

Introduction

Physical Literacy can be defined as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life” (Tremblay et al., 2018). Physical literacy teaches individuals the foundational skills of leading a physically active lifestyle which plays a key role in overall health status. According to the 2018 ParticipACTION report, higher levels of physical activity are associated with more favourable measures of: physical fitness, motor competence, weight status, metabolic health, arterial characteristics, bone health, academic achievement, health-related quality of life (indicator of physical, mental, emotional and social functioning), brain and mental health (e.g., cognitive functioning, self-esteem, anxiety, depression), and more (ParticipACTION, 2018). Furthermore, “physical activity plays an important role in the prevention of becoming overweight and obese in childhood and adolescence, and reducing the risk of obesity in adulthood” (Hills, Andersen, & Byrne, 2011). This draws a strong connection between the importance of physical literacy, regular physical activity, and health outcomes later in life. Therefore, teaching children physical literacy at a young age sets them up for a healthier life.

We know that only 35% of 5- to 17-year-olds are achieving the recommended 60 minutes of moderate-to-vigorous physical activity (MVPA) per day for their age group (ParticipACTION, 2018). In addition, 76% of 3- to 4-year-olds and 51% of 5- to 17-year-olds are engaging in screen-time above the recommendations of no more than 2-hours per day by the Canadian Guidelines for screen-based sedentary behaviours (ParticipACTION, 2018). Barriers to adopting recommendations to prevent childhood obesity include time and money, as well as child preference (screen time), difficulty changing hobbies, lack of information, lack of transportation, need for assistance from family members, and neighborhood walking safety (Sonneville et.al.,

2009). There also appears to be a strong connection between the role that families play in promoting children's healthy movement behaviour (ParticipACTION, 2020). Given that engaging in physical literacy is a health promoting behaviour, these barriers must be addressed in physical literacy initiatives such as *Champions for Life* (CFL). Finally, it is vital to consider the social determinants of health and the role they play in physical literacy and adequate physical activity in children. The following paper will introduce the *Champions for Life* Foundation and explore the benefits and limitations of the organization as it pertains to increasing physical literacy in children in Quebec.

Description

Founded by David Arsenault in Montreal, Québec, *Champions for Life* is a charitable organization dedicated to “Helping children through their schools, communities, and families to develop physical literacy, especially in at risk communities” (Champions for Life, 2020). According to their website, only 14% of children ages 5-11 years meet the recommended daily physical activity guidelines of 60 minutes per day. Furthermore, only 1 in 3 children meet basic physical literacy measures and two-thirds of Canadian elementary schools have not developed basic physical literacy (Champions for Life, 2020). This sedentary behavior may be a direct impact of the increased time children are spending on their screens. Armed with the goal of reducing negative health trends for children in Canada, particularly childhood obesity, *Champions for Life* aims to develop fundamental movement skills in children to promote life-long physical activity. *Champions for Life*'s core focus is to “bring top physical literacy experiences to children by developing strong leaders, teachers, and coaches through the application of [their] innovative programs and solutions” (Champions for Life, 2020). In

particular, the organization focuses on bringing subsidized programs to low-income schools across Quebec. As a not-for-profit organization, *Champions for Life* is led by a three-person board of directors: David Arsenault, Jean Carriere, and Shawn Johal. Since 2016, *Champions for Life* has trained 175 program leaders, physical education teachers, and coaches in 130 schools across 35 communities. This has led to over 17,480 children accessing their innovative programs such as the after-school program, the physical literacy toolbox, and/or the starter kit.

History

David Arsenault, founder and executive director of the *Champions for Life* foundation, developed his passion for sport through his professional Taekwondo career. During his 28 years as a martial arts teacher, he noticed that the critical period for learning foundational skills was around ages 5-8 years. Guided by that realization, David created the CFL foundation as a way to give back to the community by making physical literacy accessible to children, regardless of their socioeconomic status. CFL began with the creation of the after-school program, and from there, has grown into a multifaceted organization reaching thousands of children across Quebec, Canada.

Programs and Services

After-school Program

Led and managed by *Champions for Life*, the after-school program teaches children fundamental movement skills such as running, jumping, balancing, kicking, and throwing. Guided by their values of positive energy, connection, determination and drive, respectfulness, and knowledge, the after-school program aims to help build skills that are carried on throughout life. The program recruits instructors, such as teachers within the school, and trains them to

deliver the curriculum. There are also grade 5 and 6 students that help with the after-school program.

According to Christopher Laurin, Director of Marketing at *Champions for Life*, the after-school program was the original program created by CFL and was created to reduce sedentary time in children (2020). Christopher mentioned that there are 2700 schools in Quebec, 900 of which are located in low socioeconomic areas (2020). The after-school program is free of charge for schools ranked on the low socioeconomic index. If schools are not ranked on the low socioeconomic index, the cost of the after-school program is \$3,200.

