to feel confident and competent weaving movement into their lessons throughout the day.



How did it start?

RBC Grant Learn to Play Project Focus on Grade 2 students & Teachers Tremendous Success!



Year-End Physical Literacy Report to The Board of Education at a Board Meeting



What was a 'Game Changer'?

Culture of Yes

chriskennedy



What did you say to get the Superintendent's full support?

System-Wide Approach

Teacher Mentors

**Classroom
Teachers**

**Early Childhood
Educators**

Superintendent

**Classroom
Redesign**

**Support
from the
Middle**

**Support
from the
Top**

**Principals &
Vice Principals**

Facilities

STRUCTURES

**District
Leadership
Team**

**Curriculum
Development**

**Student
Support
Services**

**Structural
Supports**

**Ongoing
Supports**

**District
Self-Regulation
Team**

The Plan

Request for funding for 2 Teacher-Mentors



Amber Pascual



Erin Crawford

Competent, Confident, Personable, Flexible
Work with Diane Nelson, Director of Instruction

- part of District Leadership Team
- providing Direction, Support, Navigation, Communication

Teacher-Mentors were hired... then what?

Educated & Inform Principals & Vice-Principals



Superintendent's Meeting
Mandatory for all Principals & Vice-Principals to attend

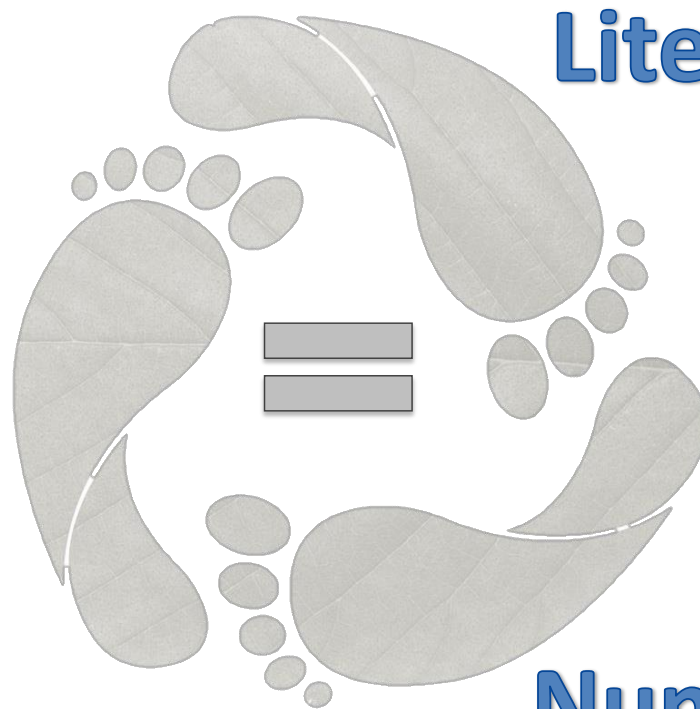
Principals & Vice-Principals were informed... then what?

Official Physical Literacy Launch K-3



Equal importance

**Physical
Literacy**

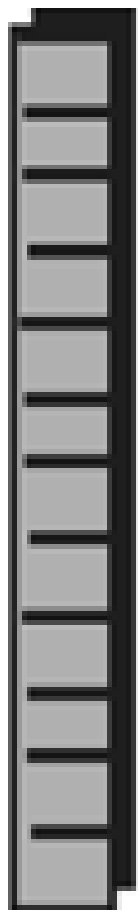


Literacy

Numeracy

Cognition

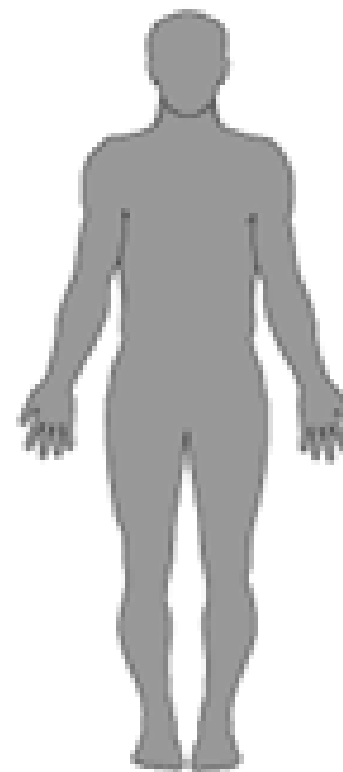
$$E=mc^2$$



Emotions



Movement

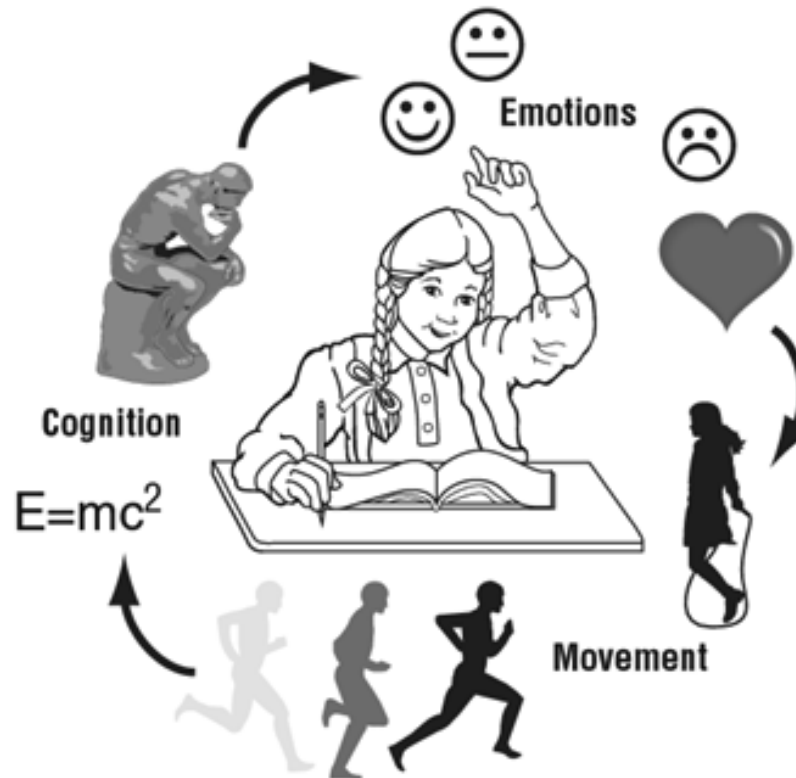


Self-Regulation is...

1. Matching energy levels to the demands of a task or situation.
2. Monitoring and managing emotions.
3. Focusing attention and ignoring distractions.
4. Understanding and engaging in social interactions.
5. Connecting with and caring about others.

Baumeister & Vohs, 1994

We will continue to build on current good practise but now specifically include movement.



Movement & Behaviour?



Teacher- Mentor Support

- September – June
- Wednesdays & Thursdays
- During school day hours
- Kindergarten – Grade 3



Pre-Assessment

All students K–3

PLAYbasic

Physical Literacy Assessment for Youth

PLAYbasic is intended for children aged seven and up.

canadiansportforlife.ca
play.physicalliteracy.ca

Participant's Name _____ Gender: M F Age: ____

Place a mark in the box that best represents the child's ability. Indicate if the child had low confidence, or needed a prompt, mimic, description, or demonstration for each task.

