Physical Literacy for Older Adults

October 29, 2019 12:00 PM EST
Drew Mitchell

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Shameeza Allard
Physical Literacy for Older Adults

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Physical Literacy for Older Adults

Presented by:
Drew Mitchell
Director of Physical Literacy

We acknowledge that we meet upon traditional ancestral territories of Indigenous people.
How can we keep adults active for life?

http://sportforlife.ca/portfolio-view/active-for-life-durable-by-design/
What are the challenges?
Canada is Ageing

Source: Statistics Canada, 2012
As Canadians age, they are progressively less likely to participate regularly in some form of sport.

The level of participation at all ages has declined over the past decade.

Maintain, Manage, Maximize for resilience and durability by design (compression of morbidity - J.F. Fries)

• Manage conditions
• Maximize physical literacy
• Maintain fitness
Why don’t Canadian adults participate? TAD

**Time**
- Lack of time - reality or excuse?
- Conflicts
- Transportation

**Appearance**
- Body image, tighter/shorter clothing
- Mixed gender groups
- Ability – “I don’t want to look foolish”

**Discomfort/cost**
- Physical – chronic injury, OA, etc.
- “Fear of exercise” – pain, fatigue
- Fear of falling
- Financial discomfort – fees, transportation, etc.
Four fitness needs

- flexibility
- balance
- strength
- aerobic endurance
Confidence for fun and learning

• “Appearance” and audience can work against fun and learning
• Safe places to try (and fail)
• Test/ask about discomfort: what can’t they do easily?
• Confidence is built on fun and challenge...and overcoming appearance and discomfort!
What is physical literacy?
Physical literacy

is the...

physical competence

motivation

confidence

knowledge valuing

...to be

active for life
A PL-based approach means:

- Activating the brain to learn new movements and skills;
- Developing a broader range of movement competencies;
- Supporting learning with fun, social, challenging activities;
- Building confidence and the desire to participate;
- Taking advantage of body and brain plasticity – moving and learning are protective!
Physical Activity, Physical Fitness, Physical Literacy

• Physical activity is...?
• Physical fitness is...?
• Physical literacy is different because?

• By improving skill, confidence and motivation, physical literacy is a foundation for more activity...which results in more fitness...resulting in better health!
PL is a lifelong journey

- As our bodies change, grow and age, the body needs to adapt and learn new movement skills.
- We continually build on existing physical literacy with new activities and experiences.
- We transition to different activities as mobility or life circumstances change.
- We can move for life through recreation, masters and community programs.
Practical physical literacy for adults
Physical Literacy, Physical Activity and Health: Toward an Evidence-Informed Conceptual Model

John Cairney, Dean Dudley, Matthew Kwan, Rheanna Bulten & Dean Kriellaars

© Springer Nature Switzerland AG 2019
**PHYSICAL LITERACY**

- Confidence / Motivation
- Movement Competence: Land, air, water
- Positive Affect: Fun, happiness, enjoyment
- Knowledge

**Physical Activity:**
- a. active transport
- b. exercise
- c. occupational

**Physical Health:**
- Reduced risk of CVD, Type 2 Diabetes, Overweight, Blood Pressure, cancer, fracture, OA

**Individual Factors**

**Environmental Contextual**

**Positive Physiological Adaptations to Stress:**
- improved fitness

**Social & Psychological Adaptations**

**Mental Health:**
- Reduced risk of depression, anxiety, increased self-esteem

**Social Health:**
- Increased productivity, social inclusion

**Positive Affect:**
- Fun, happiness, enjoyment

**Confidence / Motivation**

**Movement Competence:**
- Land, air, water

**Social Participation**
PHYSICAL LITERACY

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Social Health: Increased productivity, social inclusion
Shifting the Paradigm: Factors for Active Aging

1. Appropriate physical activity
2. Activity enhances cognitive function
3. Activity promotes psychological well-being
4. Activity promotes social connection
5. Embrace life transitions
6. Manage chronic conditions
7. Practice mindful nutrition
8. “Durability by design”
Physical Literacy for Older Adults
Collaborative Project 2017-19
August 2018

City of Markham
City of St. Catharines
Sunnybrook Hospital, Toronto
Town of Aurora
Purpose

• The **PURPOSE** of this collaborative project is to use a developing physical literacy approach in an older adult population (ages 55 and older) as it relates to increasing physical activity, reducing chronic disease and improving health.

• **EDUCATE** older adults and care providers about developing physical literacy.

• **TRAIN** community and health professionals to use a physical literacy based approach and collect baseline physical literacy data in the population.

• **ASSESSMENT** of older adults using a modified procedures delivered by qualified health Professionals.
• **BUILD** clear, more intentional, community-based physical activity pathways that are supported by local health professionals for older adults to follow and improve their quality of life.

• Older Adults visit their health professionals more often and are more compliant.