Starter Kit

The starter kit is a 20-week physical literacy program for 5-8 year old children. Educators and physical literacy leaders can purchase the starter kit for \$449.95. The kit includes weekly lesson plans to teach children their fundamental movement skills through demonstrations, practice sessions, games, and challenges. The program is 20 weeks total, broken down into four modules, and each module has five 30-minute sessions. Each starter kit comes with 20 session plans, 4 sets of challenge stations and challenge sheets, 51 cue sheets for the fundamental movement skills, an extensive list of the required equipment, 40 sets of 16 skill cards, 40 *Champions for Life* certificates, and a mini-poster. An example of the 20-week program design can be found in **Appendix A**. The starter kit has reached over 10,000 children in 112 schools, community centres and recreation centres across Canada (Champions for Life, 2020).

Physical Literacy Toolbox

Launching October 2020, the physical literacy toolbox is an online collection of educational tools including programs, manuals, discussion forums, courses, workshops, games, videos, and

playbooks. This resource will help provide teachers and coaches with more opportunities to get children active and engaged.

Little Champions

Little Champions is a gamified application for students to develop fundamental movement skills at school and at home. In our recent interview, Christopher explained that the app will have a series of stories that incorporate fundamental movement patterns (2020). The user will have to enact the movement as the story plays out. Once the child has completed the movement, they check off their progress in the app. The app has yet to launch.

#MyActiveFamily

#MyActiveFamily is a recent initiative encouraging families to move together for 30 to 60 minutes per day. The campaign urges participants to post a photo on social media highlighting how their family got active using the hashtag #MyActiveFamily, and encourages individuals to **tag 3 friends** to spread the #MyActiveFamily challenge as a means to stay active and healthy at home. The goal is to flood the hashtag with creative ideas and to increase movement for families while they are staying home. The *Champions for Life* website also includes free “Skill Cards” that provide a breakdown on how to perform specific fundamental movement skills such as a two-foot jump, balancing on one leg, an overhead toss, kicking a ball, skipping, running, and many more (See **Appendix B** for a link to skill cards).

#Improveyourmoves

#Improveyourmoves is another virtual challenge encouraging children to practice their fundamental movement skills. Again, participants are encouraged to capture a photo of their family being active and post the photo using the hashtag #Improveyourmoves. The challenge then prompts families to **tag 3 friends** and challenge them to do the same. The

#Improveyourmoves page of the CFL website includes short video clips explaining and demonstrating fundamental movement skills such as balance, two foot jump, underhand throw, overhand throw, dribbling, log rolling and many more.

#ChildFIRST Study

The ChildFIRST study is an assessment tool designed by a group of researchers at Concordia University. Child Focused Injury Risk Screening Tool (FIRST), was designed to evaluate 8-12 year old's "movement competence" across ten different fundamental movement skills including: bodyweight squat, single-leg hop, running, vertical jump, 90-degree hold and hop, walking lunge, horizontal jump, two-to-one-foot hop and hold, single-leg sideways hop and hold, and leaping. The purpose of the study was to assess the children's movement skills to predict who might be at an increased risk of injury. After completion of the one-hour test, the children and parents were provided with their score on the FIRST assessment, an injury risk profile, a description of the importance of movement competence, and ideas on how to improve.

The CFL website also includes a variety of free resources for families and physical education providers. These free resources include a physical literacy playbook including tips and resources to help implement activities, physical literacy links for both parents and teachers, a games library complete with a variety of diverse games, additional physical literacy skill cards and a blog. The Activist blog includes numerous posts about physical literacy and resources for teachers and parents to get children active.

Workshops

Champions for Life hosts various physical literacy workshops to provide participants with the hands-on skills to help teach children their fundamental movement skills. There are three categories of workshops: Physical literacy for physical education (PHE) teachers, Physical

literacy for recreation leaders, and physical literacy for Junior Leaders. The Physical literacy for PHE teachers workshop teaches educators how to “present and progress fundamental movement skills; the process of observing and correcting movement skill competency; and, design and deliver developmentally appropriate games and activities that promote movement skill acquisition” (Champions for Life, 2020). These skills can be applied directly to physical education classes in schools. The physical literacy for recreation leaders workshop teaches camp counsellors, coaches, and program leaders what the fundamental movement skills are, why they are important, and how to deliver programs that promote the movement skills. Finally, the Junior Leaders workshop is leadership training for 9-12 year olds. The workshop includes information about the fundamental movement skills, and teaches Junior Leaders how to deliver developmentally appropriate games. The Junior Leaders will gain hands-on skills to support teachers and leaders providing physical literacy programs.

2018-2019 Annual Report:

According to the 2018-2019 Annual Report, 5,480 children participated in *Champions for Life* programs across 12 regions in Québec (**See Appendix C**). This includes 88 low socioeconomic schools in 18 school boards in the province. According to the 2018-2019 financial report, CFL revenue totaled \$317,838; \$286,768 from donations, \$25,500 from sponsorships and \$5,570 from other revenues. 2018-2019 expenses totaled \$314,485, broken down into two categories: general administrative expenses and program expenses. General administrative expenses equaled \$54,000 while program expenses equaled \$260,485.

Partnerships:

As a not for profit organization, CFL relies on partnerships, donations, and profit made from the purchase of start-up kits to operate and pay key staff members. The Montreal Canadiens

Children's Foundation is a lead partner in the CFL program and invested \$200,000 a year for three years. This enabled certain schools in low socioeconomic communities across Québec to offer physical literacy programs in their daycare settings.

