

Physical Literacy and Play



Training Participant Resource Book

Introduction to Physical Literacy and Play training

Scotland now produces some of the developed world's most worrying statistics on children's levels of physical activity, along with related health and wellbeing issues. With fewer children developing proper physical literacy- the ability to use the body and mind for a range of physical activities - the greater these challenges will become for future generations. As daunting as these problems are, not all of the solutions have to be complicated or expensive - in fact some key elements can be found in play.

This Physical Literacy and Play training offers workers and manager in the play sector the chance to learn more about why physical activity is so important to children and how we can do more to encourage it. The training, developed by **Agile** with support from **Inspiring Scotland** and **PEEK**, brings together findings from national and international research that highlights the need to increase children's levels of physical literacy as part of the long-term approach to increasing wellbeing and reducing levels of preventable disease.

The training will be split into four main sections:

- 1) What is physical literacy and why does it matter?
- 2) Delivering play that encourages physical literacy and recording progress
- 3) The current context and resources that can help
- 4) Action planning

Through these sessions we will work towards:

- 1) Building an understanding of what physical literacy is and why it is important to children, families and communities.
- 2) Increasing levels of knowledge and confidence around the delivery of active play.
- 3) Increasing awareness of resources that are available to support delivery.

The training will be delivered by a team of three experienced tutors who bring expertise and knowledge from varied backgrounds, ensuring a diverse and engaging session responding to its audience while bringing new perspectives and learning.

The trainers, Nigel, Melodie and Aidan, have led innovative work in the worlds of play, sports, youth work and education and offer a depth of insight and knowledge to this fascinating area. Read more on the team at the back of this book.

What is physical literacy and why does it matter?

Developing physical competency, or the ability to use the body and mind effectively, is core to human existence as we use our body and minds every second of every day. It is critical to every element of our working and family life aside from the ability to participate in activities that provide us with health and wellbeing benefits such as sport and physical activity.

The physical and mental development that happens between the ages of 0 and 10-13 is crucial in establishing the physical competences and skills that children need to be active during their lives; this is often referred to as the development of physical literacy.

There are different approaches that are adopted to developing physical literacy: structured, deliberate directed play or free play. We are focusing on how we can build physical literacy through free play as it is a richer experience through which children learn and grow more.

Recognised definition of physical literacy:

Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers (*Whitehead, 2014*).

Your definition of physical literacy:

Your notes

Why does it matter?

We know physical literacy is important in being physically active, so what do we mean when we talk about physical activity?

Definitions of physical activity

Physical activity includes all forms of activity, such as walking or cycling for everyday journeys, active play, work-related activity, active recreation such as working out in a gym, dancing, gardening or competitive sport (*Start Active, Stay Active: A report on physical activity for health from the four countries, 2011*).

Physical activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure (*World Health Organisation*).

Why is being physically active important?

Physical inactivity has been identified as the fourth leading risk factor for global mortality causing an estimated 3.2 million deaths globally. (*W.H.O*).

In Scotland, it is estimated that low levels of physical activity contributes to around 2,500 deaths per year and costs the NHS £94 million annually. (*Scottish Health Survey, 2012*).

Among 11-15 year olds, only 19% of boys and 11% of girls³ met the Scottish, UK, and international recommendation (*Active Healthy Kids Scotland Report Card: Detailed Methodology and Findings, 2013*).

Cardiovascular disease is the largest cause of death in the UK. In 2010, 80,000 people died of Coronary Heart Disease and 49,000 from strokes. For active people “*there is a 20% to 35% lower risk of cardiovascular disease, coronary heart disease and stroke*” (*Start Active, Stay Active: A report on physical activity for health from the four home countries, 2011*).

Macmillan Cancer Support says “*Lack of physical activity increases the risk of bowel cancer, womb cancer and post-menopausal breast cancer. It may also increase the risk of other cancers, such as lung cancer and prostate cancer.*”

In Scotland 64% of adults are overweight, of whom 27% obese (*Scottish Health Survey, 2012*).

