



# Physical Literacy Framework

A physical literacy guide for recreation and community centres

# Acknowledgments

viaSport would like to acknowledge the many individuals who have contributed to the development of the MOVE to Play Framework.

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This Framework will provide you with the theory and tools to guide you through program development, training pathways, mentorship and program accountability. Tools that can be used to implement the Framework are indicated by arrows (▶).

You can choose which area you would like to work on and complete it at your own pace.

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# Introduction

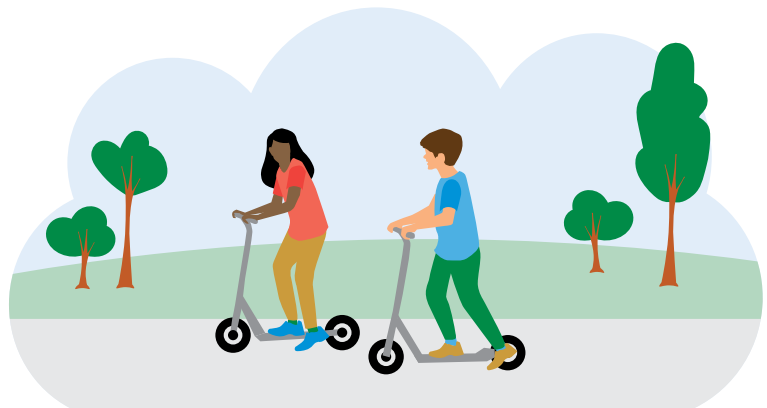
## Our Vision

We imagine a world where **every child** has the opportunity to move and play in a fun and safe environment



## Our Purpose

We aim to support recreation programming, training, and accountability so that all youth can have a quality physical literacy experience



---

This Framework will support **Recreation Centres** to build quality physical literacy programs for all children and youth of the community.

The MOVE to Play Framework provides resources and tools to build quality physical literacy programs for children and to support staff training in four key areas of support:

1. Programming
2. Training Pathways
3. Mentorship
4. Program Accountability
5. Additional Resources (Activity Guides, Support Centres, and Grants)

If you are just beginning your physical literacy journey, you can work through this Framework from start to finish. If you are looking to enhance specific areas, you can skip ahead to the areas that interest you. An outline of the services available and the pages to find them on are found on the following page.

## Collaborative Support

You can choose to work through the Framework on your own or collaboratively with guidance from a Regional Support.\* They will help conduct a needs assessment, set priorities and goals, as well as develop tools to suit your program. You can choose how much support you would like from your Regional Support. The steps to working with them include:

1. Organizations will have an initial consultation to review existing structures and identify needs and priorities;
2. Organizations will work with the regional support, or on their own, to develop an action plan for implementation and evaluation;
3. Further consultation can be provided through tool development and the implementation if needed.

*\*A Regional Support is a member of the viaSport Regional Alliance that will support organizations to use the MOVE to Play Framework. Specifically, the Regional Support will work with each organization to identify their priorities, develop an action plan and support the implementation of that plan. You can find a viaSport Regional Alliance in your area on [page 81](#).*

The MOVE to Play Framework and Regional Support can provide support in the areas listed below. Before selecting the areas you wish to work on, we recommend completing the environmental scan ([page 9](#)), on your own or with a Regional Support ([page 81](#)).

### Action Plan, page 8

1. Conduct an **environmental scan**
2. Identify **needs and priorities**
3. Develop an **action plan**
4. Use the resources and tools in this Framework to **complete your action plan**

### Programming, page 15

1. Identify **types of programs** to offer
2. Define **program goals and outcomes**
3. Develop a **program plan**
4. Create **lesson plans** and/or templates
5. Create **reflection tools** for both individual lessons and/or overall program
6. Identify **teaching techniques** to deliver programs

### Training Pathways, page 54

1. Identify **appropriate staff training** to support each program
2. Outline a **training schedule** to support each program

### Mentorship, page 60

1. Identify progressive **mentorship models** to support staff
2. Outline **mentor and mentee roles**
3. Create **tools to support mentorship**
4. Create a **mentorship schedule** to support each program

### Program Accountability, page 73

1. Identify **accountability methods**
2. Outline an **accountability schedule**
3. Develop **accountability tools**

### Additional Resources, page 80

1. Identify **organizations that can support physical literacy** in your region
2. Identify **activity resources** to assist with program planning
3. Identify **grants** that support physical literacy



## MOVE to Play Training

For additional information on lesson planning and physical literacy delivery, staff can attend the corresponding MOVE to Play Training.

This three-hour interactive training offers recreation and sport leaders an opportunity to learn about both the theory and application of physical literacy. Leaders spend the majority of the course learning how to purposefully plan and deliver fun, inclusive, sport- and activity-based programs. Leaders are introduced to various activities and variations on how the activities can be adapted for all users. Leaders will take away ready-to-use activities and resources for their next program.

Overall, the workshop covers:

- Games and program delivery—purposeful planning and progressions
- Feedback—teaching points and how to use them for skill-development
- Lesson planning—putting it all together and practice leading

Contact your Regional Support\* for more information on the MOVE to Play Training.

*\*A Regional Support is a member of the viaSport Regional Alliance that will support organizations to use the MOVE to Play Framework. Specifically, the Regional Support will work with each organization to identify their priorities, develop an action plan and support the implementation of that plan. You can find a viaSport Regional Alliance in your area on [page 81](#).*



# Action Plan

## Section Contents:

This section provides tools to guide you through the Framework, to determine which areas of support interest you, and to create an action plan.



**Environmental Scan**  
to determine your needs  
and priority areas



**Areas of Support**  
that you would like  
to implement



**Action Plan**  
to guide your  
implementation



## 1.1 Environmental Scan

The environmental scan will help you understand and determine your needs and priorities. You can complete it on your own, or with your Regional Support. From here, you can develop an Action Plan. Contact your Regional Support for information on how they can help ([page 81](#)).

# Programming

1. What programs do you currently have in place to support physical literacy?
2. Do your programs have defined goals, objectives and skills? Y N
3. Do you have a program plan, or schedule, in place for each program? Y N
4. Does your staff develop lesson plans for each session? Y N
5. Does your staff complete a reflection, or debriefing, tool following each session? Y N
6. Does your staff complete a program evaluation after each program? Y N
7. Does your staff have access to adequate activity resources to plan their sessions? Y N
8. Are you aware of where to find grants that support physical literacy? Y N

Are there any areas of concern that you would like to address in your programming?

## Training

1. List any trainings that your staff are **required** to have:
2. List any training that you **recommend** your staff take:
3. List any trainings that you offer to staff at your centre?

Are there any areas of concern that you would like to address in your training pathways?

## Mentorship

1. Do you have professional development opportunities available for your staff?    Y    N  
If yes, list the opportunities available below.

2. Are there opportunities for staff to shadow, or be mentored by more experienced staff?    Y    N

3. Do you have guidelines for these shadow or mentorship shifts?    Y    N

Are there any areas of concern that you would like to address in terms of mentorship?

## Accountability

1. Do you currently have methods for staff and/or program accountability?    **Y**    **N**  
**If yes, please list them below.**

Are there any areas of concern that you would like to address in terms of program accountability?

## 1.2 Areas of Support

1. Based on your environmental scan, select the areas of support that you are interested in and what kind of support you would like in that area

- SG = Self-Guided
- RS = Regional Support

2. Rank in order of importance what you would like to implement the selected areas of support.

PROGRAMMING	AREAS OF SUPPORT (CHECK)	TYPE OF SUPPORT (SG OR RS)		RANK
Identify which programs to offer		SG	RS	
Define program goals and outcomes		SG	RS	
Develop a Program Plan		SG	RS	
Develop a Lesson Plan Template		SG	RS	
Develop Lesson Plans		SG	RS	
Create a Lesson Reflection Tool		SG	RS	
Create a Program Reflection Tool		SG	RS	
Identify teaching techniques to deliver programs		SG	RS	
<b>TRAINING PATHWAYS</b>				
Identify appropriate staff training to support each program		SG	RS	
Outline a training schedule to support each program		SG	RS	
<b>MENTORSHIP MODEL</b>				
Identify progressive mentorship models to support staff		SG	RS	
Outline mentor and mentee roles		SG	RS	
Create tools to support mentorship		SG	RS	
Create a mentorship schedule to support each program		SG	RS	
<b>PROGRAM ACCOUNTABILITY</b>				
Identify accountability methods		SG	RS	
Outline an accountability schedule		SG	RS	
Develop accountability tools		SG	RS	
<b>FURTHER RESOURCES</b>				
Identify organizations that can support physical literacy in your region		SG	RS	
Identify activity resources to assist with program planning		SG	RS	
Identify grants that support physical literacy		SG	RS	

## 1.3 Action Plan

After identifying the areas of support you are interested in (page 13) the next step is to create an action plan. List the identified areas below in the order you wish to implement them and indicate:

- The timeline (start and finish dates) to complete the services
- Who will lead the project (e.g., someone in your organization or your regional support)
- The programs in which services will be implemented

*Note: this could be a phased approach in which you implement the services in different programs at different times.*

AREA OF SUPPORT	TIMELINE	PROJECT LEAD(S)	PROGRAMS	NOTES



# Programming

## Section Contents:

This sections outlines the following components of a program plan as well as tips for delivering physical literacy lessons.



### Program Goals and Outcomes

to guide your program structure



### Program Schedule

that indicates the activity and outcomes to be achieved each day



### Lesson Plan

that details the activities and instructions of each daily lesson



### Lesson Reflection

to debrief the day's lessons and guide future sessions



### Program Reflection

to debrief the whole program and guide future programs

In this section we first provide an example program plan from an Active Start Soccer program which includes the program goals and outcomes, schedule, lesson plan, and reflection tool. Afterwards, we provide the theory and instructions to create a program plan, as well as blank templates for you to create your own.

## In This Section

- Example Program Plan for Active Start
  - Program Goals and Outcomes
  - Program Schedule
  - Lesson Plan
  - Lesson Reflection
  - Program Reflection
- Tools and Instructions for a Program Plan
  - Program Goals and Outcomes
  - Program Schedule
  - Lesson Plan
  - Lesson Reflection
  - Program Reflection

## Suggested Use

### Format:

The program plan can be printed as follows:

1. **Program Goals and Outcomes** and **Program Schedule** printed back-to-back to provide to program leaders as a guide.
2. **Lesson Plan** and **Lesson Reflection** printed back-to-back, one per lesson in the program for leaders to fill out prior to each lesson based on the program schedule.
3. **Program Reflection** on its own, to be filled out at the end of the program.

### Roles:

**Programmer:** The programmer, or Regional Support, can prepare the program goals, outcomes and schedule to provide to the leader.

**Leader:** The leader could use the program schedule (outline of activities throughout the program) to complete, or adapt, the lesson plans (detailed instructions of daily activities) throughout the program. They could also complete the Lesson Reflection following each lesson and the Program Reflection at the end of the program. Reflections can be used to guide subsequent lessons and/or as an accountability method to provide to their supervisor (see [page 74](#) for Accountability).



## Program Outcomes (Example)

Program Name: Active Start Soccer

Date: Saturday, January 11 to March 7,  
9:45 a.m. to 10:30 a.m.

Age Group: 3 to 5 years

Program Goal: To have fun with friends while exploring general movement skills and basic soccer skills through play based games while building motivation and confidence to stay active for life.:

### Fundamental Movement Skills

**Agility:** Changing and moving directions quickly. Teaching Points: Light on your feet, bend your legs (athletic stance).

**Balance:** Maintaining body equilibrium. Teaching Points: Hand on belly button, or focus on a spot

**Running:** Moving fast on feet with one foot off the ground at any time. Teaching Points: Big arms (pump arms), big legs (lift legs), light on your feet.

**Catching:** Receiving an object via a pass with the hands. Teaching Points: Talk to and look at your partner. Show a target: for this age, it can be easier to catch by scooping the ball with their forearms and hands.

**Striking:** Using force with an object, hand, or foot to move an object (e.g., batting a ball, kicking a ball, or forearm pass)

	SKILL DESCRIPTION	TEACHING POINTS	PROGRESSIONS
<b>Dribbling</b>	Using your feet to move the ball in a controlled way.	Keep the ball as close to you as possible. Watch the ball and look up often to see the field.	Start walking and gradually increase speed. Start with clear pathways (e.g., straight line) and add obstacles (cones, players moving freely in the space).
<b>Passing</b>	Using your feet to share the ball with your teammates.	Keep your eyes on the ball. Turn your foot side ways to contact the ball with the inside of your foot.	Pass to an open space, then to a target, then a partner. Gradually increase the distance of passing. At this level, focus on passing from a stationary position.
<b>Shooting</b>	Using your feet to shoot the ball at a target or net.	Keep your eyes on the ball. Kick the ball towards the target by contacting the ball with your laces.	Start by shooting to open spaces and progress to large targets (nets) without defense or goalies. Gradually increase the distance from the target.
<b>Control</b>	Using the bottom of the foot to stop a ball that is rolling on the ground.	Keep your eyes on the ball. Stop the ball by stepping on it.	Start by stopping while dribbling then stopping while someone is rolling the ball to them.