The Power Corporation of Canada was mentioned as the official program ambassador in the 2018-2019 annual report. Other partnerships include Concordia University, Laval University, Lallemand, Gyles and Rochester, Tremplin Santé, Ashanti business centre, Active for life, and Tenaquip Foundation. Due to generous sponsors and donors, CFL is able to sponsor their programs for schools or community centres located in low socioeconomic neighbourhoods.

Long-term Vision:

Champions for Life has set the long-term vision of helping 150,000 children ages 5 - 8 years in low socioeconomic communities to move well and more often, by 2023. To achieve this goal, they will support teachers, recreation leaders and parents in the development of more physically literate children. To reach this objective, they will partner with schools, communities and municipalities in 1,050 locations throughout Canada. See **Appendix D** for *Champions for Life* Social Impact Roadmap, detailing their long-term vision and action plan. According to an article written for the Suburban, Arsenault plans on expanding the program throughout Canada and is currently working towards actualizing this vision (The Suburban, 2020).

In conversation with Christopher Laurin, he mentioned another long term vision of accessing 1 million kids by 2030. Christopher explained that they plan to reach this goal through digital engagement such as a *Champions for Life* app; highlighting that digital platforms offer exponential growth compared to in-person programs. See **Appendix E** for detailed notes of the conversation.

Media Coverage

The following list includes links to where *Champions for Life* can be found online and in the news:

- Facebook page: [Champions for Life Facebook page](#)
- Instagram page: [Champions for Life Foundation \(@championsforlifefoundation\)](#)

Both the Facebook and Instagram page are operated by the *Champions for Life* Foundation and include tips to lead a healthier life as well as an opportunity for the CFL community to engage and connect. For example, the *Champions for Life* Instagram page recently shared an infographic with eight ways to practice good sleep hygiene. In addition, both the Facebook and Instagram page encourage visitors to participate in the #MyActiveFamily challenge by sharing a photo of your family engaging in physical activity together.

- A Partnership with the Montreal Canadiens Children's Foundation: [A Partnership with the Champions For Life Foundation • Fondation des Canadiens pour l'enfance](#)

The Montreal Canadiens Children's Foundation partnered with CFL beginning January, 2017 for the duration of three years. Their annual contribution of \$200,000 per year over three years allowed schools in underprivileged neighborhoods to offer active workshops to 5 to 8 year-old students attending the school's daycare service (Montreal Canadiens Children's Foundation, 2017).

- *Champions for Life* in the News: [Suburban News Article](#)

This article written by Chelsey St.Pierre for "The Suburban" showcases the *Champions for Life* foundation and the work they are doing to improve physical literacy for children in Quebec (The Suburban, 2020).

Positives

By thoroughly evaluating the *Champions for Life* organization and its three core programs/initiatives (after-school program, starter kit, and physical literacy toolbox), we have identified a number of both positive and negative aspects.

A positive component includes the organization's focus being specifically on children in at-risk communities, where health inequities are already vastly apparent throughout Quebec, Canada, and beyond. Simply put, those living in lower income areas are less physically active than in middle and higher income areas (Lee & Cubbin, 2002). Further, children from lower income homes spend more time on screens, and have less access to mobile play equipment (jump ropes, bikes, etc.) (Tandon et al., 2012). There are 2700 schools in Quebec, and 900 of these schools are located in low socioeconomic areas (C. Laurin, personal communication, October 28, 2020). There is a socioeconomic status (SES) index that is used throughout Quebec, which is on a scale from 1-10, with 10 being the lowest SES communities. CFL deliberately focuses on schools located within the areas that rate from 8-10 on the index scale. Due to the charitable aspect of the organization, they receive donations year-round, so the cost for implementing the after-school program within these low SES schools is covered. Meaning, these children can become more physically literate, while the schools are not burdened by the cost. As mentioned in class, spatial segregation results in health disparities and those living in lower income areas are more likely to develop poor health and diseases (Follmer, 2020). For these reasons, it is even more important to target at-risk communities, and help children develop a strong relationship with physical activity and other healthy habits from a young age.

The three CFL programs are structured to work within a small age range (5-8 years old), which ensures that they can specifically tailor to the needs of that age group. This narrow scope

in demographic allows for the best tools to be brought to the forefront in order to help children get the most out of each program/session, without compromising quality of program deliverance to accommodate a wider range of participants. Contrarily, in comparison to ParticipACTION (ParticipACTION: About, 2020), which although the goal of encouraging Canadian's to get active is admirable, their enormous scope makes it difficult to develop an action plan, and creates challenges for resource allocation and tracking progress.