In 2013 Scottish children were rated F, the worst rating, in the Active Healthy Kids Report Card in relation levels of sedentary behaviour with 76% of Scottish 11-15 year olds reporting more than 2 hours per day of TV alone. According to the 2010 HBSC

Scotland Survey 77% of boys and 37% of girls report 2 hours per day of gaming (*Active Healthy Kids Scotland Report Card: Detailed Methodology and Findings, 2013*).

By 2050, the NHS cost of overweight and obesity could rise to £9.7 billion, with the wider cost to society being £49.9 billion (*Government Office for Science: Tackling obesity – Future Choices, 2007*).

The UK is facing a huge increase in the number of people with diabetes. Since 1996 the number of people diagnosed with diabetes has increased from 1.4 million to 2.9 million (*Diabetes UK, 2012*).

People who are at least moderately active have a 30% to 40% lower risk of type 2 diabetes (*Start Active, Stay Active: A report on physical activity for health from the four home, 2011*).

“*Regular physical activity reduces the risk of depression and has positive benefits for mental health including reduced anxiety, and enhanced mood and self-esteem*” (*Department of Health: Choosing Activity: a physical activity action plan, 2005*).

It is evident that low levels of physical activity are a big deal!

The development of physical literacy is a key element in the long- term approach to increasing the levels of physical activity. Without it, children will struggle to develop into young people and adults with the capacity to be physically active in a way that delivers vital benefits.

Your notes

Your experience

We know the development of physical literacy and being active through life is important, so why don't we all do it? A number of factors affect participation and not all experiences are positive. Reflecting on our own experiences of play and being active can help us to consider some of the important factors as we start to think about how to develop and deliver our work.

What are your experiences of being active as a child and at primary school, positive and negative?

What did you get from this activity or why did you do it?

What were the key factors that affected your experience?

Your notes

What makes us physically literate?

We become physically literate as we progress through stages of age related development.



(Canadian Sport for Life resource)

The foundation of physical literacy are FUNdamental movement skills, with fun being the motivating factor for children. These can be developed through varied and enjoyable play.

FUNdamental movement skills

A Agility is the ability of the body to change direction and stop/start quickly and accurately while maintaining balance.

We should encourage activities that:

- Have children start and stop quickly.
- Have changes of direction.

B Balance is the ability of a body to remain reasonably steady and stable. This is achieved when the centre of gravity (the bulk of your body weight) is kept inside the base of support (your stance).

We should encourage activities that:

- Get a feel for their centre of gravity: simple balances; from high to low; making up letters with their body.
- Play with their base of support: from wide to narrow, vertical to horizontal.
- Lose and regain balance: pull and push drills; single-point balance and catch; standing on small surfaces.

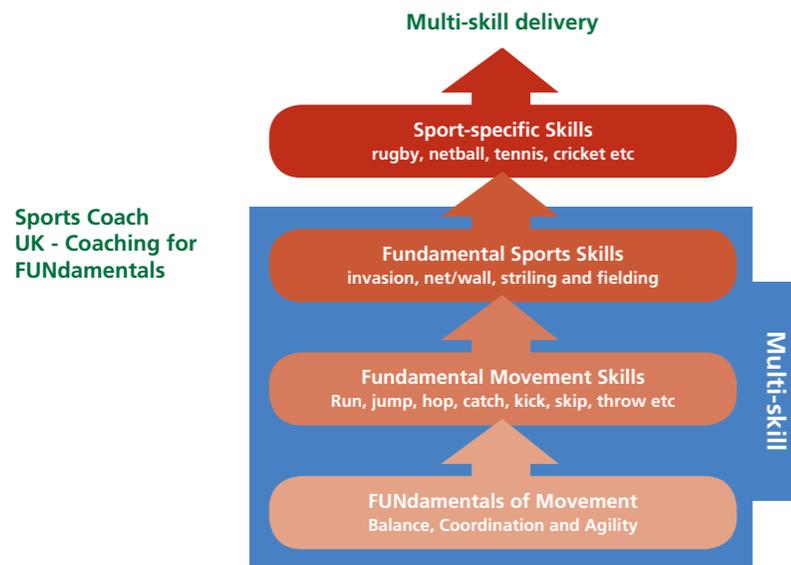
- C Coordination is the skilful and balanced movement of various body parts to produce an action and generate force. It can be internal (touching your nose, throwing a cricket ball) or external (hitting a tennis ball)