Task	Competence				Confidence	Comprehension			
	Developing		Acquired						
	Initial	Emerging	Competent	Proficient	Confidence	Prompt	Mimic	Describe	Demo
1. Run there and back									
2. Hop									
3. Overhand throw									
4. Kick ball									
5. Balance walk (toe-to-heel) backward									

You can score and track your assessment online at play.physicalliteracy.ca. There you'll be able to create groups and input PLAYbasic scores for any number of children.

Assessment & Evaluation

Section 6: Physical and Health Education

	CONCEPTS AND CONTENT	LEVEL OF SUPPORT
PHYSICAL LITERACY	Demonstrates fundamental movement skills <div></div>	<div></div>
HEALTHY AND ACTIVE LIVING	Understands the importance of daily physical activity and personal choices that influence a healthy life style <div></div>	<div></div>
SOCIAL AND COMMUNITY HEALTH	Demonstrates respectful behaviour when participating in activities with others <div></div>	<div></div>
MENTAL WELL-BEING	Identifies and applies strategies that promote mental well-being <div></div>	<div></div>

What happens after the Pre-Assessment?

Teacher-Mentor Support



- Access to new & improved website
- Weekly WOW lesson plans provided electronically to each teacher in YouTube clip format
- Weekly lesson plans delivered on Thursdays to allow teachers to plan and prepare the following week
- Effective, efficient method to touch base with every teacher in the district remotely
- Great to share with TTOCs
- Sharing of ideas of how to prepare students for the WOW lessons within the classroom

Teacher-Mentor Support

MAKING MOVEMENT MATTER WEBSITE

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

What is unique about this physical literacy plan?

Our Vision for Change

- Open and honest discussions about daily life for teachers and students in classrooms
- Highlight best practise – embedding physical literacy into the classroom in a variety of ways all day and anywhere!
- The approach is to personalize teacher support to meet the unique needs of each teacher – as teachers will be at different comfort and skill levels
- Weekly or bi-weekly touch backs/check-ins/ YouTube video clips aligned with school/sports calendar

System-Wide Approach

No Excuses!

Assessment
for Learning

If **change** isn't systemic,
it isn't change at all

Just DO It!

Support is here!

It's Going to be Fun!



Thank you!

Diane Nelson
Director of Instruction, Learning & Innovation
West Vancouver Schools
dnelson@wvschools.ca

Sandra-Lynn Shortall
District Principal, Early Learning
Student Support Services, West Vancouver Schools
sshortall@wvschools.ca



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Creating Conditions to Improve Physical Literacy Across the School Day

Mark Verbeek

Sport for Life Manager of Innovation



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Workshop Objectives

Improved understanding of physical literacy

Understand how to better design & deliver programs to create a quality experience

Understand a physical literacy approach across school day

Be more intentional in developing physical literacy



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Definition of Physical Literacy

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

International Physical Literacy Association, May, 2014



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The **GATEWAY** to active participation.

A journey not a destination.

The Physical Literacy Journey

Managing Trajectories





PHYSICAL LITERACY

What is it?



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What is Physical Literacy?

- #1** - PL is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2014)
- #2** – PL development is as crucial as developing literacy and numeracy
- #3** - A PL foundation supports an active and healthy future and improved quality of life



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The Physical Literacy Cycle

Pyschomotor

**Movement
Competence**

Cognitive/Affective
talent

Confidence

creativity



Durable

Participation

**Motivation
& Enjoyment**

Fitness
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Behavioral



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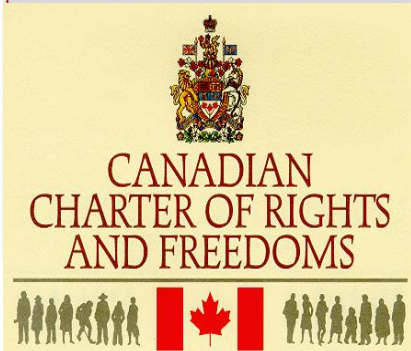
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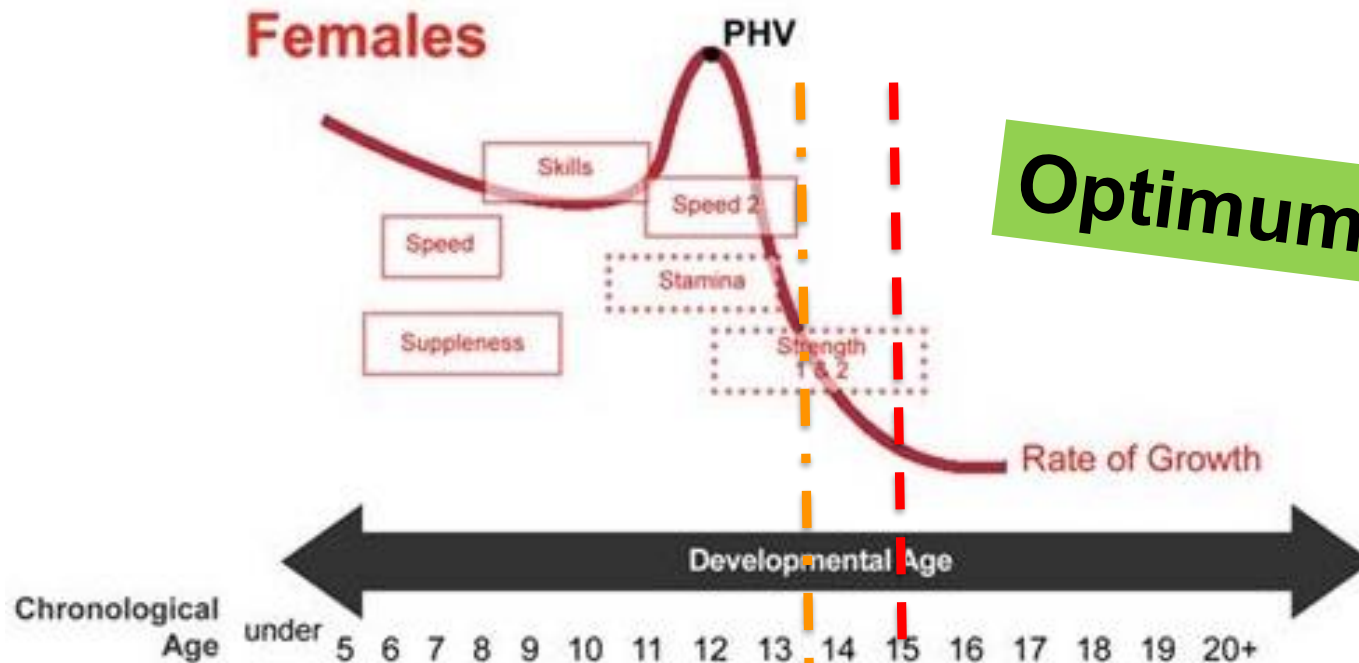
Literacy Model

“Skill Based Literacies”

Literacy	Numeracy	Music	Physical Literacy
ABC	123	Do-re-mi	Movement
Words	Fractions	Scale	vocabulary
Sentences	Equations	Score	Sequences
			Tasks