### Confidence and Motivation

- Get to know participants
- Provide opportunities for peer interaction
- Create a positive and safe space
- Choose fun, game-based activities
- Tailor activities to the participants interests
- Provide simple and minimal cues
- Give positive feedback
- Highlight what the participants are doing well
- Provide constructive feedback on how to progress
- Gradually progress activities easy to hard
- Minimize peer or competitive pressure
- Limit score keeping
- Discuss the importance of physical activity
- Emphasize sportsmanship, fun, and friends
- Debrief what participants enjoyed and learned

## Program Schedule (Example)

Program Name: Active Start Soccer	Date: Saturday, January 11 to March 7, 9:45 a.m. to 10:30 a.m.
Age Group: 3 to 5 years	Program Goal: To have fun with friends while exploring general movement skills and basic soccer skills through play based games while building motivation and confidence to stay active for life.:

SESSION	OUTCOMES	LEVEL	POSSIBLE ACTIVITIES (EXAMPLES)
1 Jan 11	Introductions FMS: Chase-Flee Soccer: Dribbling	Discover	Name Game: Movement Ball <sup>1</sup> Warm-up: Any tag game Main Activity: Survivor <sup>2</sup> (dribbling progressions), Truck and Trailer <sup>2</sup>
2 Jan 18	FMS: Balance Soccer: Control	Discover	Warm-up (balance): Stork Freeze Tag <sup>1</sup> Main Activity: Parts of the Body Game <sup>2</sup> , Dribble to cones and stop. Freeze dance but dribbling and stop on music/whistle.
3 Jan 25	FMS: Catching Soccer: Passing	Discover	Warm-up: Push or Catch <sup>1</sup> with hands then feet. Main Activity: Partner Passing (pass with foot, stop with hands), Score <sup>2</sup> , then Clean Your Room <sup>2</sup>
4 Feb 1	FMS: Striking Soccer: Shooting	Discover	Warm-up: Elephant ball <sup>1</sup> Main Activity: Noodle Golf <sup>1</sup> (with noodle or hand), then kicking
5 Feb 8	FMS: Running Soccer: Dribbling	Discover	Warm-up: Coconuts <sup>1</sup> (running) Main Activity: Explore Dribbling, coconuts dribbling (Steal the Ball <sup>1</sup> )
6 Feb 15	FMS: Agility Soccer: Control	Discover	Warm-up: Builders and Bulldozers <sup>1</sup> or Freeze <sup>2</sup> Activity: Dribble to a cone then stop. Special Delivery <sup>2</sup>
7 Feb 22	FMS: Chase-Flee Soccer: Passing	Discover	Warm-up: Any tag Game Main Activity: Valley of Doom <sup>2</sup> , Shark Island <sup>2</sup>
8 Feb 29	FMS: Run Soccer: Shooting	Discover	Warm-up: Fruit Salad <sup>1</sup> , or Traffic Lights <sup>1</sup> Main Activity: Through the Gate <sup>2</sup> (without goalie, then with)
9 Mar 11	Fun Day!	Discover	Warm-up: Choice Main Activity: Four Goal Soccer <sup>1</sup>

### Outcomes for **Confidence and Motivation** that should be applied daily

- |   |  |                                  |
|---|--|----------------------------------|
| <input type="checkbox"/> Age and developmentally appropriate activities | <input type="checkbox"/> Maximum Participation | <input type="checkbox"/> Fun     |
| <input type="checkbox"/> Appropriately challenging environment          | <input type="checkbox"/> Inclusive             | <input type="checkbox"/> Safe    |
| <input type="checkbox"/> Progressive Activities                         | <input type="checkbox"/> Caring Leaders        | <input type="checkbox"/> Friends |

1 PacificSport Fraser Valley FMS Manual

2 [https://www.canadasoccer.com/files/CanadaSoccerPathway\\_CoachsToolKit\\_ActiveStart\\_20141006.pdf](https://www.canadasoccer.com/files/CanadaSoccerPathway_CoachsToolKit_ActiveStart_20141006.pdf)

## Lesson Plan (Example)

Program Name:	Date:
Age Group:	Time:
	Location:

<b>LESSON OBJECTIVE:</b>			
# of Participants: Participants Skill Level:		Equipment:	# of Staff: Staff Roles:
Time:	Introduction:		
	Activity Progressions:	Teaching Points, Cues, Questions for Understanding:	Modifications (Adaptations or Variations to suit participants level and interest)
	Conclusion		
How will you build confidence and motivation in this lesson? e.g., how can you deliver the activities, or what discussions can you have or questions can you ask?			

Checklist		
<input type="checkbox"/> Age and developmentally appropriate activities	<input type="checkbox"/> Maximum Participation	<input type="checkbox"/> Fun
<input type="checkbox"/> Appropriately challenging environment	<input type="checkbox"/> Inclusive	<input type="checkbox"/> Safe
<input type="checkbox"/> Progressive Activities	<input type="checkbox"/> Caring Leaders	<input type="checkbox"/> Friends

## Lesson Reflection (Example)

Program Name:	Date:
Age Group:	Time:
Lesson Plan Objective:	Location:

**Use the following questions to help guide your future lessons.**

What worked well in your lesson plan? What did not work well?

Did you make any adaptations? What were they, and why?

Rank the level that each of the following objectives were achieved in this lesson on a scale of 1 to 5 (5 being the highest). What adaptations could you make to achieve them in the future?

OBJECTIVE	RANKING	ADAPTATIONS
Fun	1 2 3 4 5	
Safe	1 2 3 4 5	
Inclusive	1 2 3 4 5	
Maximum Participation	1 2 3 4 5	
Developmentally Appropriate	1 2 3 4 5	
Progressive Activities	1 2 3 4 5	
Appropriately Challenging	1 2 3 4 5	

Is there anything from this lesson that you need to communicate to your supervisor?

## Program Reflection (Example)

Program Name:	Date:
Age Group:	Time:
Leaders:	Location:

### Did the program cover a variety of skills?

- ☐ Fundamental Movement Skills: \_\_\_\_\_
- ☐ Sport Specific Skills: \_\_\_\_\_

### Did the lessons include each of the following?

- ☐ Introduction      ☐ Warm-up      ☐ Main Activity      ☐ Conclusion

### Were the time breakdowns appropriate?

- ☐ There are an appropriate amount of activities
- ☐ There is minimal down time
- ☐ Transitions are managed appropriately

### Was the program adapted to the participants based on?

- ☐ Ability      ☐ Interest      ☐ Social Dynamic

### Were leaders inclusive and welcoming to?

- ☐ All participants      ☐ All staff

### Did the activities meet the following criteria?

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Fun       | <input type="checkbox"/> Maximum Participation       |
| <input type="checkbox"/> Safe      | <input type="checkbox"/> Developmentally Appropriate |
| <input type="checkbox"/> Inclusive | <input type="checkbox"/> Progressive                 |

### Did each of the staff play a role? Y / N      Were all of the following roles covered?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Planning     | <input type="checkbox"/> Instructions                  |
| <input type="checkbox"/> Set-up       | <input type="checkbox"/> Feedback                      |
| <input type="checkbox"/> Sign in/out  | <input type="checkbox"/> Behavioural/injury management |
| <input type="checkbox"/> Organization | <input type="checkbox"/> Participating                 |

AREAS OF SUCCESS	AREAS NEEDING IMPROVEMENT
<p>Suggestions:</p>	

## Program Goals and Outcomes

The first step to developing a quality physical literacy program is to determine the goals and outcomes of the program.

### REMEMBER!

When asked why they participate in sport and physical activity, 9 out of 10 children participate in sport because it is FUN!

### What makes sport and physical activity fun?

1. Positive coaching and leaders
2. Being a good sport and positive group dynamics
3. Trying hard

Accordingly, MOVE to Play aims to provide youth the opportunities to play, participate and connect while having fun with friends. What this looks like at each stage may differ slightly based on the participants' needs.

For the purpose of this Framework, we define goals and outcomes as the following:

**Goals:** Describes an intended overall purpose or result, based on participating in a program.

**Outcomes:** Identifies the desired learning results (knowledge, skills or attitudes) that will be achieved by the end of the program.

### In This Section

1. Examples goals for general programs in the Active Start, Fundamentals, and Train to Train stages
2. Examples goals for specific programs
3. Program outcomes to be achieved in each program.

### Tools

- ▶ 2.1: Define your Program Goals
- ▶ 2.2: Define you Program Outcomes

## EXAMPLE GENERAL PROGRAM GOALS



### ACTIVE START

**Typical age:** 0 to 5 years ±

**Goal:** To have fun with friends while exploring basic movement skills through play based games while building motivation and confidence to participate in physical activity.



### FUNDAMENTALS

**Typical age:** 6 to 8 years ±

**Goal:** To have fun with friends while learning fundamental movement skills. Being introduced to basic sport specific skills through play based games while building motivation and confidence to participate in physical activity.



### LEARN TO TRAIN

**Typical age:** 9 to 12 years ±

**Goal:** To have fun with friends while learning fundamental movement and sport skills through activity and play based games while building motivation and confidence to participate in physical activity.

See [sportforlife.ca](https://sportforlife.ca). For more information on Active Start, Fundamentals and Learn to Train, and the Long Term Development in Sport and Physical Activity Framework

## EXAMPLE SPECIFIC PROGRAM GOALS

The following chart outlines specific program goals. You can use Tool 2.1 on the following page to identify the goal of each of your programs that you are currently implementing, or wish to implement.

Some suggested types of programs to include are:

- Multi-sport or general movement programs
- Sport specific programs
- Multiple stages/age groups for each program (e.g., Active Start, Fundamentals, Learn to Train)
- Programs for specific populations (e.g., for girls or newcomers)
- Inclusive programs (e.g., for all genders or abilities)

PROGRAM TYPE	AUDIENCE	NAME	GOALS
Multi-Sport	0-5 yrs	Active Tots	To have fun with friends while exploring basic movement skills through play based games while building motivation and confidence to participant in physical activity.
Multi-Sport	6-8 yrs	PlaySkillz	To have fun with friends while learning fundamental movement skills in a variety of sports through play based games while building the motivation and confidence to participant in physical activity.
Multi-Sport	8-12 yrs	XploreSportZ	To have fun with friends while learning fundamental movement and sport skills through a variety of sports while building the motivation and confidence to participant in physical activity.
Multi-Sport	6-12 yrs girls	Girls MOVE	To provide girls a safe space to move and learn fundamental movement and sport skills while having fun with friends while building the motivation and confidence to participant in physical activity and sport.
Soccer	0-5 yrs	Active Start Soccer	To have fun with friends while exploring general movement while building the motivation and confidence to stay active for life.
Soccer	6-8 yrs	FUNDamental Soccer	To have fun with friends while learning fundamental movement and basic soccer skills through play based games while building the motivation and confidence to stay active for life.
Soccer	9-12 yrs	Learn to Train Soccer	To have fun with friends while learning fundamental movement and basic soccer skills through play based games while building the motivation and confidence to stay active for life.



## 2.1 Program Goal

Identify the goal of each program that you are currently implementing, or wish to implement.

PROGRAM TYPE	AUDIENCE	NAME	GOALS

Program outcomes identify the desired learning results (knowledge, skills or attitudes) that will be achieved by the end of the program and are guided by the overall goal.

## MOVE To Play Outcomes

After participating in recreation and community programs, we hope that children walk away with the **motivation, confidence and skills** (competence) to continue to participate in physical activity and sport. These outcomes are aligned with the International Physical Literacy Association (2014) 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<sup>1</sup>.*



As such, programs within the stages of Active Start, Fundamentals, and Learn to Train stages, should focus on outcomes of:

- Fundamental Movement Skills
- Sport Specific Skills
- Confidence
- Motivation

## In This Section

- Physical Competence (skills)
  - How to progress physical competence throughout the stages
  - Example fundamental movement skills and fundamental strategies
  - Example fundamental sport specific skills in each stage
- Confidence and Motivation
  - Guidelines of how to foster confidence and motivation that apply at ANY stage

## Tools

- Tool 2.2: Program Outcomes

<sup>1</sup> The International Physical Literacy Association, May 2014. <https://sportforlife.ca/physical-literacy>

# PHYSICAL COMPETENCE

Physical competence includes

- Basic Movement Skills
- Fundamental Movement Skills
- Fundamental Strategies
- Fundamental Sport Skills (Sport Specific Skills)

While all types of skills can be applied at each stage of physical literacy (Active Start, Fundamentals, and Learn to Train), the emphasis on the type of skill will vary at each stage:

STAGE	PRIMARY SKILL FOCUS	DEFINITION AND EXAMPLES
Active Start	Basic Movement Skills	Agility, coordination, and balance
Fundamentals	Fundamental Movement Skills	Movements common to variety of activities: locomotor, body control, object control
	Fundamental Strategies	Strategies common to a variety of sports and games: invasion, striking/fielding, target, net/wall, and chase flee strategies
Learn to Train	Fundamental Sport Skills (or Sport Specific Skills)	Skills specific to each sport: e.g., throwing a baseball versus a shot put or rugby ball

The chart above outlines the primary focus of each stage, however, each stage will include a variety of skills:

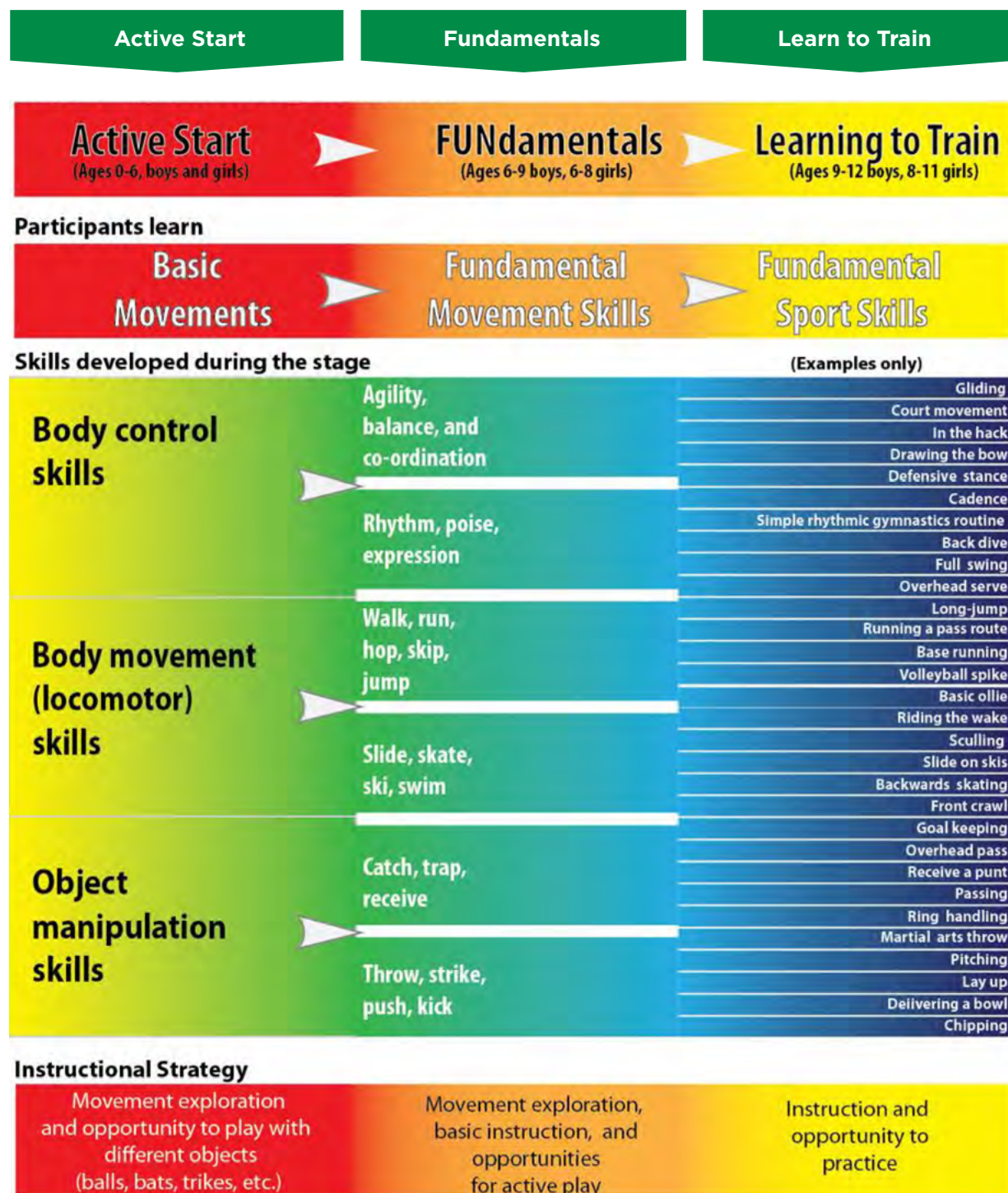
- **Active Start** will primarily focus on exploring basic movements and **fundamental movement skills** while participating in basic sport activities.
- **Fundamentals** will focus on developing **fundamental movement skills** while being introduced to some basic sport specific skills.
- **Learn to Train** will focus on building **sport specific skills** while still developing fundamental movement skills.

## Important Notes:

- Fundamental movement skills should be an emphasis of **all** physical literacy programs and stages, even in sport specific programs.
- Participants should also practice a variety of Fundamental Sport Skills in a range of sports rather than a single sport. The more skills they have, the more activities they can participate in the future!

The following page displays an infographic depicting the progressive emphasis of physical competence per stage. Afterwards we outline example Fundamental Movement Skills, Fundamental Strategies, and Fundamental Sport Skills.

Example Physical Competency outcomes of the first three Long Term Development in Sport and Physical Activity stages. Diagram is from NCCP's Fundamental Movement Skills workshop, [coach.ca/fundamental-movement-skills-s16736](http://coach.ca/fundamental-movement-skills-s16736)



## FUNDAMENTAL MOVEMENT SKILLS (FMS)

Fundamental Movement Skills serve as the foundation to physical literacy in all physical activity and sports. They should be incorporated into every sport and physical activity program.

While there are some that are more applicable to certain sports than others, all are beneficial to each sport. The more Fundamental Movement Skills children know, the more activities they can engage in and the more likely they will stay active and healthy and life.

### Example Fundamental Movement Skills:

LOCOMOTOR		BODY CONTROL		OBJECT CONTROL	
• Run	• Walk	• Dance	• Balance on hands or feet	• Underhand Throw	• Slide
• Skip	• March	• Twirl	• Rotate	• Overhand Throw	• Dribble with hands/feet
• Gallop	• Crawl	• Roll	• Extend	• Kick	• Send
• Jump (2 feet)	• Tip Toe	• Stop	• Flex	• Catch	• Receive
• Hop (1 foot)	• Dash	• Fall	• Stretch	• Bounce Pass	• Juggle
• Leap	• Shuffle	• Land		• Chest Pass	• Push
• Slide	• Bound	• Brace		• Strike	• Pull
• Skate	• Roll			• Roll	• Grab
• Wheel	• Dodge			• Carry	• Collect
• Swim					• Trap

## FUNDAMENTAL STRATEGIES: TEACHING GAMES FOR UNDERSTANDING (TGfU)

Along with Fundamental Movement Skills, participants should also learn fundamental strategies that are applicable to multiple sports.






Fundamental strategies are knowing how and when to use fundamental movement skills. For example, where to shuffle on a tennis court, where to hit the ball in baseball, or how to find open space in basketball. In comparison to spelling, fundamental strategies are how we put our ABC's (Fundamental Movement Skills), or words together, to form a sentence (Fundamental Strategies). These can be taught through a concept called Teaching Games for Understanding.

Teaching Games for Understanding<sup>1</sup>, is a concept that breaks down games into their simplest format to teach games through games. It uses a thematic approach to teaching games so that children and youth gain skills and knowledge to apply to different sports rather than focusing on just one sport. They group fundamental strategies into categories that represent games and activities that are similar in structure.

The categories are listed on the chart on the following page.

<sup>1</sup> Mandigo, J., Butler, J. & Hopper, T. (2007). What is teaching games for understanding? A Canadian perspective *Physical Health Education Journal*, 73(2), 14-20

The categories<sup>1</sup> below represent games and activities that are similar in structure. By exposing children and youth to the primary rules, fundamental skills, and tactical problems associated with each category, they become literate in a variety of games, activities and sports and develop an understanding and competency of the skills and tactics associated with playing sports.

STRATEGY TYPE	SKILLS	RELATED SPORTS/GAMES
Territory/Invasion Games 	<ul style="list-style-type: none"> <li>• Offense &amp; defense strategies</li> <li>• Finding open space</li> <li>• Spatial awareness</li> <li>• Team work and Communication</li> </ul>	Basketball, rugby, hockey, soccer, capture the flag, or games that invade or cross over to another teams space
Striking/Fielding Games 	<ul style="list-style-type: none"> <li>• Covering ground</li> <li>• Running bases</li> <li>• Hitting balls</li> <li>• Aiming for a target</li> </ul>	Baseball, cricket kickball, or games that involve hitting and running bases
Target Games 	<ul style="list-style-type: none"> <li>• How to drive, release, and deliver an object to a target</li> <li>• Aim and accuracy</li> <li>• Where to place an object</li> </ul>	Bowling, curling, golf, archery, skittles, or games that involve aiming at a target
Net/Wall Games 	<ul style="list-style-type: none"> <li>• Court positioning</li> <li>• Shot selection/placement</li> <li>• Team work</li> <li>• Reaction time</li> </ul>	Volleyball, squash, tennis, badminton, four square, wall ball, or games that involve court positioning.
Chase/Flee Games 	<ul style="list-style-type: none"> <li>• How to get avoid others (e.g., a tagger or defender)</li> <li>• How to reach others (e.g., tag, or defend)</li> </ul>	Basketball, rugby, football, tag, or games that involve avoiding a defender.

## FUNDAMENTAL SPORT SKILLS (FSS)

The chart below list some recommended Fundamental Sport Skills (FSS), or sport specific skills, to include in some example sports at each stage at the recreational or community setting.

*Note:*

- The number of skills you implement may vary depending on the length of your program.
- The skills you choose may also differ based on the ability of participants in your group. The charts show a general progression of skills that you can choose to suit your participants' level.
- Each stage incorporates Fundamental Movement Skills (FMS). A few FMS are listed that directly apply to the sport, however, you are welcomed to choose a variety of other FMS as all skills are important for overall physical literacy.

<sup>1</sup> Mandigo, J., Butler, J. & Hopper, T. (2007). What is teaching games for understanding? A Canadian perspective *Physical Health Education Journal*, 73(2), 14-20



ACTIVE START	FUNDAMENTALS	LEARN TO TRAIN
<b>ATHLETICS (TRACK AND FIELD)</b>		
<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Throwing <b>FSS:</b> Running, Jumping, Throwing	<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Hopping, Throwing, Wheeling <b>FSS:</b> Acceleration, Quickness, Two foot jumps, One foot hops, Overhand throwing	<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Hopping, Throwing, Wheeling <b>FSS:</b> Starts, Sprints, Pacing, Long jump, High jump (scissor hops), Baseball throw, Mini Javelin, Discus rolling, Shot putting
<b>BASKETBALL</b>		
<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Throwing, <b>FSS:</b> Ball control, Passing	<b>FMS:</b> Agility, Running, Jumping, Balance, Coordination, Throwing, Catching, Dodging, Wheeling <b>FSS:</b> Dribbling (stationary, moving); Passing and Catching (Stationary and moving); Shooting	<b>FMS:</b> Acceleration, Jumping, Throwing, Dodging, Agility, Coordination, Pivoting, Landing, Wheeling <b>FSS:</b> Dribbling (both hands, changing direction & pace); Passing (chest, bounce); Shooting, Lay-Up, Game sense
<b>HOCKEY</b>		
<b>FMS:</b> Skating, Jumping, Twisting, Turning, Balance, Coordination, Agility <b>FSS:</b> Skating, Edge Control, Puck Control	<b>FMS:</b> Skating, Jumping, Twisting, Turning, Balance, Coordination, Agility <b>FSS:</b> Skating, Edge Control, Stopping, Starting, Change Direction, Puck Control, Passing (stationary), Shooting (no goalie)	<b>FMS:</b> Skating, Jumping, Twisting, Turning, Balance, Coordination, Agility <b>FSS:</b> Skating, Stopping, Starting, Change Direction, Puck Control, Stick Handling, Shooting, Passing (stationary and moving), Shooting (with goalie)
<b>RUGBY</b>		
<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Throwing, Kicking, Passing <b>FSS:</b> Running with a ball	<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Throwing, Catching, Kicking, Dodging, Falling, Wheeling <b>FSS:</b> Passing and Catching while stationary. Running with the ball	<b>FMS:</b> Agility, Coordination, Balance, Acceleration, Jumping, Kicking, Dodging, Falling, Wheeling <b>FSS:</b> Passing and Catching while moving Running with the ball, Throwing, Tumbling, Invasion
<b>SOCCER</b>		
<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Throwing, Kicking <b>FSS:</b> Ball control, Passing, Kicking	<b>FMS:</b> Agility, Running, Jumping, Balance, Coordination, Throwing, Catching, Dodging, Kicking <b>FSS:</b> Dribbling (stationary, moving); Passing and Catching (Stationary and moving); Shooting	<b>FMS:</b> Acceleration, Dodging, Agility, Coordination, Pivoting, Landing, Wheeling <b>FSS:</b> Dribbling (both hands, changing direction & pace); Passing (chest, bounce); Shooting, Lay-Up, Field Awareness
<b>SOFTBALL</b>		
<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Throwing, Catching, Striking <b>FSS:</b> Striking on ground, Catching larger slower balls (beach ball), or rolling	<b>FMS:</b> Agility, Coordination, Balance, Acceleration, Jumping, Throwing, Striking, Catching, Shuffling <b>FSS:</b> Running bases, Catching (one hand and two), Batting from tee-ball	<b>FMS:</b> Agility, Coordination, Acceleration, Throwing, Striking, Catching, Shuffling <b>FSS:</b> Striking/Fielding, Catching with glove, Running bases, Batting, Pitching
<b>TENNIS</b>		
<b>FMS:</b> Agility, Balance, Coordination, Running, Jumping, Throwing, Striking <b>FSS:</b> Racket grip, Striking slower moving balls (balloon or beach ball)	<b>FMS:</b> Agility, Coordination, Balance, Acceleration, Jumping, Throwing, Striking, Catching, Shuffling, <b>FSS:</b> Grip set-up (volley, serve); Forehand and back hand passes	<b>FMS:</b> Agility, Coordination, Balance, Acceleration, Striking, Shuffling <b>FSS:</b> Grip set-up (volley, serve); Forehand and back hand passes, Serves, Court awareness
<b>VOLLEYBALL</b>		
<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Throwing <b>FSS:</b> Striking along the ground, or keep on balloons	<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Sliding, Landing, Striking <b>FSS:</b> Forearm pass along ground, Forearm and volley in air with slower moving balls (balloon, beach balls),	<b>FMS:</b> Agility, Coordination, Balance, Running, Jumping, Sliding, Landing, Striking, Shuffle <b>FSS:</b> Forearm pass, Volley, Underhand Serving, Spiking, Court awareness

## TRANSFERABILITY OF FUNDAMENTAL MOVEMENT SKILLS ACROSS SPORTS

Many of the Fundamental Movement Skills practiced in one sport will be transferable to many other sports. Youth should be exposed to multiple sports to learn a wide variety of Fundamental Movement Skills applied in various settings. The chart below show the crossover of Fundamental Movement Skills in some example sports.

	Athletics	Basketball	Bowling	Curling	Gymnastics	Hockey	Lacrosse	Martial Arts	Netball	Rugby	Skating	Skiing	Soccer	Softball	Swimming	Tennis	Volleyball
Acceleration	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Agility	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Balance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Catching		✓					✓		✓	✓			✓	✓		✓	✓
Coordination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dodging		✓				✓	✓	✓	✓	✓		✓	✓	✓			✓
Dribbling		✓				✓							✓			✓	
Falling		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Jumping	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Kicking								✓		✓			✓		✓		
Landing	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Passing		✓				✓	✓		✓	✓			✓	✓		✓	✓
Pivoting		✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Rolling			✓	✓													
Running	✓	✓			✓		✓	✓	✓	✓			✓	✓		✓	✓
Shooting		✓	✓	✓		✓	✓		✓	✓			✓	✓		✓	✓
Shuffling		✓		✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓
Skating						✓					✓	✓					
Sliding			✓	✓		✓						✓					✓
Stopping	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Striking						✓								✓		✓	✓
Swimming															✓		
Throwing	✓	✓					✓		✓	✓		✓	✓	✓		✓	✓
Turning		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Twisting		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wheeling	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓
Confidence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Motivation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



## CONFIDENCE

Confidence and Motivation outcomes and delivery techniques remain equally important at all stages of physical literacy and should be incorporated into all activities every day. The following guidelines apply to any of the physical literacy stages to build confidence.