We should encourage activities that :

- Give children a chance to experience movement of their body parts in different sequences and levels/planes.
- Get a feel for what has to happen to generate maximum power: throwing/kicking/striking/pushing different things (ball, foam rocket, shuttlecock)
- Experiment with how to generate more or less power: throwing/kicking/striking different things to achieve different distances and aiming accurately (beanbag target throwing, goal target shooting).

(Sports Coach UK- Coaching for FUNdamentals)

Through play and practise of games and activities children acquire FUNdamental movement skills and progress them into a broader range of movement skills that incorporate running, throwing, catching, hopping, kicking, etc.



Fundamental movement skills can be developed through play and we need to ensure that children have the right access, frequency and opportunity to the right type of play to encourage these. We need to encourage active play of various forms to ensure that children develop the fundamental movement skills that will enable them to try and enjoy a range of activities as they grow older.

Your notes



How do we deliver the right type of activity?

Free play is the ideal way for children to develop physical literacy as it led by them and the form of play they are likely to learn the most through while enjoying themselves and interacting with other children. However the delivery of it is not simple, as we as adults cannot plan and direct it in ways that, for instance, a sports coach can. The development of physical literacy through free play is about encouraging and supporting rather than directing and interfering.

There are three factors that we can manage and control to encourage free play that will encourage physical literacy:

- People
- Setting
- Resources

People

The play worker has a subtle yet important role to play in the delivery of activities. They can do a number of things to encourage the appropriate activities. This is by no means a perfect science and is about trying different approaches, being creative and using relationships with the children to assess what works to a greater or lesser extent.

What is the role of a worker in a free play setting?

What approaches could a play worker use to encourage varied forms of active play?

Setting

The setting within which play occurs can have an impact on the activities that children will gravitate towards. The space available can even alter the skills adopted if the surface or space requires different forms of movement. The more varied and creative we can be with the space, environments and objects that we include in free play the more varied movement skills we will encourage.

Can you think of examples of where you could use setting to stimulate different forms of play and different movement skills?

Resources

Finally, the equipment and loose parts we provide children with are an excellent way of encouraging varied forms of free play. By introducing different bits of equipment, or limiting what is available we can encourage certain movement skills

Not all resources have to be specific to an activity, in fact we should encourage children to mix and match resources and use the play environment to create their own games and activities that incorporate movement skills. By encouraging a creative approach to setting and resources, children will have a greater understanding how they can try new activities with what they have available in their house, street, play ground or garden.

The three factors discussed have similarities to the STEPs model often referred to in sports coaching.

Space

- Increase/Decrease size of area
- Change shape of area



Task/Time

- Increase or decrease time frames
- Vary task for more / less competent children
- Vary tasks for individual children's needs to try and engage all
- Use simple activities to embed principles of play, then progress exercise to more advanced

Equipment

- Increase/decrease and vary equipment
- Provide different sizes and hardness of balls

People/Players

- More players / fewer players.

Safety

- The safety element within a play setting depends on the nature of the play and environment but should not be overly conditioned to stop the children assessing risk and being able to learn.

