



# **Saskatchewan Physical Literacy Survey Report (Fall 2020)**

*Saskatchewan  
Physical Literacy  
Work Group*

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## **Context**

The purpose of the Saskatchewan Physical Literacy Work Group (SPLWG) is to identify and lead action toward identified goals that impact physical literacy in Saskatchewan. With this purpose in mind, the SPLWG circulated surveys in Fall 2020 to gather baseline feedback from various sectors including sport, education, fitness and recreation, government, and physical activity to determine what is known and happening throughout the province regarding physical literacy.

Two surveys were created related to children's development of physical literacy in (a) your work environment and (b) in your volunteerism. Results from the surveys are highlighted in this report. Work survey results can be found on pages 3-6, while the Volunteerism survey results can be found on pages 7-10. The findings from the surveys will be used to help construct a physical literacy campaign.

Thank you to everyone who responded to the survey(s). Please be on the lookout in the Fall 2021/Winter 2022 for a final survey!

- SPLWG

## Work Survey Results

### Participant Demographics

85 participants

Sector	Number of Participants
Education (K-12, Early Years, Post-Secondary)	31
Sport	23
Recreation	10
Fitness	6
Health	6
Community Development	4
Municipal Government	4
Other	1

Main role: Almost 70% of participants were Practitioners, 22 were Administrators and 4 were Other.

### Physical Literacy Results

**Question 1:** Are you aware of the concept of physical literacy? This was a sliding scale from 1 (not aware) to 100 (highly aware). **Answer:** The average was 83.5 on awareness of physical literacy.

**Question 2:** Are there any programs or opportunities that develop physical literacy in children and youth in your work? **Answer:** 70 participants answered yes, 11 participants answered no, and 4 participants were unsure.

**Question 3:** When you think of your daily work and involvement in the development of physical literacy, what organization's definition of physical literacy guides your work? **Answer:** Participants identified several organization's definitions of physical literacy. That being said, it is important to note that not all organizations have their own definition, and they may be using/sharing a particular definition. Some of the top

organizations included: ParticipACTION (the Canadian Consensus Statement on Physical Literacy), Canadian Sport for Life/Sport for Life, and Physical and Health Education Canada.

**Question 4:** If you are looking for information and resources to support your work in physical literacy, where do you go for these resources? **Answer:** 70 participants identified where they go for resources, while 13 were unsure. Top responses included: PHE Canada, Saskatchewan in Motion, various online resources, ParticipACTION, Sport for Life, the PLAY tools, and SPEA.

**Question 5:** Do you share physical literacy resources and information with others? **Answer:** 67 participants indicated they do share physical literacy resources and information with others. 16 participants stated they do not. People frequently share information through social media such as Twitter or Facebook. Many share physical literacy resources and information through email, newsletters, or listservs, as well as through word of mouth or conversations with colleagues.

**Question 6:** Do parents discuss physical literacy with you? **Answer:** Physical literacy is not a frequent topic of discussion with parents. 52 participants indicated they do not discuss physical literacy with parents, 16 said yes, and 9 participants have no contact with parents in their work.

**Question 7:** What are some of the challenges you face with advancing your work in physical literacy? **Answers (please see table below)**

Theme	Description
Understanding and Valuing Physical Literacy	Not only could there be a lack of awareness about physical literacy, but there is also a lack of understanding and valuing of physical literacy. Participants indicated that physical literacy is not viewed as important as other literacies, that there is a lack of understanding of the concept, and that there is a lack of priority placed on physical literacy by decision makers.
Barriers	Money, space, and time were identified as barriers to advancing work in physical literacy. This ranged from families being able to participate in activities to finding ways to support programming. The COVID pandemic was also identified as a barrier.
Child/Athlete/Student Ability	Participants identified that children/students/athletes may have a deficit in many skills and physical abilities. Some children are lacking confidence, motivation, and competence to participate in physical activity, and it can be difficult to engage students.

**Question 8:** What types of support/resources do you need to advance your work in physical literacy? **Answers (please see table below)**

Theme	Description
Collaboration	Working together, whether that includes guest presenters, more opportunities for dissemination and translation of information, or professional development opportunities, was identified as a must for the development of physical literacy.
Understanding and Support of Concept	To help with the lack of understanding about physical literacy, knowledge about physical literacy needs to be shared. This could be accomplished through public campaigns, free learning modules, or general education for the public.
Tangible and Easy Information	You told us that you need easy to understand and practical examples about physical literacy. While some participants wanted checklists, others desired resources that have more breadth and depth. Simplified messaging and easy to use materials are needed.
Implementation	More information is needed that discusses how to go about operationalizing and implementing the concept of physical literacy. This theme varied from requests for support, funding, and practical ideas. Simple ways on how to enrich activities with physical literacy are necessary.