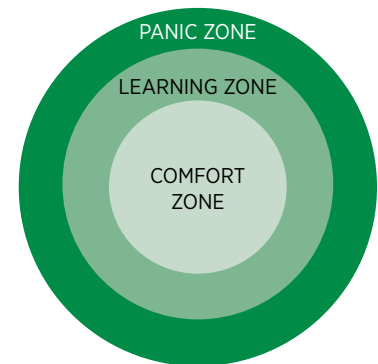
### Activities should be progressive.

Start with activities that are easy for the participants to master and gradually progress to more difficult ones. Because participants in the same program are likely to be at varying stages of development, it is important to provide different levels of participation within the session or activities (e.g., provide different size targets or objects in throwing activities).

### Activities should be within the participants learning (or challenging) zone.

Practicing activities outside of one's comfort zone can be motivating (i.e., in the learning or challenging zone). However, if the activities are too difficult, such that they are outside of the participant's learning zone, they can lose confidence and motivation to continue practicing — this is known as the panic zone. Likewise, if activities are too easy, participants may not learn new skills and may become bored — this is known as the comfort zone.

*Note: A good practice is to introduce an activity in the participants comfort zone so that they build initial confidence and practice already learned skills. You can also briefly introduce activities in the panic zone later in the session to motivate them for the next step.*



### Provide positive feedback.

When participants receive positive feedback they are more likely to build confidence in their skills. Some tips of how to provide positive feedback include:

- Highlight what the participant is doing well.
- Provide instructional feedback (how to improve a skill) rather than negative feedback (what the participant is doing incorrectly).
- Provide feedback using a sandwich method: positive, instructional, positive.

### Create a positive and safe space.

Create a space where participants can practice skills in an environment that has minimum pressure such as where participants are not singled out to practice a skill, or are in a rush to succeed. Some tips for creating a welcoming and friendly environment free from criticism from peers include:

- Get to know each participant (e.g., names or interests).
- Providing opportunities for participants to get to know each other so that they feel more comfortable amongst their peers (e.g., name game, icebreakers, group activities with a varying partners).
- Create ground rules and expectations for treating each other with respect so that everyone can have fun.
- Provide feedback, encouragement, and communicate with each participant equally.

# MOTIVATION

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The top reasons why children participate in sport include<sup>1</sup>:

1. To have fun
2. To make friends
3. To improve skills
4. To stay in shape
5. To get exercise

Some tips for fostering these outcomes in any of the physical literacy stages are below:

## Make physical activity FUN

Practice skills primarily through fun activities and games and tailor activities to your participants' interests (e.g., create activities themed to their favourite movies, characters, or activities).

## Create opportunities to socialize

Allow for opportunities for participants to get to know and interact with each other in a positive way. Deliver activities that incorporate partners or teamwork. Ensure that each participant is included in the activities and that they have the opportunity to engage with different partners and teammates.

## Maximize participation

Ensure all participants can participate in each activity while maximizing their participation. In this way, they will not only feel more included and welcomed, but will also have more opportunities to practice skills. Some example include:

- Play small sided games (e.g., smaller teams, groups, or lines) that reduce wait time.
- Use equipment that is development-stage appropriate.
- Allow participants more attempts at the activity, and allow more touches with a ball/implement.

## Provide a variety of skills and activities

Deliver a wide range of skills in a variety of environments (e.g., practice catching different sized objects in different activities or sports). Even in sport specific programs, participants should learn a wide variety of fundamental and sport skills.

## Foster Empowerment and Growth

Allow participants opportunities for choice and leadership to help foster a sense of ownership, value, and empowerment. Give them options of activities to play (e.g., play their favourite tag game) or allow them to choose the activities. Ask participants to help teach others by explaining how they perform a skill, strategies they've used in the game, or to demonstrate to the group.

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<sup>1</sup> Activeforlife.com

Define your program outcomes on the following page. They should be guided by the goals identified in 2.1, [page 25](#). Provide a description of what the outcomes are and how you will achieve them (teaching points and progressions).

- Identify outcomes for physical competence (Fundamental Movement Skills and Sport Specific Skills). Example skills can be found on [pages 29-31](#).
- Identify outcomes for confidence and motivation and how you will achieve them. You should focus on these outcomes in every session. Examples can be found on [pages 33-34](#).
- Leaders can refer to this tool to build a program schedule, [page 40](#), and while delivering their programs.

## 2.2 Program Outcomes

Program Name:

Program Outcomes:

Age Group:

Dates:

### Fundamental Movement Skills

### Soccer-Specific Skills

SKILL	SKILL DESCRIPTION	TEACHING POINTS	PROGRESSIONS

### Confidence and Motivation

See [page 35](#) for instructions, and [page 17](#) for an example.

The program schedule outlines the outcome and development level of each session, as well as the activities that you will use to reach the outcome. It is often completed prior to the start of the program and contains a general guide and order of activities. The lesson plans, on the other hand, are generally completed closer to the session and provide more details and instructions of each session.

Note that although you will design the program schedule prior to the start of the program, this serves as a general guide. You may need to adapt the schedule or activities as you progress depending on the suitability to your participants' development level, interest or social dynamics.

## In This Section

- Program Schedule Guidelines
- Adapting your Program

## Tools

- ▶ Tool 2.3: Create your own Program Schedule

## PROGRAM SCHEDULE GUIDELINES

An example program schedule can be found on [page 18](#). In this example, we focus on a different physical skill outcomes for each session while ensuring that confidence and motivation outcomes are embedded in all sessions. Guidelines on how we select these outcomes are below.

### Physical Outcomes

Identify a different physical outcome for each session. There could be more than one outcome per session. For example, there may be one Fundamental Skill and one Sport Specific Skill. See [Program Outcomes pages 26-34](#) for example skills to choose from.

### Confidence and Motivation Outcomes

Confidence and Motivation outcomes should be embedded into every session. It is provided as a checklist at the bottom of the schedule that is applicable to all sessions.

### Sequencing Outcomes

If repeating physical outcomes, you can progress the level of difficulty each time if participants are ready. For the purpose of this Framework we define skill level in three levels progressing from **Discover, Develop and Deliver**. You can repeat outcomes in a cycle or back to back. Examples below:

#### Example of cycling outcomes

Session 1: Catching ► Discover  
Session 2: Dribbling ► Discover  
Session 3: Shooting ► Discover  
Session 4: Catching ► Develop  
Session 5: Dribbling ► Develop  
Session 6: Shooting ► Develop

#### Example of repeating outcomes

Session 1: Catching ► Discover  
Session 2: Catching ► Develop  
Session 3: Dribbling ► Discover  
Session 4: Dribbling ► Develop  
Session 5: Shooting ► Discover  
Session 6: Shooting ► Develop

**Activities:** Identify possible activities in the program schedule that you will deliver to reach the outcome and development level. Include warm-up and main activities. Embed general fundamental movement skills in the warm-up and activities.

## ADAPTING YOUR PROGRAM

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The program schedule is a guide to the program. The activities that are planned at the beginning of the program may change as the leader progresses through the program to adapt to the participants' needs in the program. You may need to adjust the activities depending on the participants' skill level, interest, or dynamics. For example,

- If you realize the activity is too difficult for your participants, you should not move on to the next level. If it is too easy, you may need to increase the level.
- If you have a competitive group, you may need to adjust the type of games to more cooperative games for the next session.
- As you learn your participants' interest (tag games, star wars, etc) you may choose activities tailored to their interests or build activities around those themes.

The lesson reflection on [page 20](#) will help guide the leaders throughout the program or if the need to adapt the program.

Program Name:  Age Group:  Dates:	Program Outcomes:
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SESSION	OUTCOMES	LEVEL	POSSIBLE ACTIVITIES (EXAMPLES)

Daily Outcomes for Confidence and Motivation		
Age and developmentally appropriate activities	Maximum Participation	Fun
Appropriately challenging environment	Inclusive	Safe
Progressive Activities	Caring Leaders	Friends

### Activity References

See [page 18](#) for an example and [page 38](#) for instructions.



The lesson plan outlines the delivery of each session. While the program schedule provide a general outline of what will be accomplished in each session, the lesson plan includes a more detailed version of what will happen in the session.

A lesson plan includes the following:

- Outcomes
- Space and equipment
- Staff and their roles
- Activities
- Activity descriptions
- Time breakdown
- Teaching points
- Adaptations

Additionally, whereas the program plan is designed before the start of the program, the lesson plan is generally designed closer to the date of the session to account for adjustments that may be needed for logistics (facility, equipment, and staff availability) and participants (abilities, interest, social dynamics).

## In This Section:

- Lesson plan considerations
- Lesson plan components
- Delivery techniques
  - Teaching cues, questions for understanding, progressions and adaptations for specific skills

## Tools:

- Tool 2.4: Lesson Plan Template

### MOVE TO PLAY TRAINING

For more information, on delivery techniques, activity modifications, and lesson planning, staff can take the MOVE to Play Training (See [page 7](#) for more information).

Program Name:	Date:
Age Group:	Time:
	Location:

<b>LESSON OBJECTIVE:</b>			
# of Participants:		Equipment:	# of Staff:
Participants Skill Level:			Staff Roles:
Time:	Introduction:		
	Activity Progressions:	Teaching Points, Cues, Questions for Understanding:	Modifications (Adaptations or Variations to suit participants level and interest)
	Conclusion:		
How will you build confidence and motivation in this lesson? e.g., how can you deliver the activities, or what discussions can you have or questions can you ask?			

Checklist		
Age and developmentally appropriate activities	Maximum Participation	Fun
Appropriately challenging environment	Inclusive	Safe
Progressive Activities	Caring Leaders	Friends

# LESSON PLAN COMPONENTS

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Each lesson should consist of the following components:

## Introduction

- Briefly explain the objectives of your lesson and explain the importance of why the participants are learning that skill. You could ask questions that spark the interest of participants or that they can relate to. For example, “does anyone play a sport that involves catching?” “What is the world long jump record?” “What animals hop on one foot?”

## Warm up

- Before starting the main activity, play a fun game or activity to warm up the participants’ muscles, introduce them to the skill, and prepare their mindset for play and physical activity. This can be a fun game and does not need to include many cues or questions for understanding.

## Main Activities

- This is the main portion of your lesson plan that aims to reach your objectives. Activities should include instructions, cues, questions for understanding, and modifications (variations, adaptations and progressions).

## Cool down/Conclusion

- Take a few minutes at the end of the lesson to debrief what the participants have learned in the session or what they have enjoyed. Ask questions for understanding and give the participants some take away messages that they can remember for the next session.

When planning a lesson, always make sure to plan extra in case any of your activities take less time than you thought or if you will need to modify the lesson for the group for any reason. It is suggested that you plan for 15 minutes more than the time you have allotted for your lesson.

# DELIVERY TECHNIQUES AND MODIFICATIONS

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The lesson plan should also include delivery techniques (or teaching methods) and modifications. In this way, leaders are prepared if they need to adapt the lesson on the fly to suit their participants.

A description of these techniques and modifications are found on the following page, while example delivery techniques and activity modifications for each skills are found on [pages 45-48](#).

## Delivery Techniques:

### Teaching Cues

Cues are used to help teach, remind or reinforce a skill or concept. Cues often break down the skill into its basic components. They can be communicated verbally or demonstrated physically. Guidelines for providing cues:

- Short and simple
- Provide only 1 or 2 per activity or session
- Give cues or feedback when participants are not in play so that they are engaged

### Questions for Understanding

A great way to communicate cues is by posing questions for understanding the skill, strategy, or activity. This allows for self-assessment and reflection from the students to help lead or guide the answer. Example questions:

- How did you place your hands to catch the ball?
- What type of throw did you use?
- How did you avoid a tagger?
- What strategies did you use to defend your zone?

Example Delivery Techniques for specific skills and strategy games are found on [page 45](#).

## Activity Modifications

Modifications allow you to adapt a game to suit your participants ability, vary the game to keep it interesting, or progress the game to the next level. While not mutually exclusive of each other, we define three type of game modifications in a lesson plan:

**Variations:** Varying the FMS used, the rules, or theme to keep it interesting.





**Adaptations:** Adapting a game to suit the abilities of our participants. For example, if we realize a tag game is too hard for the non-taggers we can make it easier by increasing the size of the space, having less taggers, or adding a safety zone.

**Progressions:** Progressing the difficulty of the game or advancing the game to the next level. For instance progress from an activity of partner passing, to passing within in a game once participants have mastered the first skill.






Example modifications for specific skills and strategy games are found on [page 48](#).

## DELIVERY TECHNIQUES EXAMPLES

Some example teaching cues and questions for some Fundamental Movement Skills and Fundamental Tactics (Teaching Games for Understanding) are listed below. They may be adjusted to ask questions about specific skills or strategies used in the each activity.