Your notes

Active Play - A case study

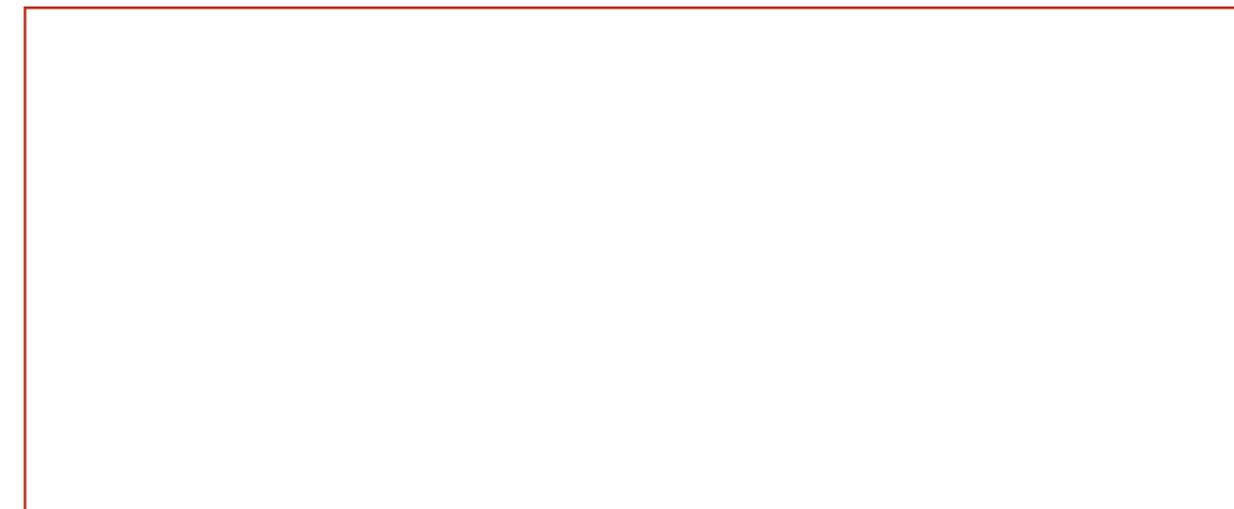


Active Play was a pilot project which aimed to create opportunities for children to develop fundamental movement skills through play. The process of children learning these fundamental movement skills and the progression into sports skills is often referred to as the development of physical literacy.

The project was developed from PEEK's Street Play programme which is funded by Inspiring Scotland's Go2Play Programme. They also established a Steering Group which comprised of Scottish Government policy leads from early years, play, sport and lifelong learning, along with other key individuals from the funding and education sectors.

The full findings of the pilot can be found in *Evaluation of Active Play: Learning from the pilot project* produced by Arrivo Consulting in 2013.

You can download the report from the Inspiring Scotland website:
www.inspiringscotland.org.uk/media/13746/Active-Play-evaluation-Final-May-2014.pdf



Evaluating physical literacy

We have discussed that the development of physical literacy is fundamental in the long-term challenges faced around low levels of physical activity, and the health and wellbeing issue that go with it. However, we must be able to communicate what we are trying to achieve and the progress that is being made towards this.

As with all programmes, there are a number of important processes that you will be familiar with.

1. Identifying the need for change or increased provision.
2. Specifying what change or progress will be made (outcomes).
3. Deciding what practically will be delivered through the programme (outputs).
4. Identifying what will tell you that change is occurring (indicators).
5. Working out what tools that are going to help you to gather evidence of change.
6. Establishing the starting place for those involved (baseline data).
7. Delivering activities and gathering evidence of progress (monitoring).
8. Compiling the evidence, establishing the progress made, telling other about this and refining programme based on findings (evaluating).

This process can be applied to programmes of all types, however the tools identified at stage 5 and then used during stages 6 and 7 require a particular attention when trying to track the development of physical literacy. Due to the age of participants and the nature of the workers' role in supporting play with visual assessment of progress, paper monitoring is not effective in its own right.