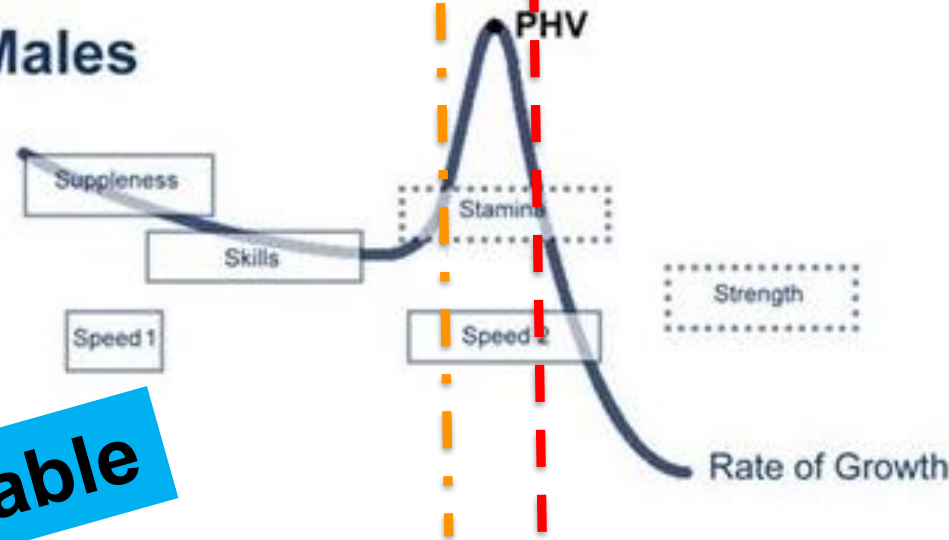


Females



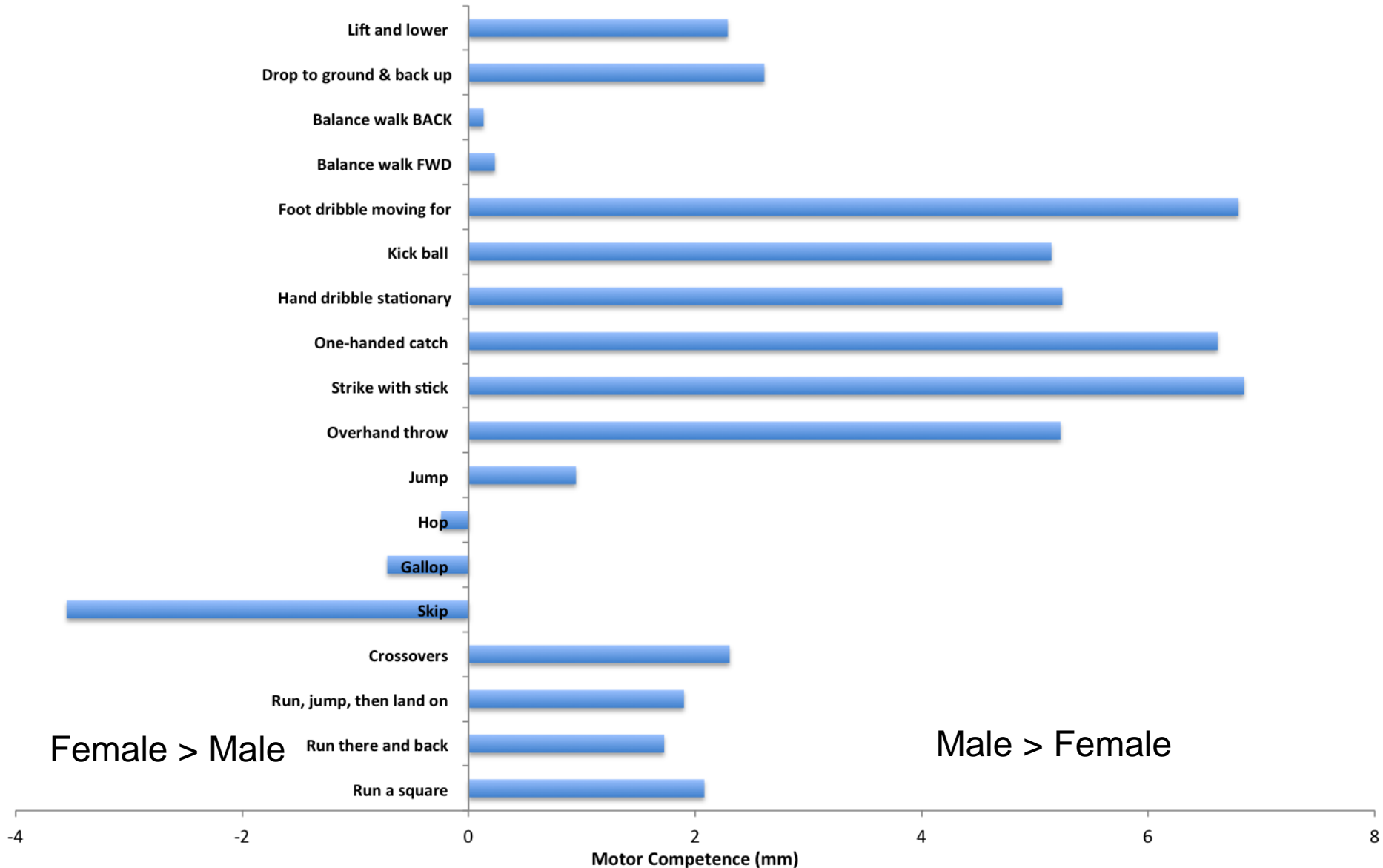
Optimum Periods

Males



Always Trainable

Motor Competence in Curricular Linked Skills



IF YOU CAN RUN



**YOU ARE ABLE
TO TAKE PART IN**



- Volleyball
- Track & Field
- Squash

- Badminton
- Rugby
- Tennis

IF YOU CAN SWIM



**YOU ARE ABLE
TO TAKE PART IN**



- Swimming
- Diving
- Water Polo
- Scuba

- Kayaking
- Sailing
- Surfing

IF YOU CAN JUMP



**YOU ARE ABLE
TO TAKE PART IN**



- Gymnastics
- Soccer
- Basketball
- Volleyball
- Athletics

- Aerial Skiing
- Rugby
- Ski Jumping
- Freestyle Skiing
- Alpine Skiing

- Badminton
- Tennis
- Football
- Diving
- Hockey

IF YOU CAN SKATE



**YOU ARE ABLE
TO TAKE PART IN**



- Hockey
- Inline Figure Skating

- Speed Skating
- Ringette

IF YOU CAN SKI



**YOU ARE ABLE
TO TAKE PART IN**



- Gliding
- Bobsled
- Luge
- XC Biathlon

- Alpine Ski
- Freestyle Ski
- Snowboard
- Ski Jumping



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AND THESE...?

JUMPING **Bat**
Skipping **Bunt**
Gallop **Hang** **Roll** **Side**
Spin **Waddle** **Skate**
Hurdle **Slide** **Trap** **Canter** **Backward**
Turn **Hit** **Slither**
Backward roll

PHYSICAL LITERACY IN A RANGE OF ENVIRONMENTS

	Ground	Water	Ice/ Snow	Air
Body	✓	✓	✓	✓
Locomotor	✓	✓	✓	✓
Object	✓	✓	✓	✓

INDOORS

OUTDOORS

Physical Literacy's Role in a Quality Experience

Physical literacy develops competence in a wide variety of movements, to improve movement vocabulary.

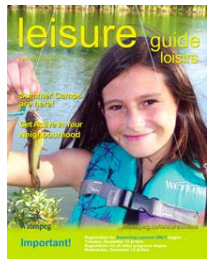
A diverse movement repertoire (vocabulary)

↳ participation in activity

↳ good physical and mental health.

Developing physical literacy is key to providing a Quality Experience in physical activity.