LOCOMOTOR AND BODY CONTROL SKILLS		
SKILL	TEACHING POINTS	QUESTIONS FOR UNDERSTANDING
Run 	<ul style="list-style-type: none"> <li>• Big arms, big legs</li> <li>• Move arms hip to hip, or cheek to cheek</li> <li>• Bend elbows; move arms back and forth, not crossing the body</li> <li>• Move Legs: Toe up, knee up;</li> <li>• Run on the balls of the feet</li> <li>• Move arms and legs in opposition</li> <li>• Accelerate by starting low and gradually standing up like an airplane</li> </ul>	Q: How do you move your arms and legs when you are running fast (sprinting)? Or slow (jogging)  Q: When would you use sprinting?  Q: When would you use jogging?  Q: How do you start quickly?
Jump/Hop 	<p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>• Jump from two feet, land on 2 feet</li> <li>• Big arm swing, big knee bend</li> <li>• Swing both arms back and then forward</li> <li>• Soft landing—land with bent knees like sitting in a chair</li> </ul> <p><b>Hopping</b></p> <ul style="list-style-type: none"> <li>• Hop from one foot and land on the same foot</li> <li>• Push swinging leg back</li> <li>• Move arms in opposition</li> </ul>	Q: What is a jump vs a hop?  Q: How do we jump: what do we do with our arms? With our legs?  Q: How do we hop on one foot? What do we do with our back foot?  Q: How do we jump/hop for speed? For distance?  Q: How do we land?
Wheel 	<ul style="list-style-type: none"> <li>• D-stroke: hands start at the top of the wheel (12 o'clock) and push them to extend arms at 3 o'clock. Then bring arms back and up, like a D-shape</li> <li>• Can move forward, backward or alternating wheels with two arms or one.</li> <li>• Sitting forward on chair</li> </ul>	Q: How do you keep your balance?  Q: How should move your arms?  Q: How to do you turn right? Left?  Q: How can you move fast?  Q: How can you move controlled
Balance 	<ul style="list-style-type: none"> <li>• Head up and eyes forward</li> <li>• Arms out wide</li> <li>• Focus point to help with concentration</li> <li>• Toe to heel/heel to toe</li> <li>• Slow movements</li> </ul>	Q: How can you keep your balance?  Q: When was it easiest to balance? Hardest?  Q: How did you balance on one foot? On two?  Q: What did you do with your arms?  Q: Where did you look?

OBJECT MANIPULATION SKILLS		
SKILL	TEACHING POINTS	QUESTIONS FOR UNDERSTANDING
Throw 	<b>Underhand throw</b> <ul style="list-style-type: none"> <li>Stand facing the target. Step with non-throwing foot</li> <li>Bring throwing arm back</li> <li>Point to where you are throwing</li> <li>Follow through</li> </ul> <b>Over hand throwing</b> <ul style="list-style-type: none"> <li>Stand sideways</li> <li>Make a power stance (legs wide)</li> <li>Step non-throwing foot forward</li> <li>Lead with throwing elbow—elbow up</li> <li>Non-throwing arm point to where throwing—or level 2, starts next to throwing hand (like pitcher)</li> <li>Release ball low or high based on target</li> <li>Follow through to your target</li> </ul>	Q: What type of throw did you use for low targets? For high targets? Near/far? Moving/stationary?  Q: How do you throw?  Q: Which foot do you step with?  Q: Which direction should you face?  Q: What strategies did you use to aim?
Catch/Pass 	<b>Catch</b> <ul style="list-style-type: none"> <li>Show target with hands</li> <li>Keep target up (diamond shape) for high throws; low target (basket) for lower throws</li> <li>Follow the ball (look)</li> <li>Communicate with partner</li> <li>Make eye contact with partner</li> </ul> <b>Pass</b> <ul style="list-style-type: none"> <li>Two hand pass</li> <li>Push pass from chest</li> <li>Or bounce pass—bounce 1/2-3/4 of the way to partner</li> <li>Look to where you are passing</li> <li>Communicate with partner</li> <li>Make eye contact with partner</li> </ul>	Q: How do you catch?  Q: How do you show you are ready to catch?  Q: How do let someone know you want the ball? Or are passing to them?  Q: What kind of target did you use?  Q: What kind of target did you use if the ball is high? Low?  Q: What kind of pass did you use?
Kick 	<ul style="list-style-type: none"> <li>Step forward with non-kicking leg</li> <li>Plant non-kicking foot</li> <li>Balance on planted foot</li> <li>Swing kicking leg back</li> <li>Kick with shoe laces</li> <li>Follow through</li> </ul>	Q: How do you kick? Vs pass?  Q: Where do you plant your non-kicking foot?  Q: Which part of your foot do you kick with?  Q: What do you do with your non-kicking foot?

TACTICS (TEACHING GAMES FOR UNDERSTANDING CATEGORIES)		
SKILL	TEACHING POINTS	QUESTIONS FOR UNDERSTANDING
Territory/Invasion Games 	<ul style="list-style-type: none"> <li>Look for open space</li> <li>Guard a player or a zone</li> <li>Spread out — use all areas of the field</li> <li>Communicate with your teammates</li> </ul>	Q: How did you defend your space? Q: What strategies did you use on offense? To get the ball? Etc. Q: How did you work with your teammates?
Striking/Fielding Games 	<ul style="list-style-type: none"> <li>Strike the ball away from where you are running</li> <li>Use ready a stance (stay low, balls of the feet) when fielding</li> <li>Pass to your teams to return the ball to home</li> <li>Spread out from your teammates to cover the outfield</li> </ul>	Q: Where should you stand in the outfield? Q: How do you show you are ready? Q: Where should you strike the ball? Q: When should you run? Q: When do you pass to your teammates?
Target Games 	<ul style="list-style-type: none"> <li>Aim to move to the middle of the court when receiving the ball (on defense)</li> <li>Move back if you are expecting a hard hit from your opponent or up if soft</li> <li>Communicate with your teammate</li> <li>Share the court with your teammate</li> <li>Stay in ready position (arms out, balls of feet, slightly bent legs)</li> </ul>	Q: Where did you stand on defense? On offense? Q: Where did you aim to place the ball in your opponent's court? Q: Why should you stay near the middle of the court? When should you move? Q: How did you work with your teammate to cover the court?
Net/Wall Games 	<ul style="list-style-type: none"> <li>Run fast</li> <li>Change directions</li> <li>Dodge</li> <li>Fake</li> <li>Create/look for a distraction</li> <li>Look for an open space</li> </ul>	Q: How did you tag? Q: How did you avoid a tagger?
Chase/Flee Games 	<ul style="list-style-type: none"> <li>Run fast</li> <li>Change directions</li> <li>Dodge</li> <li>Fake</li> <li>Create/look for a distraction</li> <li>Look for an open space</li> </ul>	Q: How did you tag? Q: How did you avoid a tagger?

## EXAMPLE MODIFICATIONS: VARIATIONS, ADAPTATIONS, AND PROGRESSIONS

Some example modifications to some common types of games are found below.

EASIER ADAPTATIONS & PROGRESSIONS	HARDER ADAPTATIONS & PROGRESSIONS	VARIATIONS
<b>CHASE/FLEE (TAG) GAMES</b>		
<ul style="list-style-type: none"> <li>Decrease the number of taggers</li> <li>Increase the size of the playing space</li> <li>Provide safety zones</li> <li>Choose a slower locomotor FMS skill for the taggers (e.g., taggers jump while fleers run)</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of taggers</li> <li>Choose a faster locomotor skill for fleers (e.g., taggers run while fleers jump)</li> <li>Decrease the size of the playing space</li> </ul>	<ul style="list-style-type: none"> <li>Change locomotor FMS for everyone</li> </ul>
<b>THROWING/TARGET GAMES</b>		
<ul style="list-style-type: none"> <li>Bigger targets</li> <li>Stationary targets</li> <li>Shorter throwing distance</li> <li>Larger balls to hit targets</li> <li>Smaller balls to throw far</li> </ul>	<ul style="list-style-type: none"> <li>Smaller targets</li> <li>Moving targets</li> <li>Longer throwing distance</li> <li>Smaller balls to hit targets</li> </ul>	<ul style="list-style-type: none"> <li>Place targets at various distances, heights (on the floor, wall, or on a bench) and of varying shapes</li> </ul>
<b>CATCHING GAMES</b>		
<ul style="list-style-type: none"> <li>Larger objects to catch</li> <li>Slower moving objects (e.g., scarves, beach ball, balloon)</li> <li>Shorter distance to pass/catch</li> <li>Stationary sender and receiver</li> </ul>	<ul style="list-style-type: none"> <li>Smaller objects</li> <li>Faster moving targets (e.g., dodge ball, tennis ball, bean bag)</li> <li>Longer distance to pass/ catch</li> <li>Moving sender and receiver</li> </ul>	<ul style="list-style-type: none"> <li>Various size balls to catch</li> <li>Change the type of pass: chest/push pass, bounce pass, overhand pass</li> </ul>
<b>COMPETITION PRESSURE PROGRESSIONS</b>		
<ul style="list-style-type: none"> <li>No or limited competition</li> <li>Staggered start for running, or running in different directions</li> <li>Throwing at targets in different directions</li> </ul>	Create competition pressure through: <ul style="list-style-type: none"> <li>Time (e.g., complete as fast as you can)</li> <li>Race/speed</li> <li>Point accumulation</li> <li>Competition</li> <li>Peer (watching)</li> </ul>	<ul style="list-style-type: none"> <li>Vary the competition types:</li> <li>How long it takes to complete the task</li> <li>How many points can be achieved in a time frame</li> <li>How long it takes to get a number of points</li> </ul>



## MOVE TO PLAY TRAINING

For more information, on delivery techniques, activity modifications, and lesson planning, staff can take the MOVE to Play Training.

This three-hour interactive training offers recreation and sport leaders an opportunity to learn about both the theory and application of physical literacy. Leaders spend the majority of the course learning how to purposefully plan and deliver fun, inclusive, sport, and active-based programs. Leaders are introduced to various activities and variations on how the activities can be adapted for all users. Leaders will take away ready-to-use activities and resources for their next program.

Overall, the workshop covers:

- Games and Program Delivery — Purposeful planning and progressions
- Feedback — Teaching points and how to use them for skill-development
- Lesson Planning — putting it all together and practice leading

Contact your Regional Support\* for more information on the MOVE to Play Training.

*\*A Regional Support is a member of the viaSport Regional Alliance that will support organizations to use the MOVE to Play Framework. Specifically, the Regional Support will work with each organization to identify their priorities, develop an action plan and support the implementation of that plan. You can find a viaSport Regional Alliance in your area on [page 81](#).*

Reflection is an important part of program development, learning from experience, and accountability. Reflection should be an ongoing process used by leaders of any experience and level, and should be a habit that is used after each session either formally or informally.

## In This Section

- Purpose of Reflection:
  - Program development
  - Learning through experience
  - Accountability

## Tools

- ▶ Tool 2.5: Lesson Reflection—to be completed after each session to guide the next session
- ▶ Tool 2.6: Program Reflection—to be completed periodically, and/or at the end of the program as a check-in or self-evaluation of the overall program.

## Purpose Of Reflection

### Program Development

Often times, we are not aware if the lesson planned will work for our particular group of participants, even if it has worked for a previous group. This may be because the lesson does not fit the unique group's ability, social dynamics, or interest. By reflecting after each lesson we can better understand what worked or did not work for our particular group of participants to help adapt subsequent lesson plans.

Consider reflecting on:

- Participant's skill level:
  - Were the activities too hard or easy?
  - If so, how can we adjust the activities to suit their level?
  - Should we adapt the activities, or choose different ones that are more suited to their level?
- Participant engagement:
  - Were most participants engaged and participating?
  - If not, why do you think that was? (e.g., interests, activity structure)
  - How can you adapt your lesson for the next session so that participants are more engaged?

### Learning through Experience

Reflection is also a tool for learning. As we deliver new activities, or work with different participants or staff, we may learn about what activities or tactics work best in different scenarios. Reflecting at the end of the session is a great way to intentionally learn from our experience to adjust our lesson plans for the future.

### Accountability

Reflection tools can also be used as an accountability tool to be reviewed with peers, a mentor, or a supervisor. See the Accountability Section on [page 73](#) for more information on accountability for leaders, programs, or participants.

Program Name:	Date:
Age Group:	Time:
Lesson Plan Objective:	Location:

**Use the following questions to help guide your future lessons.**

What worked well in your lesson plan? What did not work well?

Did you make any adaptations? What were they, and why?

Rank the level that each of the following objectives were achieved in this lesson on a scale of 1 to 5 (5 being the highest). What adaptations could you make to achieve them in the future?

OBJECTIVE	RANKING	ADAPTATIONS
Fun	1 2 3 4 5	
Safe	1 2 3 4 5	
Inclusive	1 2 3 4 5	
Maximum Participation	1 2 3 4 5	
Developmentally Appropriate	1 2 3 4 5	
Progressive Activities	1 2 3 4 5	
Appropriately Challenging	1 2 3 4 5	

Is there anything from this lesson that you need to communicate to your supervisor?

Program Name:	Date:
Age Group:	Time:
Leaders:	Location:

**Did the program cover a variety of skills?**

Fundamental Movement Skills:

Sport Specific Skills:

**Did the lessons include each of the following?**

Introduction

Warm-up

Main Activity

Conclusion

**Were the time breakdowns appropriate?**

There are an appropriate amount of activities

There is minimal down time

Transitions are managed appropriately

**Was the program adapted to the participants based on?**

Ability

Interest

Social Dynamic

**Were leaders inclusive and welcoming to?**

All participants

All staff

**Did the activities meet the following criteria?**

Fun

Safe

Inclusive

Maximum Participation

Developmentally Appropriate

Progressive

**Did each of the staff play a role?   Y   N   Were all of the following roles covered?**

Planning

Set-up

Sign in/out

Organization

Instructions

Feedback

Behavioural/injury management

Participating

AREAS OF SUCCESS	AREAS NEEDING IMPROVEMENT
<p>Suggestions:</p>	



# Training Pathways

## Section Contents

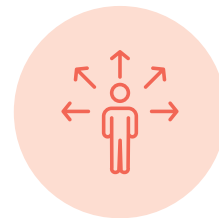
This section contains a list of recommended training types for each program stage as well as a list of available trainings, and a tool to develop your own training pathway.



**Recommended  
Trainings**  
for each program stage



**Available  
Trainings**  
list with format, description  
and organization.



**Training  
Pathway Tool**  
to schedule trainings  
for each program

There are a wide variety of trainings available that support leaders working within physical literacy spaces. These encompass topics such as,

- Physical literacy
- Fundamental Movement Skills
- Sport Specific Skills
- Lesson Planning
- Leadership
- Inclusion
- Safe Sport

While there are other important trainings that apply to these programs, we will focus on those listed above.