In recent pilot work, delivered by PEEK in Glasgow, Glasgow University and Arrivo Consulting developed an evaluation approach where play workers recorded play sessions on an Ipad to track children's competence at the beginning, middle and end of the Active Play work.

This data was combined with additional data from parent questionnaires and attendance data to compile a picture of the impact the initiative had made.

Developing the confidence of workers to assess progress is a key part of the evaluation of physical literacy programmes. Allowing them time with a resource such as Observing Children Moving is a good way to build their confidence around the fact that they will be able to spot the development without a scientific process.

Your notes



What is available to help?

There is now an abundance of information and support available around what activities to deliver. The majority of these are however for children below the age of 5 or for structured play settings. Although not ideal for the free play approach we are encouraging, they can provide workers with some ideas about activities and how they certain movement skills.

There are often new materials developed that are free of charge so search online for up to date resource packs at regular intervals.

Further information can be found at the following websites:

Set4Sport: www.set4sport.com

British Heart Foundation: www.bhf.org.uk/childrens-resources

NHS: www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-young-people

Flames: Lighting the way- www.flameslightingtheway.co.uk

Sports Coach UK: www.sportscoachuk.org/fundamentals-resources

Your notes

What is the context for future plans?

Physical literacy is a hot and emerging topic and as a result there is an abundance of information available from a variety of sources. This can all prove a bit overwhelming so we have provided a brief guide below that links to policy in Scotland and useful information and links to further evidence.

Policy in Scotland

Physical literacy is now being recognised as being important within four policy areas for Scottish Government: health, sport, education and children/young people. Below are a list of documents that can be found on the Scottish and UK Government websites and can be useful references when linking physical literacy to the existing work, plans and outcomes of the Government and partners.

Giving Children and Young People a Sporting Chance (June, 2014)

In December 2013 the Scottish Government published a consultation on Giving Children and Young People a Sporting Chance: A Draft Strategy for Scotland. This document is the final version of that strategy, which takes account of the responses to the consultation.

The final strategy sets out a vision, principles and outcomes which can guide actions that the Scottish Government, COSLA and other key partners can collectively take to deliver sport to children and young people in Scotland over the next 10 years.

Play Strategy for Scotland: Our Vision (June, 2013)

Children's play is crucial to Scotland's wellbeing; socially, economically and environmentally. Our people are our greatest resource and the early years of life set the pattern for children's future development. This strategy document sets out the Scottish Government's vision on play.

Active Healthy Kids Scotland Report Card: Detailed Methodology and Findings (2013)

The 2013 Active Healthy Kids Scotland Report Card was produced by a working group from the University of Strathclyde (Prof John J Reilly), University of Aberdeen (Prof Geraldine McNeill, Dr Smita Dick), and the Children's Hospital of Eastern Ontario Healthy Active Living and Obesity Research Institute (Prof Mark S Tremblay).

Active Healthy Kids Scotland was established in 2013 with funding for a 7 month period to produce this, the first Active Healthy Kids Scotland Report Card. The aim is to use the Scottish Report Card, now and in future, to engage Scottish children and adolescents in physical activity, and in doing so to improve their health, wellbeing, and academic attainment.

Supporting Young People’s Health & Wellbeing - A Summary of Scottish Government Policy (April, 2013)

This document sets out a summary of the key Scottish Government policies that aim to support young people’s health and wellbeing. It is a broad overview and does not attempt to describe every policy or initiative that will have an impact on young people’s health in Scotland.

Start Active, Stay Active: A report on physical activity for health from the four home countries (2011)

A UK-wide document that presents guidelines on the volume, duration, frequency and type of physical activity required across the life course to achieve general health benefits. It is aimed at the NHS, local authorities and a range of other organisations designing services to promote physical activity. The document is intended for professionals, practitioners and policymakers concerned with formulating and implementing policies and programmes that utilise the promotion of physical activity, sport, exercise and active travel to achieve health gains.