As outlined in the SMART goal setting concept (Mind Tools, 2020), each goal should have the following parameters: specific, measurable, attainable, relevant, and time-based. When using this lens to evaluate the *Champions for Life* organization, they have an explicitly clear goal laid out in front of us, which satisfies all of the SMART attributes. By stating their vision as, “By 2023, *Champions for Life* will help 150,000 children ages 5 - 8 years in low socioeconomic communities to move well and more often...We will support teachers, recreation leaders and parents in the development of more physically literate children...To reach this objective, we will partner with schools, communities and municipalities in 1,050 locations throughout Canada”, they have established specificity. By keeping track of the data (which has been ongoing since the beginning: “175 leaders trained and 130 schools and 17,480 children and 35 communities”) (Champions for Life, 2020), they have established measurability. By providing evidence of progress already made, while continuing to expand their reach and program offerings, this goal is surely attainable. With ample literature highlighting the urgent need for an increased focus on physical literacy in youth, this goal is highly relevant. And finally, as quoted previously, they have provided a clear timeline (“By 2023...”), which creates a time-based element to this plan put forth by CFL and thus satisfies the SMART goal criterion.

Additionally, a highlight of this organization is their passion and belief in physical literacy being a fundamental part of early childhood education. They describe how every child learns literacy and numeracy in school, and how important it is to also learn basic movement skills and get introduced to physical literacy from a young age. Implementing physical literacy into the education system could help build a strong foundation of healthy habits that will translate to success in other parts of life. This shows that CFL honors physical literacy as an essential primary school component. CFL started out in 6 schools with the after-school program, and is now in over 50 schools (C. Laurin, personal communication, October 28, 2020).

Champions for Life has a variety of programs to meet the needs of all children, creating a more accessible platform and increasing their reach as an organization. They do not follow a “one-size-fits-all” logic, and because of this, they are able to connect with more youth and therefore provide physical literacy engagement across a broader scale. CFL isn’t just a good idea lacking the means to get it done; they have well-trained staff to administer quality programs, and a constant stream of incoming volunteers and generous donors. They put the collective expertise of their small team of five people to work, and it shows.

As for specific beneficial aspects of each program, here are some that include (but are not limited to): the after-school program is accessible for most in that they will already be at school during the day; the starter kit is great for those who run their own school or perhaps homeschool their children and want a guide that they can easily follow to help children become physically active in an inclusive and safe way; the physical literacy toolbox is a way for those out of Quebec who want to access these resources from the internet, or if schools have closed or moved online due to COVID-19; the online toolbox is also a powerful avenue for at home involvement in physical activity. Another upside to the toolbox is that the delivery is spread between a

multitude of modalities, to ensure each child's learning style is accommodated, keeping them engaged and coming back for more. Some of these delivery methods (as previously expanded on above) include: "recorded online courses, webinars, discussion forums, a games library, playbooks, videos, downloadable manuals and curriculum-based lesson plans" (Champions for Life, 2020).

Champions for Life is an outlier among similar programs because they are providing the services directly. Other programs (again, ParticipACTION for example), merely broadcast how youth need to become more physically active, but they fall short in putting those words into action. These other initiatives practice "You" language, putting the responsibility on the population, instead of saying, let "Us" help you get healthy. CFL, on the other hand, uses programs that directly involve getting kids to move, and therefore are successful in their quest to better the children of Quebec.

Another asset to this program is the duo of founder (David Arsenault) and director of marketing (Christopher Laurin). David is the visionary, while Christopher is the integrator. They work in tandem to bring the best of their ideas to life through hard work, determination, and open communication. David often comes up with overly ambitious ideas, Christopher dials them down to a more realistic goal, and together they reach common ground. In this fashion, they are able to execute fewer plans, but the quality of those plans is extraordinary; instead of attempting numerous ideas at once with quality being low. They practice IDS (identify, discuss, and solve) in their meetings, which has proven to be immensely helpful in keeping their team on the same page, while working through issues that arise in a swift and methodical manner (C. Laurin, personal communication, October 28, 2020).

More positive attributes of the CFL organization include their plans to expand out of Quebec, and reach more kids through their trifecta of programs. More specifically, some of these expansion goals are targeted at implementing after-school programs for Indigenous communities, who are disproportionately suffering from diseases related to poor diet and exercise habits. In fact, about 50% of all youth-onset type 2 diabetes mellitus (T2DM) in Canada is found in Indigenous children (Crawford et al., 2019). Further, diabetes is a contributor to cardiovascular disease, which these youth often develop later in life (Crawford et al., 2019). CFL plans on thoroughly researching the cultures of these groups, so that they can respectfully integrate physical literacy while honoring the cultural practices that are already in place.

Champions for Life is, through the implementation of the aforementioned programs, establishing healthy habits, initiating relationships between peers and mentors, creating a safe space, encouraging interaction, maturation, learning, confidence building, team building skills, and much more. Because of the work CFL is doing, the future of youth health in Canada looks brighter.

Limitations

Despite *Champions for Life* working hard to optimize the reach of their programs, there are still some limitations that need to be addressed. CFL lacks addressing any changes made to adhere to the recent restrictions due to COVID-19, adaptation of the program for people with ability differences is not stated on the website nor have qualified leaders been taught proper types of adaptation, and restrictions to participation found by similar programs have not been addressed and resolved by CFL.