Recreation
Performance Arts



In & At
School



Sport, Coaching, Ex Pro



Health

Work towards
seamless
integration for
PL development

No child
left behind



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HOW?



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Quality Experience = Positive Outcomes



**Movement vocabulary =
gateway to physical activity**



Mimicry



REpetition
REpetition
TITION
TION
REpetition
REpetition



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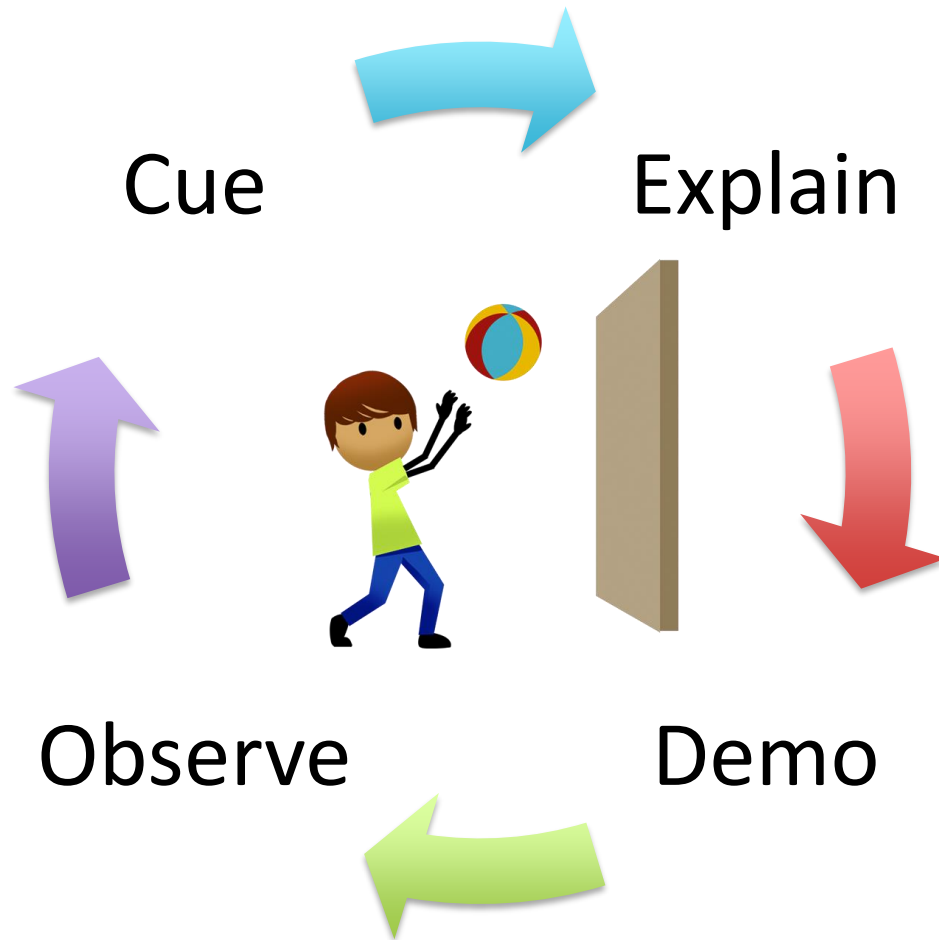
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Should I be taking
off and landing on
one foot?

Feedback Cycle



“Accuracy first – speed second”





Time Pressure

Time on TASK



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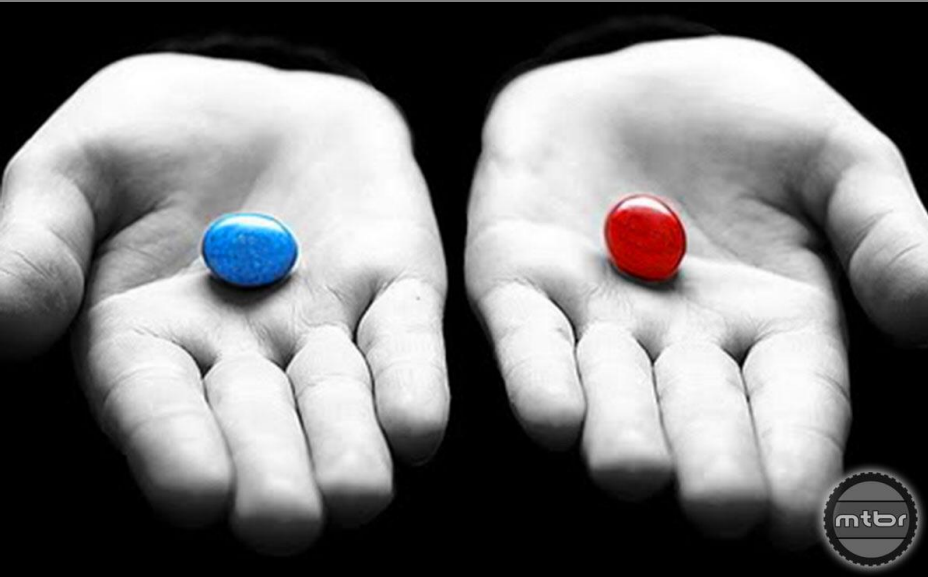
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Challenge by Choice