On Your Marks: A Games Legacy for Scotland (September, 2009)

This document sets out our initial plans for building a lasting and positive legacy from Glasgow 2014 and other major events, such as the London 2012 Olympic and Paralympic Games and the Ryder Cup in 2014. It reflects what the people of Scotland - young and old - and organisations across public, private and voluntary sectors said they believe can be achieved

Five Year Review of ‘Let’s Make Scotland More Active’ - A Strategy for Physical Activity (2009)

Given the importance and potential contribution of physical activity to health in Scotland, a decision was taken to conduct a full implementation review of LMSMA in 2008. John Beattie, original chair of the Physical Activity Task Force, brought together a short life group to review LMSMA. This membership included the Scottish Government, the national physical activity policy coordinator, NHS Health Scotland and physical activity academics.

Reaching Higher: Building on the Success of Sport 21 (2007)

‘Reaching Higher’ is Scotland’s revised sport strategy and follows a scheduled review of ‘Sport 21: 2003-2007’.

Useful information and links to further evidence

Below are extracts from relevant articles and evaluations that can be referenced in funding applications or proposals. For further detail on each of these subjects search online for the title of the document. In addition there are a list of links that will take you to sources of further information and evidence.

“Physical literacy is not an alternative to physical education, nor is it in competition with physical education. Physical education is a subject area in the school curriculum while physical literacy is the goal of physical education, a goal that can be articulated and defended with confidence to reveal the intrinsic value of physical activity. The implications of this clarification is that teachers or indeed any practitioners, DO NOT TEACH physical literacy: rather they plan, guide and support learner involvement in experiences that are rewarding, meaningful and develop self-esteem and self-respect.”

Definition of Physical Literacy and Clarification of related Issues (*Margaret Whitehead, 2013*)

“Active Play improved children’s physical and mental wellbeing:

- Children had fun and developed new friendships through play;
- Children were more confident and developed independence through play;
- Children demonstrated increased capacity for physical activity (e.g. more energy, physical confidence and motivation).

The evaluation also found evidence that children improved their physical literacy through play. The project has produced video evidence that children have improved their fundamental movement skills and sports movement skills.

Participation in Active Play has increased levels of physical activity for many children.

- The evaluation identified that many children do not play outside when unaccompanied due to lack of play facilities in the communities and concerns for children’s safety. Active Play provided the opportunity to play outside for many children who otherwise would not do so.
- The pattern of engagement was variable with some children attending sporadically, while others sustained high levels of engagement.”

Evaluation of Active Play: Learning from the pilot project (*Arrivo Consulting, 2013*)

Play keeps children healthy and active - active children become active adults.

The New Charter for Children's Play (*Children's Play Council, 1998*)

Studies show positive relationship between outdoor play and physical activity levels – which in turn is linked to well-being and self-esteem.

(*Sustrans 2009 quoting Mutrie and Parfit 1998*)

Children kept 'incarcerated' because of traffic and parental fears of predatory adults– by age of five could be emotionally and socially repressed, fall behind educationally and a greater risk of obesity.

(*Huttenmoser et al, 1995*)

National Playing Fields Association argues that depriving children of access to play with an element of risk can deprive them of experience to carry out tasks effectively, decreased opportunities for physical activity, an inability to cope in stressful situations, problems managing other forms of risk, poor social skills.

Playgrounds: Risks, benefits and choices (*Ball, 2002*)

"Physical literacy has value because it fosters a fundamental human capability:

- 1) a capability that has the potential to enhance and enrich the quality of lives
- 2) a capability without which we could not develop as human beings
- 3) a capability which operates in concert with our other capabilities."

"Engagement in purposeful physical pursuits has the capacity to enrich lives in significant ways and can enable people to energise their lives and reduce their risk to a number of chronic diseases. An understanding of physical literacy brings to the forefront the significance of helping people to make informed choices, acquire a sense of empowerment and agency together with realising the importance of responsibility for their wellbeing. These are important capacities that should have a significant role in the education of young people as well as adults.