## In This Section

- Recommended types of trainings for recreation or community level physical literacy programs within each stage.
- A list of available trainings

## Tools

- ▶ Tool 3.1: Training Pathways Plan

## Suggested Use

- Use Tool 3.1 on the [page 59](#) to identify the required and additional trainings that you would like your staff to complete in each program using the list of recommended and available training in this section or you can identify own.

## Recommended Trainings

The following chart outlines the recommended types of required and additional training (listed in no particular order) for leaders. A list of available training can be found on the following page.

### Active Start

Active Start focuses on building basic movement skills through exploration and games.

#### REQUIRED TRAINING TYPES

- Physical Literacy Delivery for Early Years
- Lesson Planning and Leadership

#### ADDITIONAL TRAINING TYPES

- Inclusion
- Safe Sport
- Theory of Physical Literacy

### FUNDamentals

FUNDamentals focuses on game-based Fundamental Movement Skills with a secondary focus to introduce participants to sport specific skills.

#### REQUIRED TRAINING TYPES

- Physical Literacy Delivery
- Lesson Planning and Leadership

#### ADDITIONAL TRAINING TYPES

- Inclusion
- Safe Sport
- Theory of Physical Literacy
- Physical Literacy Assessment
- Sport Specific Grassroots Course

### Learn to Train

Learn to Train focuses on game based Fundamental Movement and sport specific skills.

#### REQUIRED TRAINING TYPES

- Physical Literacy Delivery
- Lesson Planning and Leadership

#### ADDITIONAL TRAINING TYPES

- Inclusion
- Safe Sport
- Theory of Physical Literacy
- Physical Literacy Assessment
- Sport Specific Grassroots Course



## Available Trainings

The following is a list of available trainings to support quality physical literacy programs. Note that this is not a comprehensive list and there may be other equivalent trainings available that are not listed here.

Purpose	Workshop	Format	Brief Summary	Organization and Website
<b>PHYSICAL LITERACY (PL) AND LEADERSHIP</b>				
Delivery, Leadership, Lesson Plan	MOVE to Play	3 hours in person	Delivery, teaching games for understanding, lesson planning for PL	<a href="#">viaSport.ca</a> and the Regional Alliance
Delivery	Quality Physical Literacy Experiences	4 hours in person	Delivery of PL to create a physical literacy enriched environment.	Sport for Life <a href="#">Registration Link</a>
Delivery	Physical Literacy Workshops	2.5 hours online	PL tools and resources available to create positive learning experiences	PHE Canada <a href="#">Registration Link</a>
Delivery – Early Years	Appetite to Play	1.5 hours online	Fundamentals of PL (0-5 years), tools, working with staff & parents	Appetite to Play <a href="#">Registration Link</a>
Delivery – Learn to Train	Movement Prep	3 hours in person or online	Incorporating FMS into warm-ups, injury reduction	Sport for Life <a href="#">Registration Link</a>
Leadership and Lesson Planning	HIGH FIVE Sport	5 hours in person	Identify development traits of children, and determine a coach's impact on a child's experience	HIGH FIVE <a href="#">Registration Link</a>
Leadership	NCCP Coach Initiation in Sport	1 hour online	Long term athlete development, ethics, and motivation	Coach.ca <a href="#">Registration Link</a>
Leadership	Supporting Positive Behaviours	Online	Training for coaches working with kids of all abilities	Canucks Autism Network <a href="#">Registration Link</a>
Analysis	NCCP Fundamental Movement Skills	4.5 hours in person	Detect and correct FMS, adaption for individuals with disabilities	Coach.ca <a href="#">Registration Link</a>
Theory	Physical Literacy 101	4 hours in person	Theory of PL and integration into programs	Sport for Life <a href="#">Registration Link</a>
Theory	Physical Literacy: An Introduction	e-Learning Certificate	Introduces participants to foundations of PL and implementation strategies.	PHE Canada <a href="#">Registration Link</a>
Community Programming	Becoming A PL For Life Community	Full day in person	PL with a focus on community development	Sport for Life <a href="#">Registration Link</a>

INCLUSION				
Inclusion for All	All Youth Matter	4 hours in person	Best practices to create inclusive sport, recreation and PA experiences	viaSport <a href="#">Registration Link</a>
Inclusion for All	Engaging the Hard to Reach	Online	Strategies to increase involvement and make opportunities accessible to all	BCRPA <a href="#">Registration Link</a>
Social Inclusion	Social Inclusion and Recreation	Online	Increasing social inclusion in community settings	BCRPA <a href="#">Registration Link</a>
Participants with Disabilities	Physical Literacy 501	Half-day in person	PL development for participants with disabilities	Sport for Life <a href="#">Registration Link</a>
Inclusion for Disabilities	Physical Literacy and All Abilities	Online	Strategies to modify programs to incorporate the needs of all children and youth.	PHE Canada <a href="#">Registration Link</a>
Inclusion for Disabilities	NCCP Coaching Athletes with a Disability	Online	Delivering quality positive experiences for athlete with behavioural, intellectual, physical, and sensory disabilities.	coach.ca <a href="#">Registration Link</a>
Inclusion for Autism	Autism Awareness for Recreation Leaders	Online	Foundational knowledge about autism and support strategies	Canucks Autism Network <a href="#">Registration Link</a>
Coaching for Indigenous	Aboriginal Cultural Relations Module	Online	Educate sport leaders on aspects of Aboriginal culture and incorporating this into programming.	BCRPA <a href="#">Registration Link</a>
Coaching for Indigenous	NCCP Aboriginal Coaching Module	Full Day	Applying a holistic coaching module for those coaching in Aboriginal communities	coach.ca <a href="#">Registration Link</a>
Coaching for Indigenous	Indigenous Communities: Active for Life	Full-day In person	Culturally tailored resources for PL	Sport for Life <a href="#">Registration Link</a>
Coaching for Indigenous	Indigenous Long-Term Participant Development Pathway	Full Day	Supporting Aboriginal participants and athletes through their programming	Sport for Life <a href="#">Registration Link</a>
Girls in Sport	Keeping Girls in Sport	Online Training	Online resource that teaches coaches strategies to create safe and respectful environments for female athletes	CAAWS <a href="#">Registration Link</a>
SAFE SPORT				
Bullying, abuse, harassment, discrimination	Respect in Sport for Activity Leaders	3hrs Online	Strategies to understand and respond to bullying, abuse, harassment and discrimination (BAHD)	Respect in Sport Group <a href="#">Registration Link</a>
Sexual misconduct	Commit to Kids	2.5 hours Online	Strategies to understanding boundaries, sexual misconduct and reporting inappropriate behaviour	Commit to Kids <a href="#">Registration Link</a>
Concussion	NCCP Making Headway in Sport	Online	Concussion safety, prevention, and awareness	Coach.ca <a href="#">Registration Link</a>
SPORT SPECIFIC				
Active Start, Fundamentals Coaching	NCCP Community or Instructor Stream	Varies	Coaching strategies for delivering and planning grassroots sport programs (Active Start and Fundamentals)	Contact the specific sport organization for more information. See <a href="#">page 84</a>
Learn to Train Coaching	NCCP Competition Introduction Stream	Varies	Coaching strategies for delivering and planning intermediate level sport programs (Learn to Train and Train to Train)	Contact the specific sport organization for more information. See <a href="#">page 84</a> .

## 3.1 Training Pathways Plan

Identify the required and additional trainings that you would like your staff to complete in each program. You can use the list of recommend training types ([page 56](#)) and available trainings ([page 57](#)) to identify appropriate trainings for each stage, or you can identify own.

PROGRAMS	REQUIRED TRAININGS			ADDITIONAL TRAININGS		
	TRAININGS	TIMING	FREQUENCY	TRAININGS	TIMING	FREQUENCY



# Mentorship

## Section Contents

This section provides mentorship models for three stages of leader development as well as a plan to implement the mentorship in programs and for leaders.



### Mentorship Models and Roles

for each mentorship stage



### Mentorship Plan

to schedule the mentorship  
stages to prepare for  
each program



### Mentorship Objective

pre-worksheet for  
mentee leaders to fill out



### Leader Professional Development Plan

to guide leaders through a  
training and mentorship



### Mentorship Progress

for the mentor to track  
the mentees progress  
and next steps

Mentorship is complementary to training and workshops and can be beneficial for leaders of every experience level. It can:

- provide job-embedded professional development to support continuous learning.
- help to contextual the knowledge learned in the trainings
- provide an opportunity for leaders to implement the skills and knowledge into their work place settings in a safe environment
- allow for leaders to share knowledge, resources, and new ideas

Components of a mentorship can include:

- Observation
- Co-Delivery
- Lesson Planning
- Feedback
- Peer-to-Peer Reflection

### In This Section

- Mentorship Models
- Mentorship Plan
- Mentorship Objectives Pre-Worksheet
- Leader Professional Development Plan
- Mentorship Progress Sheet

### Tools

- ▶ Tool 4.1 Mentorship Program Plan
- ▶ Tool 4.2. Mentorship Objectives
- ▶ Tool 4.3 Mentorship Progress
- ▶ Tool 4.4: Professional Development Leader Plan

## Suggested Use

### **Mentorship Models (page 63) and Mentorship Plan (page 69)**

In this Framework, we will provide three levels of mentorship suitable to different levels of experience, describing the roles of both the mentee and the mentor at each level. The organization can adjust where needed, and develop a plan (page 69) for how to implement the stages of mentorship in each program. These models can be provided to the mentor and mentee prior to the mentorship to help guide their process.

### **Mentorship Objectives (page 70)**

The mentorship models outlined above are guidelines. For effective learning, the mentorship should be a collaborative process that is individualized to the learners. As such, prior to the mentorship, the mentees and mentors should work together to determine learning objectives and a format that works best for them. A mentorship objective worksheet is provided on page 70 .

### **Leader Professional Development Plan (page 72) and Mentorship Progress (page 71)**

To track progress and assist with accountability, a Leader Professional Development Plan can be provided to leaders. They can work with their supervisor or mentor to develop a plan that best works for them. Following each mentorship session, the mentor can track the mentee's progress (page 71) to share with the mentee and/or supervisor, and to help guide the learning objectives of subsequent mentorship sessions.

In this Framework we will provide three levels of mentorship suitable to different levels of experience that progress through the following stages pending the experience of the leader:

- Stage 1: Observe and Support
- Stage 2: Co-lead
- Stage 3: Lead

### In This Section

- General guidelines for three phases of the mentorship: pre-session, during session, and post sessions.
- Specific roles of the mentees and mentors within each of stage and phase

*Note: These are guidelines for mentorship. The organization, mentee or mentor, can choose to adapt these roles where necessary. The organization can also determine the plan of when, where, and with who the mentorship takes place using the planning tool on [page 69](#).*

# MENTORSHIP PHASES: GENERAL GUIDELINES FOR MENTORS

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## Pre Session

### Pre-brief

- Discuss the purpose of the mentorship, the format, lesson plan and roles.

### Rapport

- Create a rapport with the mentee so that they are comfortable delivering sessions with you and asking questions. Let them know that the purpose is to support their learning rather than assessing their delivery methods.

### Feedback

- Conduct or discuss the Mentorship Objectives worksheet ([page 70](#)) with the mentee to understand areas where they would like feedback and support, and when is the best time to provide feedback (during or after). This can be completed together, or to save time, the mentee can complete it prior to the pre-brief and then discuss it with the mentor.

### De-brief Plan

- Discuss a plan for debriefing (when, where, and topics to debrief). Review the reflection sheet ([page 52](#)) and indicate that you will be doing a co-reflection of what well or not, and what to change in the future.

## During Session

### Support

- Whether you are leading the session or the mentee is leading the session, you should support the mentee in either guiding them in what is happening when you are leading, or supporting where needed when they are leading so that they can learn and lead in a comfortable and safe environment.

### Feedback

- Avoid giving major feedback during the lesson unless they have asked or if necessary (e.g., safety, too much elimination, lack of participation, or leaders are unsure of next steps). Otherwise, try to give leaders the opportunities to recognize problems and solutions on their own where possible. This is only a guideline; you can provide feedback during the session if an opportunity arises that will not disrupt the lesson.



## Post Session

### Debrief

- The debrief should be conducted immediately, or shortly after the session if possible so that the information is still fresh. If an in-person debrief is not possible, the mentee can fill out the reflection sheet ([page 52](#)) on their own time and there can be a debrief phone call.

### Purpose

- Explain the purpose of the reflection as a learning opportunity that should be a habit after each session, no matter the leader's experience. It is a tool for adapting your future lesson plans if needed. You can even explain that you, the mentor, also reflect after each session—in this way, we are attempting to normalize the practice of reflection instead of it feeling like an assessment.

### Reflection

- Use the lesson reflection sheet ([page 52](#)) to guide the conversation. Start by reflecting on your own lesson (if applicable) and then the leader's to normalize the process and increase comfortability. Mentors reflect on their session first and then ask if leaders have additional feedback. Then leaders reflect on their session and mentors provide additional feedback.

### Feedback

- Limit feedback to just one or two notes at a time. Suggest things to work on for the next time and build on it each session. Mentors can both acknowledge positive teaching methods used, and suggest new ones.

### Next Steps

- Confirm the next steps, if there are other mentorship sessions, what level of mentorship they will be doing, the format for the next session, lesson planning, etc. Ask if today's format for the session was OK and if any changes need to be made.

## MENTORSHIP STAGES AND ROLES

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The three stages of mentorship (Observe and Support, Co-Lead, and Lead) are outlined below. Each stage includes the appropriate audience, goals, as well as the roles for the mentee and mentor within each phase of the mentorship (pre-session, during session, and post session). This should be provided to both the mentee and mentor to be discussed prior to the mentorship, and can be used as a checklist during the mentorship.