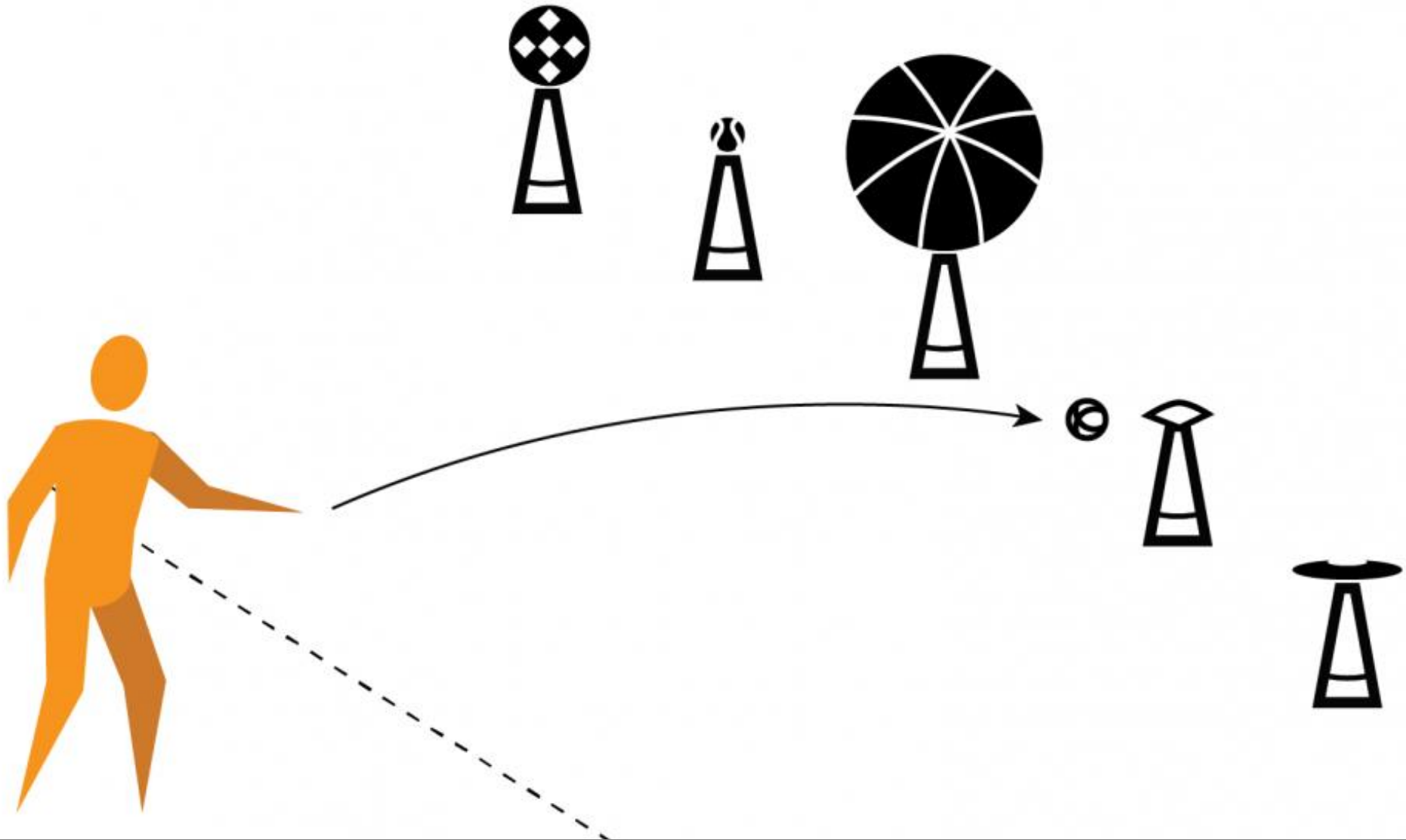


Voice

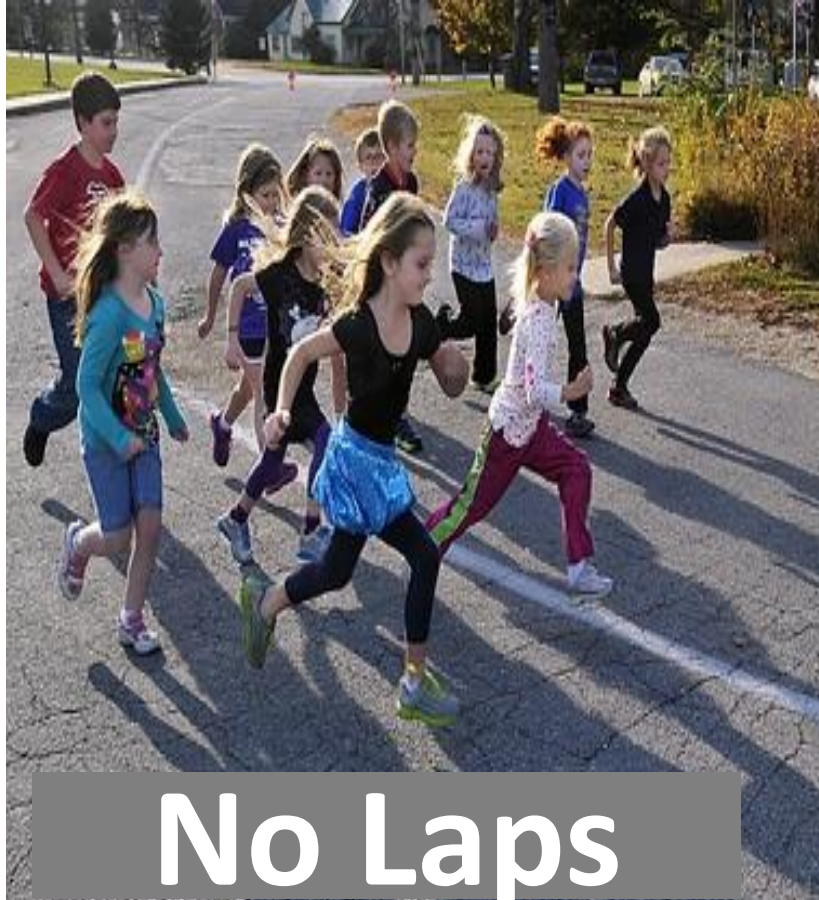


Variety of Intentional Activities





Focus on Skill not Equipment



No Laps



No Lines



No Lectures

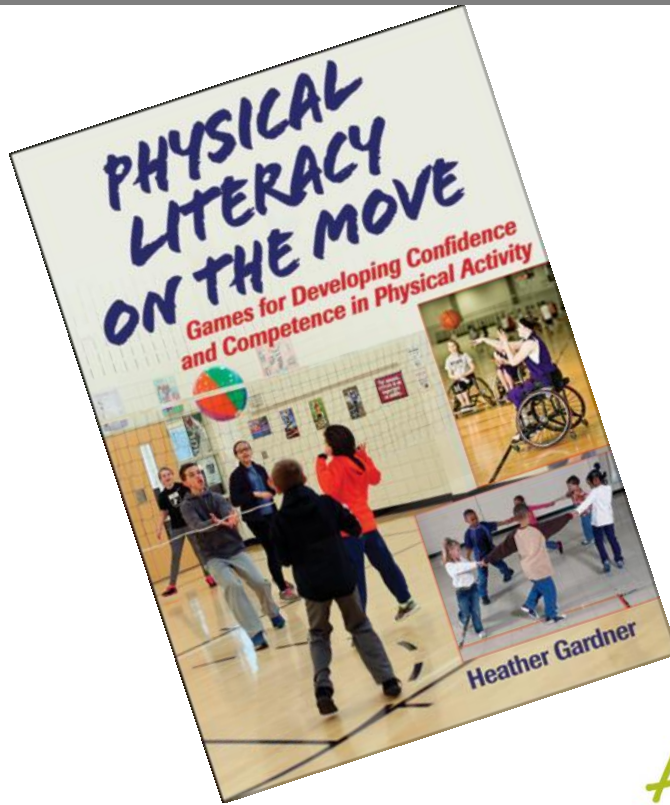


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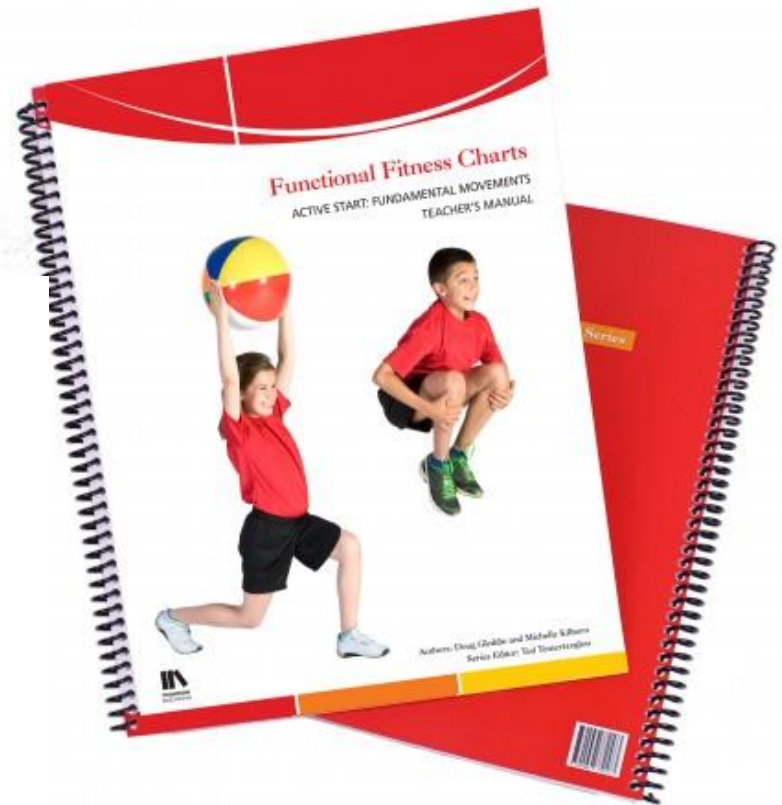
Purposeful Play



ACTIVE **FOR** LIFE



Helping every child thrive®



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Environments



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Day of Meaningful Movement



***15 minutes of before School Activity**

- Active Transportation - bike, blade, walk or Walk a Block
- playground play with friends
- in-school intramural activity or program



***20 minutes of Movement within classroom time**

- Brain Breaks & Minds On activities to prepare students to learn
- authentic learning tasks which enable movement
- movement plans for kinesthetic & special needs students



***40 minutes of Physical Education**

- intentional instruction based on physical and health literacy lessons based on age / stage & readiness of students;
- safe, inclusive and multi-environments that place an emphasis on development, risk taking & learning from failures;
- majority of the time on task needs to be moderate to vigorous participation.