• Older Adults are comfortable with the referral processes but few community-based pathways have been built.
Physical Literacy for Older Adults

The Workshop

We acknowledge that we meet upon traditional ancestral territories of Indigenous people.
Learning Outcomes

Know...

• The basic definition of Physical Literacy;
• The differences between physical literacy, physical activity, and physical fitness;
• Three key barriers to participation for adults/older adults and how to address them;
• How to use the “Five plus five” program characteristics to design quality physical literacy programs for adults/older adults;
• How to create modifications to existing programs, or create new physical literacy-enhancing activity programs, in your own organization.
“Five plus Five” for a Quality Session

Session Characteristics
✓ Fun and social
✓ Everyone included
✓ Always moving
✓ Progressive/challenging
✓ With purpose

Design Considerations
✓ Appropriate space & equipment
✓ Teaching Games for Understanding
✓ Right/Left Symmetry
✓ Mimicry
✓ Cueing and Feedback
Five characteristics of a quality session

- Fun and social
- Everyone included
- Always moving
- Progressive/challenging
- With purpose
Fun and social!

- Games are fun
  - Non competitive
  - Skill challenges
- Friends are the key
  - Enable “bringing a friend”
- Build in social activities
  - Time to talk
Everyone is included!

- Everybody needs to be active – no waiting!
- Benefits of Stations
  - Select the starting station
  - Variety of activities
- Provide challenge at each person’s level – allow self-selection.
Accessible programs look like...

**Attitudes**
- Everyone welcome, every time
- Be open to learning and feedback
- Make changes to improve and include more people

**Communication**
- Inclusive language
- Diversity in photos, promotions
- Accessible fonts, high contrast, support screen reader software

**Architecture**
- Symbols and signage
- Automatic doors or remove doors
- Washrooms, counter heights
- Ramps, accessible equipment

**Programs and Services**
- Adapted equipment, programs to support individual’s ability
- Welcome peers and support personnel
- Trained leaders and coaches
Progressive and challenging

- Assess starting skill and discomfort level;
- Present suitable challenge in an appropriate way;
- Progress challenge in step with learning;
- Add variety to maintain engagement;
- Provide an emotionally safe environment “free to fail”.

![Graph showing the challenge zone with axes for Participant Skill Level and Task Difficulty, illustrating the relationship between anxiety/frustration and boredom.](image-url)
Add progressions to promote skill development

• Skill becomes natural through repetition.
• Sequencing – use logical progressions, always be prepared to offer the “next step” as they learn.
• Include comprehension, selection, decision – foster their ability to problem solve.
• Brain training - allow time for adaptation.
With purpose

• Challenge them to be intentional about movement:
  • TGfU approach: questioning
  • Skill challenges as puzzles
• Each part has a purpose:
  • Warm-up
  • Skill learning
  • Fun, fitness activity
Five program design considerations

- Appropriate space & equipment
- Teaching Games for Understanding
- Right/Left symmetry
- Mimicry
- Cueing and feedback
Appropriate space and equipment

- Specialized equipment not required!
  - Scrunched paper or bean bag instead of a ball
  - Cereal boxes or hula hoops as targets
  - Painters tape or chalk to mark the ground
- Select a space and equipment to help participants:
  - do many repetitions
  - obtain knowledge of results.
Teaching Games for Understanding

✓ Use non-traditional games/activities to stimulate learning
✓ Start simple: games build in complexity as learners progress
✓ Skills carry over to other sports/games
✓ Learner-centered: all participants are important and involved
✓ Get participants thinking: include decision-making, questioning to consolidate learning.
THE GAME
Non-traditional “mini-game”
Skill-based

Game Appreciation
Fun & full participation

Tactical Awareness
Learn basic strategies and try different tactics.
“How would you...?”

Skill Execution
Decision into action: Skill selection and skill execution.
“What is the best way to...?”

Decision-Making
Real-time decisions:
“What should I do? How should I do it?”

Performance
Play a full game applying new knowledge and skills. Assess.
“How did you apply (skill, tactic)?”
Mimicry

• People will copy others they believe are able to perform the skill.
• Consider having learners mimic a good performer moving through the skill at slow speed.
Right-Left Symmetry

- Build both sides into activities and lesson plans.
  - Throw and catch with both hands.
  - Move both directions (clockwise/counterclockwise).
- Can you think of more ways to build Right-Left symmetry?
Cueing and Feedback

- **Provide** Cues (a key word provided in advance, to reinforce a specific movement)
- **Minimize** Feedback (verbal information provided after an attempt) in early skill learning
- Avoid giving feedback while skill is being practiced.
- Activity should provide knowledge of results (e.g. hitting a target).
Questions?
Resources

Sport for Life:

- sportforlife.ca
- physicalliteracy.ca
- sportforlife-sportpourlavie.ca
Thank you!

Contact: drew@sportforlife.ca
Twitter: @PhysLitGuy
Questions?

Type your questions into the Q&A box.

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