Program Deliverance

Champions for Life offers an after-school program that operates for 20 sessions. A common constraint for participants in this type of program has been attendance for such a long duration. As discussed during the guest lecture by Bianca DeSilva on her physical literacy program study, the guardians of some of the children found it hard to commit for the number of weeks it was being conducted; this study was ten weeks less than the CFL after-school program (B. DeSilva, personal communication, October 22, 2020). Another important aspect that was addressed in DeSilva's study was allowing siblings of participants to join in, as multiple guardians stated this as a facilitator to join the program. CFL adopting this parameter could greatly impact their program as more children would be able to benefit from the increased participant allowance.

Accessibility

On the webpage, there is no indication that the CFL program can be adapted for people with different physical abilities. This limits participation from already marginalized groups, especially people with intellectual disabilities (Gilmore & Cuskelly, 2014). Leaving out direct statements about inclusivity can cause the person to feel isolated and unwelcome (King, G. et al., 2006). People with ability differences deserve the opportunity to be taught physical literacy, the same as children without a disability. People with ability differences would not only benefit from *Champions for Life's* after-school program by building their fundamental motor skills, but also having the opportunity to build relationships by social integration, increasing quality of life (Dahan-Oliel et al., 2012). If CFL provided a way to help people with different physical abilities, their program would enhance population health more as children with physical limitations make up about 4% of the Canadian population (Statistics Canada, 2001). Results have shown that younger children find equivalent enjoyment from games and physical activities that have been

adapted for people with a physical impairment, therefore adaptation would not restrict the programs benefits (Kalyvas & Reid, 2003).

COVID-19 Adaptation

Looking at the current restrictions on conducting gatherings due to COVID-19, CFL must have revised some of the offered programs. Luckily, the organization intended to release a gamified app to teach children physical literacy, but it has not been released. This restricts the organization's access tremendously, especially during the COVID-19 pandemic. Having the ability to provide children with physical literacy when most programs are not operational is detrimental as children are still at the age where fundamental movement skills, such as jumping, kicking, and throwing are (Department of Education, 2009). Without development of physical literacy during the crucial ages of 5-8, overall health in years to come will decline as lack of physical literacy has been linked to higher BMI, waist circumference, and sedentary behaviour (Cornish et al., 2020).

Conclusion

As highlighted in the literature, it has been made clear that the sedentary behaviour of youth in Canada is an issue needing attention with the utmost of urgency. Increased screen time, compounded by the COVID-19 pandemic, has created and intensified the culture of sitting, and therefore contributed to the lack of play and physical activity that is so prevalent today. These actions (or inactions) have resulted and will continue to result in numerous adverse health effects seen too commonly in children. CFL has come forward with a plan of action to battle this issue of vast immobility among Canadian youth, through the implementation of their after-school program, starter kit, and physical literacy toolbox. Since 2016, the organization has been moving steadily around Quebec creating a safe space for children to learn the fundamental movement

skills that transfer to success in other areas of life. CFL has used the social determinants of health as a navigational tool, helping to prioritize what matters most: access to these programs, financial barriers removed, targeting at-risk neighborhoods; all while establishing a sense of community and belonging. Physical literacy is often overlooked when developing in-class curriculum, and we are seeing the dangers of this manifest into the poor health of many. School boards should be encouraged to incorporate physical literacy into their teachings, just like literacy and numeracy. We need to collectively shift the focus to getting our kids active from a young age, in the hopes of creating a healthier and happier society--and *Champions for Life* is one organization that can move us in that direction.

Reflection

Navigating through a group project during Covid-19 helped all of us hone our time management and communication skills; however, we also learned much more about the specifics of physical literacy and its connection to the social determinants of health.

We scheduled an online meeting with Christopher Laurin, Director of marketing at *Champions for Life*, to expand our knowledge about the organization and gain insight from an individual on the inside (see Appendix D for notes). Firstly, we recognize that the increase in virtual meetings since the beginning of the Covid-19 pandemic may have helped us gain access to conversing with Christopher as he lives in Quebec. Secondly, speaking directly to Mr. Laurin clarified many details that we were unsure about and offered new insights, particularly about the way schools in Quebec are ranked for low socioeconomic status and how *Champions for Life* can offer subsidized programs.

This project highlighted the differences of fundamental movement skills (structured play) and unstructured play. When reflecting on physical education class as children, none of us had specific memory of learning the fundamental movement skills. In conversation with Christopher, he mentioned his own experience coaching high level athletes who lacked sufficient fundamental skills. We now fully understand the connection between fundamental movement, injury prevention, and lifelong physical activity. Furthermore, while we learned the connection between the social determinants of health and access to physical activity, it was staggering to hear the statistic that 900 of 2700 schools in Quebec are low SES. Knowing how important early childhood development is to future health, this statistic confirms the need for programs such as *Champions for Life*. For future projects, we would highly recommend contacting an individual inside of the organization to ask questions and discuss more in-depth details.

When we had a virtual meeting with Christopher, he discussed how David, the founder, recognized that high level athletes he was training were struggling to execute some fundamental motor skills. We found this unexpected as we assumed that to be a high level athlete, a strong foundation would be required.