***20 minutes of Recess**

- unstructured play in different environments ie. green & concrete spaces & weather ie. rain, snow;
- structured activities outside that incorporate playground markings, recess games & sports;
- intramurals inside/outside that places an emphasis on participation.



***15 minutes of After School Activity**

- Active Transportation - bike, blade, walk or Walk a Block, etc.;
- organized sport that aligns with LTAD and enhancement of physical literacy;
- active play that is moderate to vigorous in nature i.e. mountain biking, playground climbing, etc.



***30 minutes of Leisure Time Activity**

- active play that is moderate to vigorous in nature i.e mountain biking, paddling, climbing trees, etc.;
- organized sport that aligns with LTAD and enhancement of physical literacy;
- balancing activity inside/outside of the home with screen time, homework & family commitments.



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Physical Literacy Resources



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Key Websites

- www.canadiansportforlife.ca
- www.physicalliteracy.ca

www.activeforlife.ca

www.phecanada.ca

www.lin.ca



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**PHYSICAL
LITERACY**

Now what?

What are your takeaways?

What could you do differently tomorrow?

Who could you connect with?



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@Beek4PL



mark@sportforlife.ca



www.physicalliteracy.ca



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Building Community Capacity to Support Physical Literacy

Unpacking The Physical Literacy Journey in Physical and Health Education (PHE)

SD #43

Coquitlam, Port Coquitlam & Port Moody
B.C.



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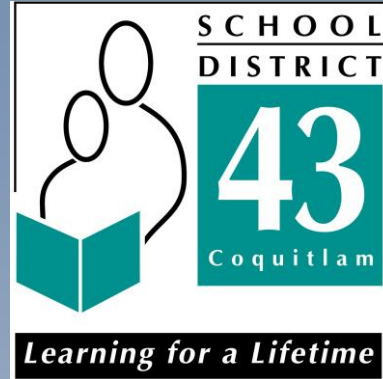


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Stephen McGinley, M.Ed.

Lecturer at the University of British Columbia

Steve.mcginley@ubc.ca | @smcginley11 #sd43PL

Dr. Joanna Sheppard

Associate Professor at the University of the Fraser Valley

Joanna.sheppard@ufv.ca | @champsforhealth #sd43PL

Jeff Stromgren

SD #43 Health and Community Coordinator



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Project Objectives (Overall)

1. Engage **existing teachers** within School district #43 using focus groups, pro-d day, and in-service instruction and techniques that will introduce and infuse Physical Literacy (PL) and Fundamental Movement Skills (FMS) into the British Columbia (BC) Physical and Health Curriculum (PHE) and classrooms.
2. Engage **new teacher candidates** with recently achieved credentials in PL and FMS in trade craft that will help them build healthy relationships with active teachers which would facilitate two-way learning.
3. Use key concepts of PL and FMS to train and **certify instructors** of municipal recreation programs that are held after school.
4. Develop **common language** around PL for all sectors here described, and compile or develop **resources** that can be shared and used by all recreation and physical education teachers and instructors.

Project Summary (to date)

- Project planning and coordination
- SD #43 Focus Day – **60 plus** Elementary, Middle, and Secondary teachers and teacher candidates
- Coquitlam Teachers Association Pro D – **60 plus** Elementary, Middle and Secondary teachers and teacher candidates
- Collaboration and activating the Action Schools! BC PL Mentor program
- New synergies and collaborations amongst various stakeholders
- Infusing PL into the PHE classroom – a new resource for teachers to implement



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Key Outcomes

1. Building a community of practice amongst teachers in SD #43 – New collaborations and synergies
2. Physical Literacy 101
3. Teacher temperature check (accountability):
 1. **Why - Why you do what you do?**
 2. **What - What do you have to do to support your WHY?**
 3. **Reality - What are YOU actually doing?**
 4. **Assumptions - What are the assumptions of why our reality do not align with our why (values and beliefs)?**
4. Completed a needs assessment of the district – What is possible? What is needed? Short term and long term goals of the district in PHE?
5. Partnered with Action Schools BC and viaSport to activate and facilitate the PL Mentorship program with PE specialists and Elem. Generalist teachers
6. Physical Literacy ACTIVATORS!



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Key Learnings

- NEW BC PHE Curriculum (2016) was a gateway into opening up PL discussion and collaboration
- Physical literacy 101 required
- Differentiate between physical activity (PA), physical literacy (PL) and physical education (PE)
- Teacher temperature check – PHE teachers Why? What? Realities and Assumptions
- Teachers want resources

Key Learnings

- For change to occur, PHE teachers need:
Cultural change, Curricular and Pedagogical Innovations (i.e. Physical Literacy) Collaboration and Relationships, Leadership and Support, and to Identify and overcome Barriers to enact change. (Kanavos and McGinley, 2014)

Key Learnings

- Need for a sustainable PL mentor model
- New ideas and innovations discussed
- Teacher voice is heard and more strongly as a community – telling their story of their journey
- Entire Spectrum of elementary – middle and Secondary teachers at the table to discuss the needs and tackle each others assumptions.
- Crux = Cultural change
- PL mentors needed at the Elementary level
- The need for updated and focused PL resources
- Teacher needs assessment provided future directions of the project.
- Its time to ACTIVATE!!!