### Mentorship Stage 1: Observe And Support

**For:** leaders who are new to delivery, or to the particular program.

**Goals:** To understand the format of the program, the roles of the leaders, and the types of activities.

**Mentee Roles:** To shadow the mentor, actively observe the program and support where needed.

MENTEE ROLES		MENTOR ROLES	
PRE-SESSION			
Discuss desired learning outcomes and expectations with the mentor.		Discuss learning objectives and expectations with the mentee.	
Review the program schedule and lesson plans.		Review the program schedule and lesson plans with the mentee.	
Ask questions regarding the program layout.		Describe the layout of the mentorship during the session, best places to observe and ask questions, and how the mentee can support.	
Ask how they can support during the session.			
DURING-SESSION			
Actively observe the session including the format, leader roles, organization, set-up, behavior management ideas, activities, and modifications to activities.		Deliver sessions as intended while making time to guide the mentee through the lesson: e.g., explaining what tactics are used to deliver the lesson and why (organization, set-up, behavior management, leader roles, etc.).	
Shadow the mentor closely and actively listen and ask questions. Save complex questions for the post session debrief.		Make adjustments to staff roles if needed to free up mentors time.	
Support the mentor where needed in set-up and organization.			
POST-SESSION			
Review the session with the mentor. Inquire about the session's format, activities, organization, leader roles, why modification occurred, or other areas of interests.		Review the session and explain what happened and why with regards to the format, organization, leader roles, modification and other area.	
Complete the lesson reflection with the mentor, discussing what worked well, or did not, or changes that could be made.		Complete the lesson reflection with the mentee sharing your reflection of the session as well as asking the mentees thoughts on the session.	
Inquire about what their role would be in the session, or specific scenarios that occurred.		Explain what the mentee's role would be in the session.	
		Discuss next steps.	

**Notes:**

## Mentorship Stage 2: Co-Lead

**For:** leaders who are comfortable planning and delivering activities but not yet comfortable in leading a full session; or those who are new to a program and are gradually taking on a bigger role.

**Goals:** for the mentee to have a safe environment to deliver activities without the pressure of organizing the full session. The aim is for them to understand delivery techniques, how to organize the participants during the activity, and staff roles during the activity,

**Roles:** to collaboratively plan a lesson with the mentor, shadow and support the mentor while the mentor is delivering a part of the session, and to deliver at least one activity on their own.

MENTEE ROLES		MENTOR ROLES	
PRE-SESSION			
<p>Discuss desired learning objectives and expectations with the mentor.</p> <p>Review the program schedule .</p> <p>Plan a lesson with the mentor, while planning one activity themselves.</p> <p>Ask questions regarding the session format.</p> <p>Ask how they can support during the mentor’s activities.</p> <p>Describe how they would best like support from the mentor during their (mentee’s) activity.</p> <p>Describe what type of feedback they would like from the mentor, and when they prefer to receive it.</p>		<p>Discuss learning objectives and expectations with the mentee.</p> <p>Review the program schedule with the mentee.</p> <p>Plan a lesson with the mentee and help them select, and plan, at a least one activity.</p> <p>Describe the layout of the mentorship during the session, best places to observe and ask questions, and how the mentee can support.</p> <p>Ask how they can support the mentee while the mentee is delivering their activity.</p> <p>Ask what type of feedback they would like to receive and when (e.g. during or post session).</p>	
DURING-SESSION			
<p>Actively observe the session including the format, leader roles, organization, set-up, behavior management ideas, activities, and modifications to activities.</p> <p>Shadow the mentor closely, actively listen and ask questions. Save complex questions for the post session debrief.</p> <p>Support the mentor where needed in set-up and organization.</p> <p>Lead their own activity including organization and delivery, and indicate how other leaders can support.</p>		<p>Deliver sessions as intended while making time to guide the mentee through the lesson: e.g., explaining what tactics are used to deliver the lesson and why (organization, set-up, behavior management, leader roles, etc.).</p> <p>Make adjustments to staff roles, if needed to free up mentors time.</p> <p>Support the mentee where needed during their activities with set-up and organization, or to assist with delivery if needed.</p> <p>Make mental notes to provide feedback during the debrief.</p>	
POST-SESSION			
<p>Complete the lesson reflection with the mentor to review the session. Reflect on their own delivery and inquire feedback from the mentor.</p> <p>Inquire about the session’s format, activities, organization, leader roles, why modification occurred, or other areas of interests.</p>		<p>Review the mentees delivery and provide feedback.</p> <p>Review their own delivery reflecting on what happened and why with regards to the format, organization, leader roles, modifications, and other areas.</p> <p>Complete the lesson reflection with mentee sharing your reflection of the session as well as asking the mentee’s thoughts on the session.</p> <p>Discuss next steps.</p>	

**Notes:**

## Mentorship Level 3: Lead

**For:** leaders who have experience planning and delivering individual activities and are ready to plan and lead a full session.

**Goals:** for the mentee to plan and lead a full session, organizing staff, and delivering activities.

**Roles:** to plan and deliver and lesson with support of a mentor.

MENTEE ROLES		MENTOR ROLES	
PRE-SESSION			
<p>Discuss desired learning objectives and expectations with the mentor.</p> <p>Review the program schedule.</p> <p>Plan a lesson and review with the mentor. Describe how they would best like support from the mentor, or other staff during their (mentee's) activity.</p> <p>Describe what type of feedback they would like from the mentor, and when they prefer to receive it.</p>		<p>Discuss learning objectives and expectation with the mentee.</p> <p>Review the program schedule with the mentee.</p> <p>Review the mentee's lesson plan.</p> <p>Ask how they can support the mentee while the mentee is delivering their activity.</p> <p>Ask what type of feedback to share and when.</p>	
DURING-SESSION			
<p>Lead their own lesson including organization and delivery, and indicate how other leaders can support</p> <p>Ask mentor questions or support if needed.</p>		<p>Support the mentee where needed during their activities with set-up and organization, or to assist with delivery if needed.</p> <p>Make mental notes to provide feedback during the debrief.</p>	
POST-SESSION			
<p>Complete the lesson reflection with the mentor to review the session. Reflect on their own delivery and inquire feedback from the mentor.</p> <p>Inquire about the session's format, activities, organization, leader roles, why modification occurred, or other areas of interests.</p>		<p>Use the lesson reflection to review the mentees delivery and provide feedback. Include format, organization, staff roles, activities, modifications and other areas.</p> <p>Discuss next steps.</p>	

**Notes:**

## 4.1 Mentorship Program Plan

This plan allows you to create a mentorship model for each program, or type of programs. Identify the mentees or mentors, their level of experience they have as a leader in general, or a leader in the specific program, and the frequency, e.g., how many sessions of the mentorship there should be in each program and when.

[illegible]

## 4.2 Mentorship Objectives

Mentee Name:	Level of Mentorship:
Program(s):	Mentor Name:
Dates/Times:	

The purpose of this worksheet is to understand what areas you would like to focus on in the mentorship and how you would like support. After filling it out, discuss your mentorship format with your mentor.

1. Check the boxes that indicate the objectives which you would like to learn more about. Use the space provided to elaborate if necessary.
2. Rank the objectives in order of importance by indicating their number (1 being of highest importance) on the left

RANK	OBJECTIVE	FURTHER EXPLANATION (E.G., ARE THERE SPECIFIC SKILLS, STRATEGIES, OR SITUATIONS THAT YOU WOULD LIKE TO FOCUS ON)
	Learning new games	
	Lesson planning	
	Program scheduling	
	Game delivery	
	Using teaching cues/questions for understanding to teach FMS	
	Teaching with progressions	
	Adapting games to suit participants needs	
	Organizing games or sessions	
	Behavioral management	
	Other:	

Most feedback or suggestions will be given at the end of the session so that you can focus on delivery. Indicate below if you would like feedback during the session:    **Y**    **N**

If yes, which areas?

See [page 62](#) for instructions.

## 4.3 Mentorship Progress

Mentee Name:	Level of Mentorship:
Program(s):	Mentor Name:
Dates/Times:	

Use this sheet to track your mentee's progress and next steps. You can also use the reflection sheet to track a more detailed progress and to guide your feedback.

SESSION DATE	LESSON PLAN SUMMARY	FEEDBACK SUMMARY
	Objective:  Activities:	Next Steps:
	Objective:  Activities:	Next Steps:
	Objective:  Activities:	Next Steps:
	Objective:  Activities:	Next Steps:
	Objective:  Activities:	Next Steps:

Is there anything that you need to communicate to your supervisor or your mentee?

## 4.4 Professional Development Leader Plan

Leader Name:

Program(s) and dates:

Use this tool to track your professional development: trainings and mentorship

### TRAININGS

REQUIRED		ADDITIONAL	
Training	Date	Training	Date

### MENTORSHIP

PROGRAM	MENTORSHIP STAGE	MENTOR	NUMBER OF SESSIONS	DATES

Is there anything you would like to communicate to your mentor?

See [page 62](#) for instructions.





# Program Accountability

## Section Contents

This section provides options for accountability for leaders, programs, and participants.



### Leader Accountability

for continuous learning and  
progress to grow as a leader



### Program Accountability

for continuous progress  
to improve programs



### Participant Accountability

to track participant  
outcomes and adapt  
programs accordingly

## Program Accountability

Program Accountability is a method to ensure quality physical literacy programs are delivered. In this section we provide options for accountability methods based on three levels as listed below. It is up to each organization to decide which options would work best for their needs, in their environment.

LEADER ACCOUNTABILITY	PROGRAM ACCOUNTABILITY	PARTICIPANT ACCOUNTABILITY
<ul style="list-style-type: none"> <li>• Self-Reflection</li> <li>• Peer-to-Peer Reflection</li> <li>• Mentor Connection</li> <li>• Staff Meeting</li> <li>• Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• MOVE to Play Program Reflection</li> <li>• Quest2</li> </ul>	<ul style="list-style-type: none"> <li>• PLAY Tools</li> <li>• MOVE to Play Physical Literacy Report Card</li> </ul>

### In This Section

- Leader Accountability Options
- Program Accountability Options
- Participant Accountability Options

### Tools

- ▶ Tool 5.1 Accountability Planning Tool for All Programs
- ▶ Tool 5.2 Individual Program Accountability Progress Tracking Tool

# LEADER ACCOUNTABILITY

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Leader accountability can occur on multiple levels with feedback and reflection from any of the following:

- self
- peers
- mentors
- supervisor

Accountability measures and assessment can often seem threatening and may cause anxiety in staff, however, accountability can also be seen as a learning opportunity when conducted as a two-way conversation. When the leader can reflect on their own practice and the evaluator can act as a mentor to provide suggestions and feedback to ease their workload, it can be a positive situation.

## Methods for Leader Accountability

### Self-Reflection

Leaders can use the lesson reflection (page 52), after each practice and the program reflection (page 53) at the end, or throughout, the program to reflect and evaluate their own program. Supervisors can choose to collect the reflections or not.

High Five's Leader Self Evaluation Tool is another excellent resource. [highfive.org/take-action/get-trained](https://highfive.org/take-action/get-trained)

### Peer-to-Peer Reflection

Leaders can be paired with a teammate either in their program or another to share reflections (page 52 and page 53) of their own program. In this way, they can connect with someone who may understand the issues that they are dealing with, help each other problem solve, and learn from each other experiences. If on going, peer-to-peer reflection can help create a network system, or a “buddy system” where leaders learn to rely on each other.

If the peers are in the same program they can also reflect on their own program together and create solutions for improvement together

### Mentor Connection

Mentorship can be used as both a learning support as well as accountability. During the debrief the mentee and mentor can co-reflect on the program delivery. During the mentorship, mentees are also held accountable for creating a lesson plan and handing it into the mentor. Mentors can use the Mentorship Progress tool (page 71) to help track progress.

### Supervisor Connection

Supervisor – Leader Reflection: Supervisor connection, or evaluation, can be conducted alongside of the other types of evaluation. After filling out the lesson and/or program reflection (page 52 and page 53), the leader can meet with the supervisor one-on-one, or the program leadership team can meet with the supervisor, to discuss the program, issues, successes and provide any suggestions or feedback.

## Supervisor – Mentor Reflection

Supervisors can also connect with the mentors to receive feedback about the programs and mentees they have been working with using the Mentorship Progress tool ([page 71](#)).

## Lesson Plans

The supervisor can also collect lesson plans as another form of accountability to ensure that planning is complete.

## Staff Meetings

Supervisors can meet with staff to discuss the programs, and successes or challenges that are happening and brain storm solutions as a collective. Program leaders can bring the lesson and/or program reflection sheets ([page 52](#) and [page 53](#)) to guide the meeting. Or mentors can guide the meeting based on things they have seen.

## Lesson Plans

The supervisor or mentor could collect lesson plans to ensure they are getting completed and the outcomes that are needed to be covered are getting covered. Or the leaders could share them in a common place (e.g. in a binder or online) as a bank of lesson plans for future leaders and programs.

Submitting lesson plan with a reflection also helps provide future leaders who may look at the lesson plan feedback on if it worked well or not, or what changes they should make if they are going to try the lesson as well.

## PROGRAM ACCOUNTABILITY

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### Program Reflection

The Program Reflection tool ([page 53](#)) provides a simple check list of criteria for a quality physical literacy program. It can be completed by the leader, supervisor or mentor.

### Quest2

Quest2 is a scientifically validated tool used to review, measure, and evaluate the extent to which children's programs support healthy child development for children aged 6 to 12. It uses a scoring method to assess the quality of a program and provides corresponding recommendations based on the scoring. It assesses programs for leader-child interactions, supervision and safety, child interactions, leader behavior and interactions, as well as program characteristics and support.

Quest2 is usually completed by a person in a supervisory role and must be certified in the Quest2 training to complete the assessment. [highfive.org/take-action/get-trained/quest-2](https://highfive.org/take-action/get-trained/quest-2)

## PARTICIPANT ACCOUNTABILITY

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Another way to assess programs is by assessing the outcome of the participants:

### MOVE to Play Physical Literacy Report Card

The MOVE to Play Physical Literacy Report Card is a movement guide for parents to ensure their child is practicing a wide range of movement skills in a fun and motivating environment. The double-sided booklet explains the importance of physical literacy and list common fundamental movement skills as well as example activities that their child can participate in to practice these skills.