Throughout conducting this project, we were shocked by the number of children with such high screen time and low physical activity each day; especially seeing that people with a lower SES having a higher average screen time. Learning how much SES plays a role in access to fundamental motor skills came as a shock; to see physical literacy on the backburner in our school system was unexpected, especially considering the canadian school system is highly recognized as one of the better ones throughout the world.

Something that we could have done differently was having meetings more often to discuss the paper and the knowledge translation project. We met about once a week, but it could have helped keep us all on track by holding each other accountable and having deadlines to meet if we had more meetings together.

We could have also been better prepared for our meeting with Christopher, which was our only opportunity to ask direct questions and get immediate primary feedback. We could have better brainstormed questions to ask him, and been more exhaustive with the topics we brought up with him. For example, we did not ask about the media coverage for CFL, which was specifically mentioned in the rubric. So instead of using information from Christopher, we had to search through the website to find media coverage to include in our paper. That being said, we did spend an hour with him, which was the time limit that he had set for the meeting, so we didn't have much time left to ask more questions anyway.

As most students are, we are still adjusting to online school due to COVID-19, which has added stress and complications to retention, focus, and the facilitation of group projects especially. Due to the nature of this semester, and being unable to meet in person, we had lots of online meetings, which has forced us to be creative in finding ways to connect/share materials/brainstorm ideas, improve our technological skills, etc.

Along those same lines, it was difficult at some points to coordinate our busy schedules to ensure adequate meeting time. Working on a group project with three people is challenging in the best of conditions, and adding the online aspect just furthered the difficulty. We all have busy schedules so it was challenging--but we made it happen.

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Appendix A

Champions for Life Starter Kit Breakdown

Module 1: Weeks 1-5

Week 1 > Welcome Champions!

Week 2 > Single-Leg Balance

Week 3 > Underhand Throwing and Catching

Week 4 > Two-Foot Jump

Week 5 > Game Day

Module 2: Weeks 6-10

Week 6 > Balance Poses

Week 7 > Overhand Throwing

Week 8 > Hopping

Week 9 > Skipping

Week 10 > Super Skills Relay Race

Module 3: Weeks 11-15

Week 11 > Running (Jogging and Sprinting)

Week 12 > Dribbling with Hands

Week 13 > Dynamic Balance

Week 14 > Galloping and Shuffling

Week 15 > Game Day

Module 4: Weeks 16-20

Week 16 > Dribbling with Feet

Week 17 > Passing/Kicking a Ball

Week 18 > Log Rolling

Week 19 > Ring Toss

Week 20 > Super Skills Relay Race

Appendix B

#MyActiveFamily Skill Cards

<https://www.championsforlife.ca/-my-active-family#&gid=1567342195&pid=2>

Appendix C

Champions for Life Foundation Annual Report 2018-2019

<https://irp-cdn.multiscreensite.com/b99a0769/files/uploaded/Champions%20for%20Life%20Annual%20Report%202018-2019.pdf>