Key Learnings

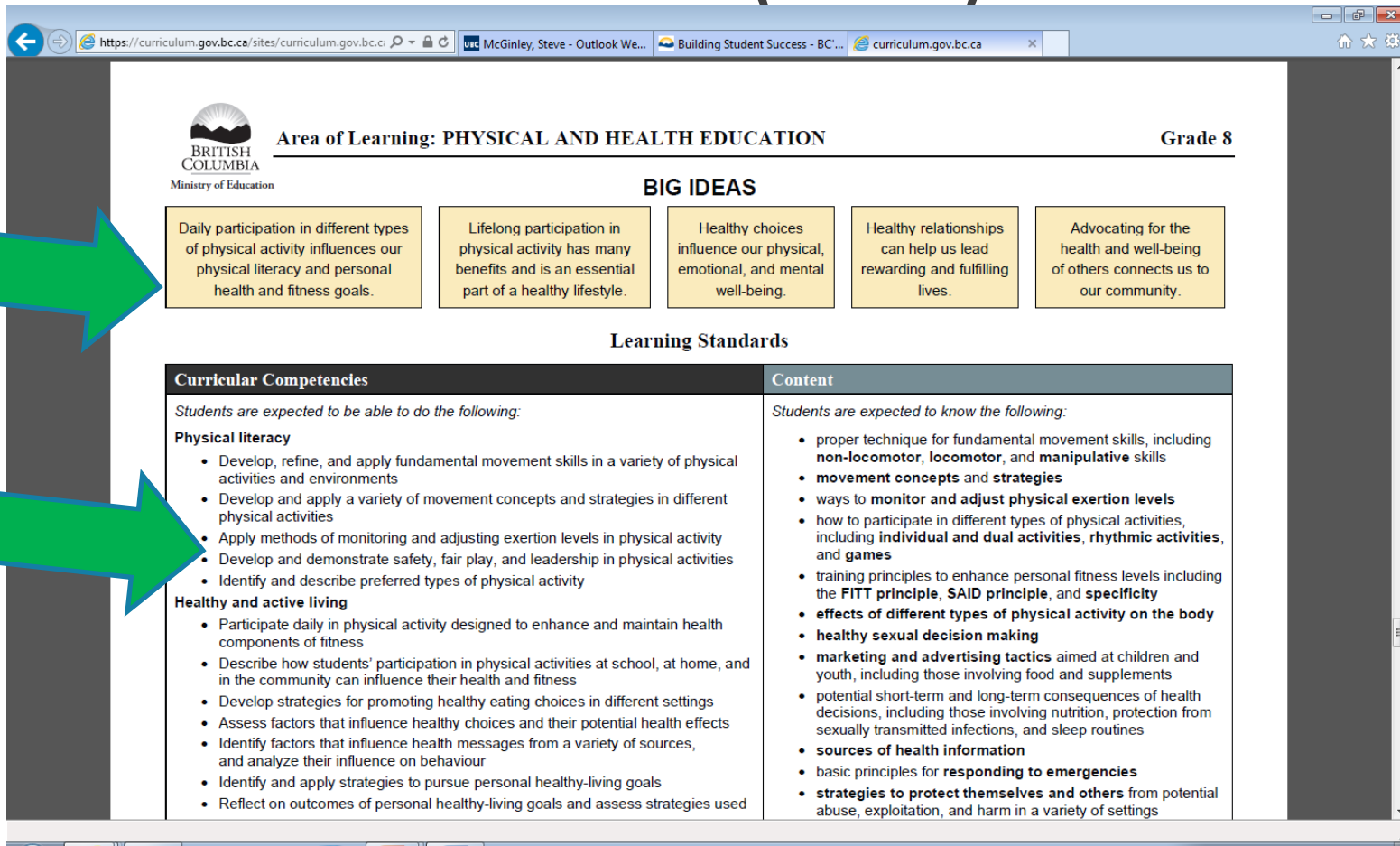
Sample District #43 School:

- Attended all pro d days, 2 PL mentors
- 1 Teacher Candidate currently at this school
- NEW PHE Assessment Rubric created
- Champions in the district
- Teacher ACTIVATORS!!!

Links to Physical Literacy

- New British Columbia Physical and Health Education curriculum implementation with direct links to Physical Literacy
- Physical literacy is a journey, “Teachers provide the experience of physical literacy.” (Whitehead, 2015)
- Our project supports the BC Physical Literacy Activation Plan (2017):
 - **Objective** - Educators have the competence, confidence and commitment to include physical literacy content in their physical activities for children and to champion physical literacy in the school systems, identifying its importance in healthy living as well as learning and development. (BC PL Activation Plan, 2017)
- Our project continues to positively impact physical literacy by **promoting, advocating, facilitating, improving and informing** various stakeholders about Physical Literacy.

Where is Physical Literacy in the PHE curriculum? (Gr 8)



https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/ uvc McGinley, Steve - Outlook We... Building Student Success - BC... curriculum.gov.bc.ca

Area of Learning: PHYSICAL AND HEALTH EDUCATION **Grade 8**

BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
- Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
- Healthy choices influence our physical, emotional, and mental well-being.
- Healthy relationships can help us lead rewarding and fulfilling lives.
- Advocating for the health and well-being of others connects us to our community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments Develop and apply a variety of movement concepts and strategies in different physical activities Apply methods of monitoring and adjusting exertion levels in physical activity Develop and demonstrate safety, fair play, and leadership in physical activities Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity designed to enhance and maintain health components of fitness Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness Develop strategies for promoting healthy eating choices in different settings Assess factors that influence healthy choices and their potential health effects Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour Identify and apply strategies to pursue personal healthy-living goals Reflect on outcomes of personal healthy-living goals and assess strategies used 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills movement concepts and strategies ways to monitor and adjust physical exertion levels how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games training principles to enhance personal fitness levels including the FITT principle, SAID principle, and specificity effects of different types of physical activity on the body healthy sexual decision making marketing and advertising tactics aimed at children and youth, including those involving food and supplements potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines sources of health information basic principles for responding to emergencies strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

Grade 8 – PHE



Big Ideas –

- Daily participation in different types of physical activity influences our **physical literacy** and personal health and fitness goals
- Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle

Grade 8 – PHE



Curricular Competencies –

*Students are expected to be able to **DO** the following:*

Physical literacy

- Develop, refine, and apply **fundamental movement skills** in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Identify and describe preferred types of physical activity

Grade 8 – PHE

Content –



*Students are expected to **KNOW** the following:*

proper technique for fundamental movement skills,
including

non-locomotor, locomotor, and manipulative skills

movement concepts and strategies

how to participate in different types of physical activities,
including **individual and dual activities, rhythmic activities, and games**

WHAT'S NEXT?