What is the Value of Physical Literacy and why is Physical Literacy valuable? (*Len Almond, 2013*)

"Physical literacy is valuable as individuals:-

- develop their physical potential and experience the satisfaction of progress and success in physical activity;
- grow in self-awareness and self-assurance and strengthen their global self-belief and self-esteem;
- come to realise that being active can be rewarding and pleasurable and develop a commitment to an active lifestyle;
- have the confidence to explore participation in a wide range of activities
- acquire a sense of empowerment to make choices and thus widen their life choices;
- enhance their all-round health and wellbeing and are less likely to become over-weight and more likely to remain fit and healthy into old age;
- come to appreciate the value of physical activity in respect of promoting wellbeing and realise the importance of taking responsibility for their own participation and
- learn to make informed decisions about the kind of purposeful physical activities they want to engage in, on a regular basis and actively evaluate their life habits and patterns, with respect to participation in purposeful physical activities, from an informed position."

The Value of Physical Literacy (Margaret Whitehead, 2013)

Other sources of information

The websites below contain a host of information on research, theory and evidence around physical literacy and physical activity.

Canadian Sport for Life - Physical Literacy www.physicalliteracy.ca

Physical Activity and Health Alliance www.paha.org.uk

The International Physical Literacy Association www.physical-literacy.org.uk

World Health Organisation www.who.int

What are you going to do next?

We hope today triggered some thoughts on what you could do more of or do differently in your play work.

Below is some space for you to write down your thoughts and outline any plans you would like to progress when you get back to work.

What are three key things you have taken away from today's session?

Is there anything you will consider adjusting or adding to your current practise?

What action is required to make progress with these plans and when could you realistically do so?

How will you record any progress made?

Could links be made into other related local activity?

Aidan Gallacher

In one way or another I have spent my life immersed in the world of sport, physical activity and play. My early experiences were playing in the field near my house and this is where established my passion for all things active. Although I went on to play lots of competitive sport, some of my fondest memories are of of trying different activities with my brother and friends, or inventing a completely new game. These experiences, coupled with those I gained through more structured sport have undoubtedly played a huge role in my development as a person, taught me a lot that isn't covered in a classroom and introduced me to loads of interesting people and good friends.

My early experience took me into a career in sport where I have: designed and delivered corporate responsibility projects for global brands such as Nokia, Castrol, Boris Becker and Inter Milan, assisted with the development of the Scottish Government funded Shell Twilight Basketball, created Active East, an innovative programme designed to build a legacy from the 2014 Commonwealth Games for young people in the East of Glasgow and contributed to the sport for development Bowling Out Aids cricket programme developed in Barbados in 2011. More recently, through my work with Agile I have supported Scottish Sports Futures to develop a new training arm within the charity and developed eight modules that make up the Education Through CashBack programme.

I am passionate about the fact that play, sports and physical activity aren't just a powerful health improvement tools, they can bring enjoyment, friendship, opportunity, self-belief and a feel-good factor that few other things can. All of these things don't happen automatically or come easily and the design of activities and provision of appropriate support is critical. Through my work with Agile we work with organisations to develop the quantity and quality of provision available in communities across Scotland to cater for all ages, interests and abilities with a view to of the providing more people with the positive experiences I was fortunate enough to have.

When not working I am still heavily involved with a number of activities as a participant, coach and volunteer and can regularly be found playing- a lifelong passion.

www.projectsthatmove.com

agile

Melodie Crumlin

Having grown up surrounded by many positive people in my life through play and the creative arts in a community that didn't get good press I always knew I wanted to change that perspective, as well as giving children and young people the experiences that I had. When I graduated with my degree in community arts back in 1999 I was lucky to secure employment as South Lanarkshire's Senior Play Worker:

- Co-ordinating rural play teams
- Supporting the development of locally based Playschemes.
- Delivered many training sessions in free play, arts, child protection to name but a few to workers, volunteers and parents.