The back page of the booklet provides a checklist of the program leader to fill out of which skills the child practiced during their program as well as progress notes and suggested next steps. Visit [viasport.ca](https://viasport.ca) or contact our Regional Support team ([page 81](#)) to obtain a copy.

### PlayTOOLS

PLAYbasic assesses key movement skills performed by the child. The tool itself is made up of five tasks (run, hop, throw, kick, balance) that cover the child's physical abilities. Each ability is graded on a four-point rubric with the following categories: Initial, Emerging, Competent and Proficient.

[play.physicalliteracy.ca/play-tools/playbasic](https://play.physicalliteracy.ca/play-tools/playbasic)

## 5.1 Accountability Plan for All Programs

Identify the accountability measures that will be used in each program. You can refer to the examples in this section (pages 73-77). Include who will complete the accountability method, who will check or track it, when it will happen and how often.

PROGRAM	ACCOUNTABILITY METHODS	COMPLETED	CHECKED	TIMING	FREQUENCY

## 5.2 Program Progress

Program:	Date/Times:
Age Group:	Location:

Use this sheet to track the individual program's progress and next steps. Indicate the accountability tool that was used and include a general feedback summary.

DATE	ACCOUNTABILITY METHOD	COMPLETED BY	FEEDBACK SUMMARY
			Next Steps:
			Next Steps:
			Next Steps:
			Next Steps:
			Next Steps:

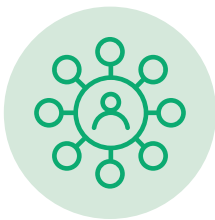
Notes:



# Additional Resources

## Section Contents

This section identifies additional resources such as activity guides, organizations that support physical literacy development, and grants to fund physical literacy programming. A tool to track which reference you have used can be found on [pages 88](#).



**Organizations**  
that support Physical  
Literacy programming



**Activity Guides**  
for leaders to deliver  
physical literacy



**Grants**  
that fund physical  
literacy programming.



**Recommended  
Resources**  
to track your favourite  
tools for future use



## Organizations that Support Physical Literacy

### viaSport

viaSport partners with health, education, sport and recreation to ensure that the people working with children and youth have the knowledge, skills and opportunity to provide physical literacy development in a variety of settings. Grant funding through the BC Sport Participation Program and to viaSport's Regional Alliance partners enables leaders to deliver physical literacy mentorship and programs in every community of the province.

### viaSport Regional Alliance

The viaSport Regional Alliance partnership is a collective of provincial sport-delivery organizations passionate about enriching lives and energizing communities via sport. Each organization delivers exceptional programming ensuring all British Columbians receive quality options to lead healthy and active lifestyles.

They deliver multi-sport and physical literacy programs, training and support including the MOVE to Play Training and Framework. They also have connections to local sport organizations, and deliver NCCP courses. Contact the Regional Alliance centre closest to you:



CENTRE	LOCATION	WEBSITE
Fortius Sport and Health	Burnaby	<a href="http://fortiussport.com">fortiussport.com</a>
PacificSport Interior	Kamloops	<a href="http://pacificsportinteriorbc.com">pacificsportinteriorbc.com</a>
PacificSport Okanagan	Kelowna	<a href="http://pacificsportokanagan.com">pacificsportokanagan.com</a>
PacificSport Fraser Valley	Langley	<a href="http://pacificsportfraservalley.com">pacificsportfraservalley.com</a>
PacificSport Vancouver Island	Nanaimo	<a href="http://pacificsportvi.com">pacificsportvi.com</a>
Engage Sport North	Prince George and Fort St. John	<a href="http://engagesportnorth.com">engagesportnorth.com</a>
Columbian Basin	Rosland	<a href="http://basinplays.org">basinplays.org</a>
Pacific Institute of Excellence	Victoria	<a href="http://piseworld.com">piseworld.com</a>
Whistler Sport Legacies	Whistler	<a href="http://whistlersportlegacies.com">whistlersportlegacies.com</a>

### **British Columbia Recreation and Parks Association (BCRPA) | [bcrpa.bc.ca](http://bcrpa.bc.ca)**

The British Columbia Recreation and Parks Association (BCRPA) plays a central role to leading the enrichment of individuals and their communities through the power of recreation and parks.

They facilitate professional development and the exchange of knowledge and best practice, host conferences, courses, events, and a range of resources.

### **Canucks Autism Network (CAN) | [canucksautism.ca](http://canucksautism.ca)**

Canucks Autism Network is dedicated to providing programs to individuals with autism and their families, while promoting acceptance and inclusion through community engagement and training initiatives across B.C. and beyond.

It provides programs, trainings, and community engagement, to promote and support acceptance, accessibility and inclusion in communities across B.C. for individuals with autism and their families.

### **Coaching Association of Canada (CAC) | [coach.ca](http://coach.ca)**

The Coaching Association of Canada unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and ultimately expanding their reach and influence.

They offer both sport-specific and multi-sport coaching courses, as well as resources, and conferences. They cover topic such as physical literacy, leadership, coaching, safe sport, inclusion, and the Responsible Coaching Movement.

### **ParticipACTION | [participaction.com/en-ca](http://participaction.com/en-ca)**

ParticipACTION helps Canadians sit less and move more through innovative engagement initiatives and thought leadership.

It offers guidelines for getting active, tips for adapting activities to varying abilities, community challenges, physical activity reports, and other resources.

### **Physical Health Education (PHE) CANADA | [phecanada.ca](http://phecanada.ca)**

Physical and Health Education Canada supports community champions with quality programs, professional development services, and community activation initiatives to inspire all to live healthy, physical active lives.

It offers programs, courses, resources, and assessments in physical literacy.

### **Respect in Sport | [respectgroupinc.com/respect-in-sport](http://respectgroupinc.com/respect-in-sport)**

Respect in Sport empowers people to recognize and prevent bullying, abuse, harassment and discrimination (BAHD) through interactive, online training courses.

They offer respect in sport courses for activity leaders, parents and other courses such as Keep Girls in Sport and Safe Places.

## **Responsible Coaching Movement | [coach.ca/responsible-coaching-movement-s17179](https://coach.ca/responsible-coaching-movement-s17179)**

The Responsible Coaching Movement contains resources and trainings on inclusion and safe sport for organizations, parents and leaders.

## **Sport for Life | [sportforlife.ca](https://sportforlife.ca)**

Sport for Life has sport and physical literacy experts with the long-term vision necessary to be catalysts for lasting change within the sport and physical activity ecosystem and beyond.

They mobilize knowledge in communities through workshops, conferences, e-learning, resources, and collaboration projects surrounding physical literacy, quality sport, and long term development in sport and physical activity.

## **True Sport | [truesportpur.ca](https://truesportpur.ca)**

True Sport is a series of programs and initiatives designed to give people, communities and organizations the means by which to leverage the many benefits of sport from a platform of shared values and principles.

Resources on True Sport principles, activities and tips can be accessed by parents with a membership and by signing the True Sport Declaration.

## **YMCA | [ymca.ca](https://ymca.ca)**

The YMCA offers diverse programs to support people of all ages and stages on their journey to better health in spirit, mind and body.

It offers education and training areas such as early years education, child care training, lifeguarding, and CPR/First Aid.

## PROVINCIAL SPORT ORGANIZATIONS

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Provincial Sport organizations have programs, trainings, and resources pertaining to their sport for all levels: grassroots, high performance, and recreation. Visit [viasport.ca/partners/pso-and-dso](https://viasport.ca/partners/pso-and-dso) for up to date contact and website information.

Badminton BC  
Basketball BC  
BC Archery  
BC Cheerleading Association  
BC Lacrosse Association  
BC Provincial Football Association  
BC Snowboard  
BC Taekwondo Federation  
BC Ultimate Society  
Bowl BC  
Boxing BC  
Fencing BC  
BC Golf  
BC Sailing  
BC Speed Skating  
BC Rhythmic Sportive Gymnastics  
Cross Country BC  
Cycling BC  
Gymnastics BC  
Judo BC  
Orienteering BC  
Skate Canada BC/YK Section  
Sport Climbing  
Swim BC  
Tennis BC  
Volleyball BC  
BC Bobsleigh and Skeleton

Baseball BC  
BC Alpine  
BC Athletics  
BC Diving  
BC Netball  
BC Ringette  
BC Table Tennis  
BC Target Sports  
Biathlon BC  
Bowls BC  
BC Amateur Hockey  
BC Freestyle Ski  
BC Rugby  
BC Soccer  
Wrestling BC  
Canoe Kayak BC  
Curl BC  
Field Hockey BC  
Horse Council BC  
Karate BC  
Rowing British Columbia  
Softball BC  
Squash BC  
Synchro BC  
Triathlon BC  
Waterski and Wakeboard BC  
BC Luge

## DISABILITY SPORT ORGANIZATIONS

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Disability Sport Organizations have programs, trainings, and resources pertaining to their sport for all levels: grassroots, high performance, recreation. Visit [viasport.ca/partners/pso-and-dso](https://viasport.ca/partners/pso-and-dso) for up to date contact and website information.

BC Adaptive Snow Sports

BC Wheelchair Sports (track and field, rugby)

BC Deaf Sports Federation

Sportability—CP sports of BC (sledge hockey, bocha)

BC Wheelchair Basketball

BC Blind Sports (Goal Ball)

Special Olympics BC

### **MOVE to Play's Fundamental Movement Skill Manual (from the viaSport Regional Alliance)**

This manual contains over 150 activities that are grouped into the Fundamental Movement Skill categories (e.g., run, catch, kick, and jump). Activities in each category are then grouped by skill level and indicate the Teaching Games for Understanding category. Activities contain teaching points, reflection questions, as well as progressions. Contact viaSport of the Regional Alliance ([pages 81](#)) to obtain a copy.

#### **Activeforlife.com**

This website contains activities and lesson plans grouped by FMS skill and age group. It also allows you to build your own lesson plans

#### **Befitforlife.ca**

Be fit for life contains resources for fundamental movement skills, traditional games, early years, mindfulness and more.

#### **Flaghouse.ca/Pages/Activity-Guides/#PE**

Flaghouse has both pdf instructions of activities as well as a youtube channel ([youtube.com/FLagHouseActivityChannel](https://youtube.com/FLagHouseActivityChannel)) containing various fundamental movement skills, sport specific, and cooperative games. They also sell equipment for physical activity.

#### **PlaySport.net**

Play sports has activities that use a teaching games for understanding approach. Activities are grouped by their teaching games for understanding category, age, and movement skill. Their activities contain teaching questions, progressions, and connections to sport.

#### **Physedgames.com**

This website contains descriptions and videos of a variety of fundamental movement skill games listed by grade level.

#### **Teachphysed.weebly.com**

This website contains videos of games grouped by sport and fundamental movement skill games under the "TeachPhysEd" tab

#### **ThePhysicalEducator.com**

This website contains activities that are grouped by fundamental movement skills, teaching games for understanding, and holiday themes. It has video demonstrations of activities that also include progressions.

## BC Recreation and Parks Association (BCRPA) | [bcrpa.bc.ca](http://bcrpa.bc.ca)

BCRPA offers various grants for active programming such as before and after school programs, active transportation, cycling infrastructure, active living and healthy eating,

## BC Sport Participation Program: Community Sport Program Development Fund (CSPD)

CSPD Fund, funded by the Province of British Columbia, makes community sport more accessible to people of all abilities. CSPD Funding of up to \$3000 is awarded to sport programs delivered by non-profit organizations, which include local and provincial sport organizations, municipalities, and Aboriginal communities. [viasport.ca/grants](http://viasport.ca/grants)

## BC Sport Participation Program: Provincial Sport Development Fund (BCSPP)

BCSPP supports programs that attract children, youth, Indigenous and under-represented populations to lead active and healthy lifestyles through involvement in sport while also helping to support communities delivering physical activity programming throughout the province. Up to \$30,000 is available [viasport.ca/grants](http://viasport.ca/grants)

## Grants for Women and Girls in Sport and Physical Activity

Canadian Women and Sport list various funds available to support women as participants and leaders in sport and physical activity. [womenandsport.ca/resources/wise-fund](http://womenandsport.ca/resources/wise-fund)

## JumpStart grants

JumpStart offers various grants for children and programs with financial needs, as well as for accessibility. The individual child grants fund up to \$300 per activity for registration and equipment needed. The community development grant and ParaSport Jumpstart fund covers registration, equipment and transportation to develop or sustain sport and recreational programming. The accessibility fund helps adapt facilities to accommodate for varying abilities. [jumpstart.canadiantire.ca](http://jumpstart.canadiantire.ca)

## KidSport

KidSport provides financial assistance for registration fees and equipment to kids aged 18 and under. KidSport chapters are located across the country and each manages its own fundraising, applications, and grant distribution for their community of province. [kidsportcanada.ca](http://kidsportcanada.ca)

## ParticipACTION Community Better Challenge

The Community Better Challenge is an annual event that gets Canadians across the country moving together. Host a Community Better program or event and be eligible for a grant of \$250 to \$1,000 to help with equipment, instruction and more. [participaction.com/en-ca/programs/community-challenge](http://participaction.com/en-ca/programs/community-challenge)

## Recreation Foundation BC

Recreation Foundation BC's Grant Program was established in 2011 to provide support to not-for-profit groups active in the broad areas of recreation, sports, parks, culture, the environment and education. [recreationfoundationbc.ca/grants](http://recreationfoundationbc.ca/grants)

## 6.1 Recommended Resources

Use this tool to record your recommended resources. In this way you, or other leaders, know which resources to go to again.

ACTIVITY GUIDE	WOULD YOU RECOMMEND THIS RESOURCE?	FEEDBACK
	Y N	
	Y N	
	Y N	
	Y N	
	Y N	

GRANTS	WOULD YOU RECOMMEND THIS RESOURCE?	FEEDBACK
	Y N	
	Y N	
	Y N	
	Y N	
	Y N	

SUPPORT ORGANIZATIONS	WOULD YOU RECOMMEND THIS RESOURCE?	FEEDBACK
	Y N	
	Y N	
	Y N	
	Y N	
	Y N	