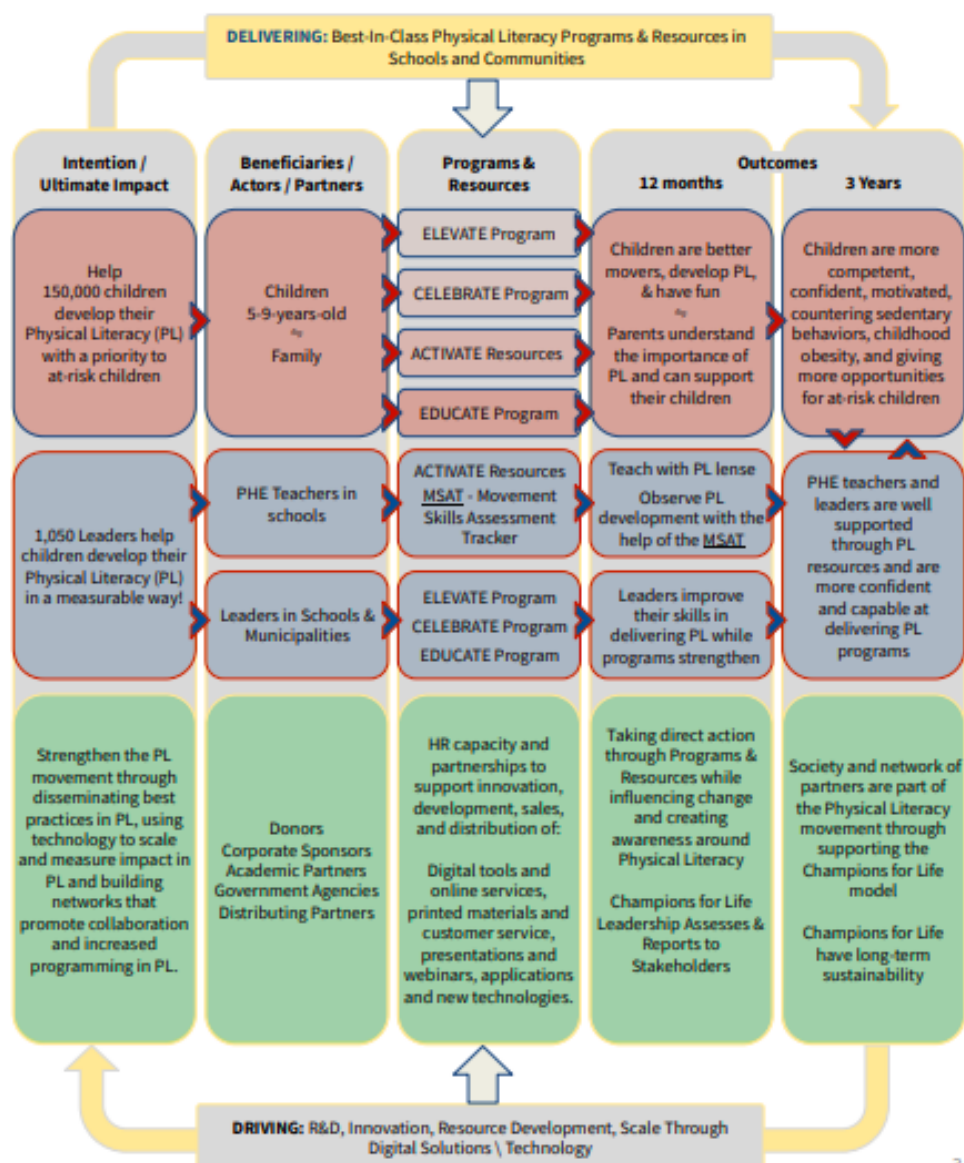
Appendix D

Champions for life Social Impact Road Map

Social Impact Roadmap

Inspiring Children to Move Well!

Champions for Life Foundation - Intended Impact 2020-2023



Appendix E

Notes from online meeting with Christopher Laurin, Director of Marketing at CFL

--- Your experience working with the organization so far

David recognized the even high level athletes were struggling to “move”

ACC sports - started with david. Then he applied to become a charity and started with 6 schools and grew to what they are today.

— History/background of Champions for Life

Started as an after school activity.

PA came out of B2 10 - which came out of 2010 olympics - looking at ways to combat early specialization. David helped build lesson plans for this and decided that it needed to be brought into Q.

Leader is paid and Trained by CFL leader, usually from school.

900 of 2,700 schools are LSES -

— Information on the Physical Literacy Toolbox

The Physical Literacy Tool box has allowed training and access to info for leaders. Added health and safety guidelines.

Only in half of the schools cuz some schools cannot adhere to covid laws. BUT all schools have access to toolbox still.

— Information on “Little Champions”

Minimal measurement on how to teach PL

Series of stories (like dora) that incorporate movements where the children need to go through stories and enact the movements. Would like to have it break out to homes where parents can review the movement of the child and check off (on the app) that the child can enact the skill.

Also creates a bridge between home and school for movement to continue. (kind of allows PE homework to occur).

— During COVID-19, if you are still operating, how have you adapted your programs to fit with the new standards?

PLTb has allowed training and access to info for leaders. Added health and safety guidelines.

Only in half of the schools because some schools cannot adhere to covid laws. BUT all schools have access to toolbox still.

Adapted each game so that they would become covid safe.

Stepping out of your comfort Zone will be hard. Aka marketing. Needed to become technologically savvy

— What are the prices for the After School Program and Physical Literacy Toolbox?

ASP: free of charge. For the LSES index, if not on that, the cost is \$3,200 PLTb: (online learning management system where people can do courses and access the info on PL) \$250.

(additional fundraising, donations, and grants)

— Are siblings that aren't 5-8 years old allowed to join the after school program?

No

Ran with some municipalities and then they can charge people for it and more kids can join.

Worked with camps as well

— What are some actionable steps that you are taking to achieve your long term goals?

Impact lives of 1 mil by 2030. App will help measure this cuz online tracking.

— Do you have plans for expansion out of Quebec?

Stepping out with toolbox

— Given that Champions for Life targets at-risk communities, what are the physical literacy challenges specifically faced by these communities that may not be present otherwise?

Lack of access to sport and other recreation

— By tailoring to 5-8 year olds, are you able to implement programs that specifically benefit those ages, without compromising to benefit a broader scope of participants (for example, accommodating ages 5-17 instead)?

RUNNING HEAD: Physical Literacy in Youth and Champions for Life

— What do you believe are the strengths of Champions for Life?

Difference between CFL and participation: CFL builds foundation - “movement vocab”

— How would you like to see the organization improve?