Developing, leading and believing in people where key to this which continues to underpin my practise. So, in 2000 I began working in Glasgow's East End, working alongside local youngsters, church and community members to establish programmes of activities around their needs and wants, 14 years on PEEK - Possibilities for Each and Every Kid is an award winning project working with hundreds of youngsters throughout the North East encouraging play, developing young leaders and encouraging creativity. Recently we have worked closely with Inspiring Scotland and Active East to develop and deliver a pilot programme of Active Play. This was designed in response to the ever-increasing number of inactive children and the related problems we see. This pilot work has given us the chance to learn a huge amount about how to encourage physical activity through free play and develop direct links with policy makers.

On a personal level I have a thirst for learning so going back to university in my late twenties was a slightly different experience from first time around. I gained a postgraduate qualification in Voluntary Sector Management and a diploma in Business Administration as well as an SVQ Level 4 in Playwork. At the same time I also began to work as a freelance artist and trainer. In any training situation there is a two way process and I have had many opportunities to learn from others whilst being involved in a number of groups.

Play and the arts runs throughout my life in all capacities and often you will find me outside in any weather playing with my husband and daughter. I enjoy music- playing and listening and have played the violin and sung for almost 25 years. Continuing to give back also runs throughout my life as I am a director of Youth Scotland and organise many events to raise money for SANDS on a regular basis. I know why I do the things I do and would say I am privileged to meet and work with so many amazing children, young people and adults in many different settings.

www.peakproject.org.uk



Nigel Hetherington



They say that everyone has more than one career in them and, I guess, I'm living proof. Over the years I've had the privilege of working across commercial, research, education and sport sectors. As a father of three amazing children, a sports coach, a former high school governor, the former Performance Development Manager for Scottish Athletics and a recent fulltime Head Coach to the renowned Singapore Sports School I have been immersed in the real world of developing children for some time now!

'Come into coaching' read the noticeboard poster in 1993 – so I did! Over the last 21-years chance has thrown me into almost every coaching situation imaginable but my lasting memories will always be the amazing children I have worked with from school children to Olympians from Wales to India, from Scotland to Singapore. It's been a wonderful journey just to watch each and every one achieve their goals; to grow and gain independence.

In 1999, the role of coach education tutor within athletics opened up to me and I enjoyed delivering formal education and support, assessment and mentoring to develop over two thousand athletics coaches working across the UK in the following years. In 2001 I was awarded 'Coach of the Year' by Sport Wales for my work in Paralympic athlete coaching and regional / national coach development. As Performance Development Manager / Head Coach for Scottish Athletics (2005-09) I worked to drive change in coaching and competition culture, participant pathways and local, regional and national structures to be more individual-centred and to recognise the impact a coach makes on their athletes. I created and managed the elite athlete support programme.

In 2010 I project-managed a massive schools project in Delhi through the medium of physical education impacting directly on the lives of underprivileged children across 12 high schools. Delighted to say that things have continued to grow and I remain in contact with some totally inspiring people in India.

Working full-time from 2010-12 I fully modernized the curriculum and delivery of sport in Singapore Sports School (for National Elite student-athletes) positively changing pedagogy and introducing holistic child development principles, character development and values education, to support each individual child's social, physical, emotional and cognitive development. In 2012 I challenged myself to new horizons and I now operate as a freelance trainer:

- National Trainer, Sport Scotland
- National Trainer / Regional Ambassador with ETC
- National Trainer, United Kingdom Anti-Doping
- Consultant - developing sustainable, effective, relevant and affordable continual professional development solutions in conjunction with Local Authority partners in Scotland



If you have any questions or would like any additional direction on sources of evidence or information please email:

info@projectsthatmove.com



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Photos taken by Malcolm Cochrane and supplied courtesy of Inspiring Scotland and PEEK.