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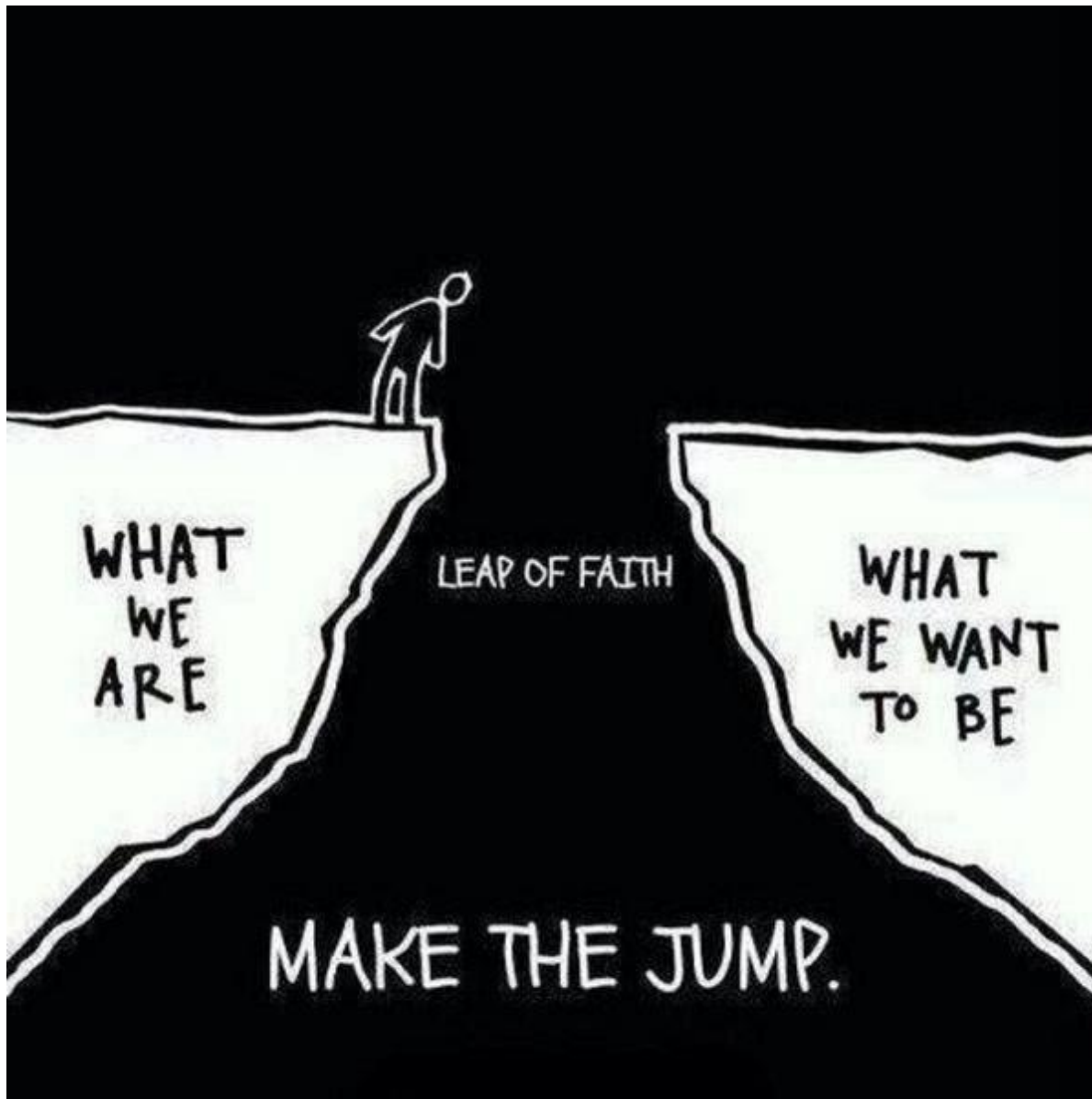


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Future Directions

- Listen to our teachers feedback and needs
- Sustain the mentors in the district
- Sustain the teachers Community of Practice
- Build district wide resources and collaboration
- Teacher candidate activation and build capacity
- Assessment of PL in schools
- Leveraging project for long term sustainability
- PL activation in recreation and health sectors



Future Directions



- Enhanced district awareness of PL
- District Funding for new PL Purchases
 - PL Starter Kits
 - Fit Bits
 - Healthy Active Living: Keep Fit, Stay Healthy, Have Fun (HAL2.0 Thompson Books)
- Building Capacity and Knowledge within the current teachers and less emphasis on the “things” to support PL
- Parent knowledge through PartipACTION messaging, newsletter, social media



**DID YOU
KNOW ?**



#PhysicalLiteracy is part of a spectrum of essential life skills people need to live healthy lives.



**DID YOU
KNOW ?**

The development of **#PhysicalLiteracy** abilities like agility and balance

**REDUCES THE
RISK OF INJURY FROM
ACCIDENTS AND FALLS.**



**DID YOU
KNOW ?**

Without **#PhysicalLiteracy** kids become frustrated and **WITHDRAW FROM PHYSICAL ACTIVITIES.**





“We need to use the window of opportunity in the early years to get children moving well, survive the “perfect storm” and lay the foundations of Physical Literacy for life.”

(Dr. Nalda Wainwright, University of Wales Trinity Saint David)



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Physical Literacy

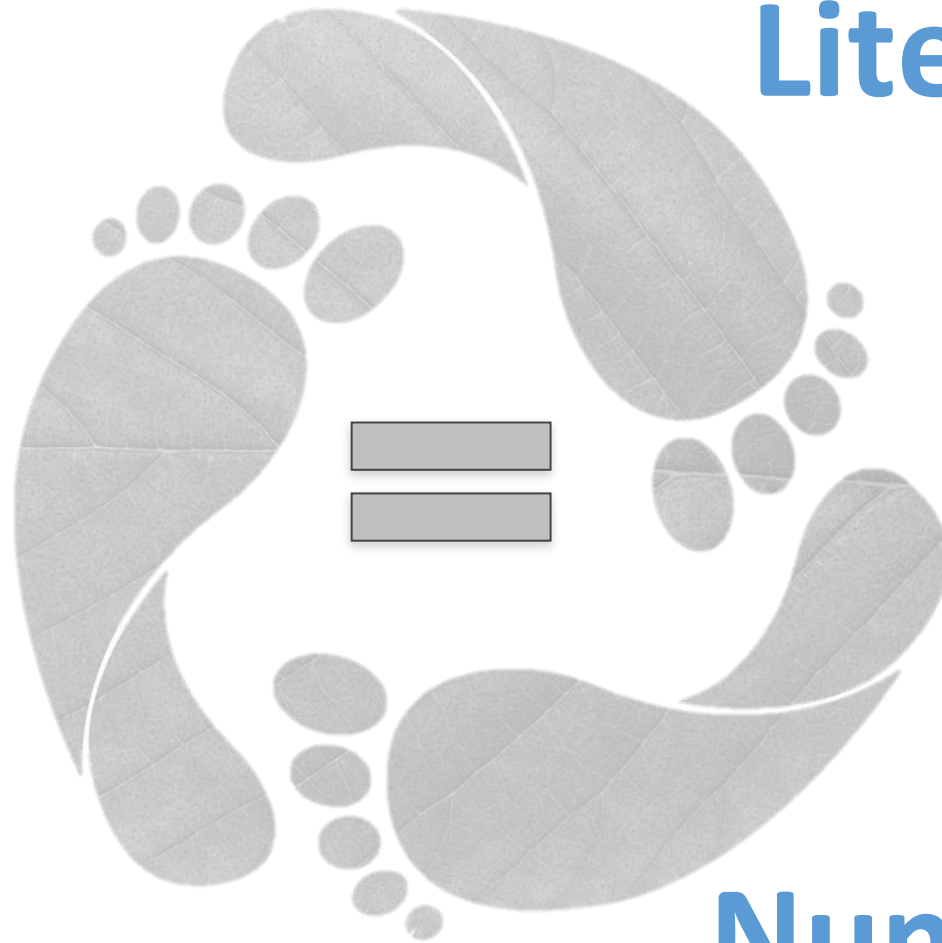
Life is a journey, not
a destination.

Margaret Whitehead
Ralph Waldo Emerson

quotezancy

Physical Literacy

Literacy



Numeracy



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Physical Literacy is crucial to the acquisition, by every child, youth, and adult of essential life skills which is an indispensable means for **active** participation in the world.



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Our Physical Literacy Journey Continues....



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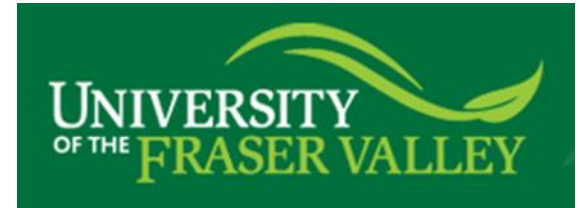


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Learning for a Lifetime

Stephen McGinley, M.Ed.

Lecturer at the University of British Columbia

Steve.mcginley@ubc.ca | @smcginley11 #sd43PL

Dr. Joanna Sheppard

Associate Professor at the University of the Fraser Valley

Joanna.sheppard@ufv.ca | @champsforhealth #sd43PL

Jeff Stromgren

SD #43 Health and Community Coordinator



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