Notes from meeting with Christopher:

- He joined CFL in August 2019
 - Background in fitness (30 years), worked on cruise ships, at the YMCA, film/animation degree, consulting/travelling, fitness/rec
- Friends with David Arseneault (founder)
 - He found that a lot of high level athletes don't actually know how to fundamentally move (jump, roll, etc.)
 - Background in Tae Kwondo, athletic therapy
- 2014--ACC sports
 - Athletic community consulting
 - Applied to be a charity
 - Started with 6 schools, now in over 50 schools
 - Original program was the after school program
 - The idea was to have the kids not sit all day (day care, school, at home sitting)
- Physical literacy
 - Not as well known in Quebec
 - 2010 Olympics→ confidence and competence with movement
 - “Active for Life”
- After school program
 - 20 wk program
 - Recruit instructors from inside school and train them
 - Skill cards are given to kids
- Problem with other similar organizations
 - They say “go get active”, a lot of YOU language, instead of let me help you get there
 - Movement vocabulary
- Grade 5 and 6 helpers with after school program
 - 2700 schools in Quebec, 900 in low income communities
 - Some kids only physical activity during the day is in this program
 - They learn how to kick, jump, throw, catch, run, etc.
 - Lots of sedentary behavior today because of increased screen time and therefore lots of sitting
- David is the visionary, Christopher is the integrator
 - David has many ambitious goals and Christopher has to narrow them down so that they can do a good job at a few things, instead of an ok job at many things
 - Because of their partners/sponsors, the program is free of charge for schools
 - They are a charity and get lots of donations
 - Last year, with help of the Montreal Canadians, raised \$500,000
- Low socioeconomic status index in Quebec
 - On a scale of 1-10, 10 being lowest SES
 - Usually target communities in the 8-10
 - If a school in a well off community wants to use the after school program, it costs them \$3200 for the 20 week program
- Toolbox
 - Everything is online
 - Download playbooks and other resources
 - Discussion board for people to interact
 - 250 schools use this service
 - \$250 annual membership
 - Really useful during COVID
- Little Champions

RUNNING HEAD: Physical Literacy in Youth and Champions for Life

- App that is still in development phase
 - A tool to measure/evaluate physical activity
 - Used as part of curriculum→ bridging the gap between the classroom and the home→ keeping the parents involved in what is going on
 - It is a series of self-guided stories (similar to Dora the explorer), and you unlock more stories the more you play
 - Child has access to the app at school and at home, but the teacher implements it first in the classroom
 - Needing more funding to get it done (\$100,000 for development)
- COVID
 - Pivot to launch online portal
 - About half of the 50 schools are still operating the after school program
 - All have access to the online portal
 - Each school has unique COVID guidelines, so have to adjust/adapt accordingly
 - Create adaptations depending on the needs
- No siblings allowed in after school program
 - They are looking to expand to more kids
 - They have done some summer camps to involve other kids
- 1 million kids
 - They want to impact the lives of 1 million kids by 2030
 - Reach further through app (measurable impact)
 - Active for life
 - Digital offerings → exponential growth
- “Building a plane while you’re flying it”
 - He is figuring things out as he goes
- Marketing
 - They are working on their marketing, reaching outside of comfort zones
 - Strengths in programming
 - Very structured, lots of meetings/checkins
 - 90 min meeting each week
 - IDS: identify, discuss, solve
- Toolbox demo
 - Gain points as you learn and complete modules
 - Interactive
 - Keep kids active
 - Playbooks, videos→ areas of growth
- First nations
 - Expanding into Indigenous schools
 - Learning about culture so they can respectfully implement the program
 - Reflecting cultural aspects
- They are a team of 5, doing what they can, hoping to expand and grow

RUNNING HEAD: Physical Literacy in Youth and Champions for Life

University of Victoria
Faculty of Education - School of Exercise Science, Physical and Health Education
EPHE 351 – Community and Population Health
Fall 2020 – Bruno Follmer
Final Project (40%) - Written Part (30%)

Name(s): _____
Topic: _____

Criteria: CONTENT		/12.5
<ul style="list-style-type: none"> • An initiative/intervention related to the community and population health (SDOH lens) • Evidence of a blend of theoretical and experiential learning. • Evidence of academic research that links to and supports your project. • Use of (a minimum of) 15 sources of information. For example: books, academic journal articles (minimum of 10), conference papers, guest lectures, class material, or legitimate websites. • Evidence of material from the research (e.g. tables, figures, images, appendices). • Introduction (or Rational/Background/Literature review) providing background information about your topic. • Description of the chosen initiative(s) (main part) • Reflection or discussion (current results, future perspective, strengths, weaknesses, etc) on the chosen initiative(s) (i.e. where most of the critical thinking aspect will be developed) • Conclusion (take home messages). • A reflection piece (one as a group or individually) where you describe what you learned, what surprised you, what you could do differently, and the challenges you faced to complete this assignment. 		
Criteria: QUALITY OF WRITTEN EXPRESSION		/5
<ul style="list-style-type: none"> • Information must be organized, clear, cohesive, creative, correct and well written, grammatically correct which would include proper sentence and paragraph structure, formatting, flow, and transitions. • Avoid excessively long paragraphs, unnecessary abbreviations, and too many literal quotes. • Basic elements such as cover page, running head, pagination, a table of contents, section headings, appendices, references. • APA (7th) writing and referencing style is required. Times Roman Font 12 is preferred. Double spaced. It should respect Academic Integrity Policy. 		
Criteria: CRITICAL THINKING		/12.5
<ul style="list-style-type: none"> • Must demonstrate thoughtful inquiry, opposing points of view. Show your ability to translate this new knowledge into a meaningful context. • Must analyze and reflect using a “social determinants of health” lens on the health issue and initiative. • Cue words that describe critical thinking include, 		