## Volunteerism Survey Results

### Participant Demographics

75 participants

Sector	% of Participants
Education (K-12, Early Years, Post-Secondary)	23
Sport	49
Recreation	13
Fitness	4
Community Development	7
Other	4

Main role: 45 participants identified as Practitioners (e.g., coaches, leaders, instructors), while 30 participants identified as Coordinators.

### Physical Literacy Results

**Question 1:** Are you aware of the concept of physical literacy? This was a sliding scale from 1 (not aware) to 100 (highly aware). **Answer:** The average was 67.3 on awareness of physical literacy.

**Question 2:** Are there any programs or opportunities that develop physical literacy in children and youth in your work? **Answer:** 44 participants answered yes, 9 participants said no, and 22 participants were unsure.

**Question 3:** When you think of your daily work and involvement in the development of physical literacy, what organization's definition of physical literacy guides your work? **Answer:** 31 participants were unsure about what organization's definition guides their work, 18 identified that their volunteerism was not related to developing physical literacy, and 25 identified an organization's definition. Participants identified several

organization's definitions of PL. That being said, it is important to note that not all organizations have their own definition, and they may be using/sharing a particular definition. Some of the top organizations included: the LTAD, the Saskatchewan Physical Education Curriculum, and Special Olympics Sask.

**Question 4:** If you are looking for information and resources to support your work in physical literacy, where do you go for these resources? **Answer:** 42 participants identified where they go for resources, while 31 were unsure. Top responses included: Sask Sport, SPRA, various online resources, the Saskatchewan curriculum, SPEA, and National Sport Organizations.

**Question 5:** Do you share physical literacy resources and information with others? **Answer:** 40 participants indicated they do share physical literacy resources and information with others. 33 participants stated they do not. People frequently share information through social media such as Twitter or Facebook. Many share physical literacy resources and information through email, as well as through word of mouth or conversations with colleagues, parents, and athletes. Participants also noted that they shared articles, PDFs, and reading materials with others.

**Question 6:** Do parents discuss physical literacy with you? **Answer:** Physical literacy is not a frequent topic of discussion with parents. 17 participants said they never talk about physical literacy with parents, 18 indicated they rarely do, 20 participants said sometimes, 4 said often, and 7 indicated they have no contact with parents.

**Question 7:** What are some of the challenges you face with advancing physical literacy?

**Answers (please see table below)**

Theme	Description
Understanding and Valuing Physical Literacy	Not only could there be a lack of awareness about physical literacy, but there is also a lack of understanding and valuing of physical literacy. Participants indicated that they were unsure of the concept, that physical literacy is not taken seriously enough by society, and that they don't have enough information on what it is.
Parents/Guardians	It can sometimes be difficult to get parents/guardians to buy-in to the importance of physical literacy, especially when a focus may be on elite sport or winning and competition.
Inclusion	Physical literacy is for all, but this may not always come across clearly. Some families/groups may need more support than others (e.g., immigrant families, athletes who may be differently abled, and girls/young women), to help them on their physical literacy journey.
Barriers	Money, space, and time were identified as barriers to advancing physical literacy. This ranged from finding volunteers, to availability of facilities, and funding for programming.
Sport	Many comments were reflective of the sport sector and the development of physical literacy. Feedback included pressure to balance all demands, a resistance to a physical literacy paradigm shift, and the inconsistent rollout of LTAD.

**Question 8:** What types of support/resources do you need to advance physical literacy?

**Answers (please see table below)**

Theme	Description
Education	Education across several platforms was requested. Suggestions included: professional development opportunities targeted specifically to FMS, ways to support parent education, and more education and training for all.
Understanding and Support of Concept	A better understanding of the concept is needed, as well as messaging about how physical literacy creates a strong foundation for many things (e.g., sport, lifelong participation in physical activity). Public awareness and acceptance in general society and in schools would be helpful.
Tangible and Easy Information	Easy to understand and practical examples about physical literacy are needed. Tip sheets for community associations to promote physical literacy and simplified definitions and messaging can help.
Implementation	This theme discussed putting the concept of physical literacy into action. Simple ways to bring physical literacy into events that would permit an easy way to operationalize physical literacy are desired. Requests for ideas for programming that includes children AND their families engaging in physical activity together.

## Final Thoughts

*This is only the beginning of our Saskatchewan journey to develop physical literacy. We look forward to supporting you on this endeavour with our physical literacy awareness campaign (and beyond)!*

*For highlights of this report, check out our [Survey Results webpage](#). For resources and information, please go to our [Saskatchewan Physical Literacy site](#).*

*Thank you to everyone who responded to the survey(s). Please be on the lookout in the Fall/Winter for a final survey!*

*– The Saskatchewan Physical Literacy Work Group*



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SPEA



COACHES  
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of Saskatchewan

**Thank you for being  
champions for  
physical literacy!**

If you have questions, comments, or feedback to share, please contact the  
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