


Canadian Sport for Life (CS4L)


 ALBERTA
SPORT, RECREATION
PARKS & WILDLIFE
FOUNDATION

Power Point adapted
from CS4L
LTAD Expert Group
Presentations

2005 General Social Survey – Statistics Canada

Age group	1992	1998	2005
15 – 18	76.8%	68.2%	59.1%
19 – 24	61.3%	51.1%	42.8%
25 – 34	52.8%	38.6%	30.9%
35 – 54	43.0%	31.4%	25.2%
55 +	25.3%	19.8%	17.4%
Total	45.1%	34.2%	28.0%

Why? A Response to Current Issues in the Sport System

see "Shortcomings" – page 17

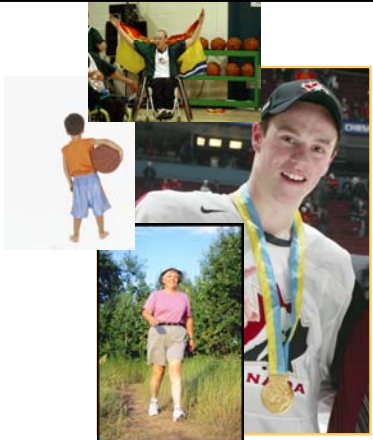
- Over-compete and under-train
- Coach education
- Lack of a talent identification system
- Results focus - not athlete centred
- LTAD attempts to combat a lack of an integrated system




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The Big Picture

The health and well-being of the nation and medals won at major games is a simple by-product of an effective sport system.



Canadian Sport Policy (2002) Sport Canada - Four Policy Goals

- Enhanced Excellence
- Enhanced Participation
- Enhanced Capacity
- Enhanced Interaction

Canadian Sport for Life (CS4L) LTAD Model

- A planning model for sport organizations
- Began with the National Sport Organizations
- Moved to the Provincial Sport Organizations
- Model is different for each sport and recreation group

Canadian Sport for Life (CS4L) LTAD Model

- 7 Stages
- 10 Key Factors
- 3 Main Outcomes
- Based on the premise that the development of **physical literacy** (*the mastering of fundamental motor skills and sport skills*) is the foundation for all forms of physical activity.

This model provides the base for participating in life-long physical activity as well as to train and compete in performance sports.

Long-term athlete development is not an elitist model!

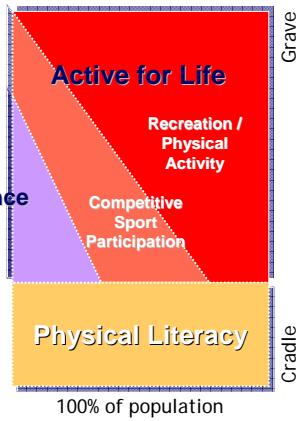


- allows all Canadians to be physically active through sport participation and recreation

- is an optimal pathway from playground to podium

- facilitates all children to be physically literate (competent in fundamental movement and sport skills)

Excellence



CS4L - LTAD Overview

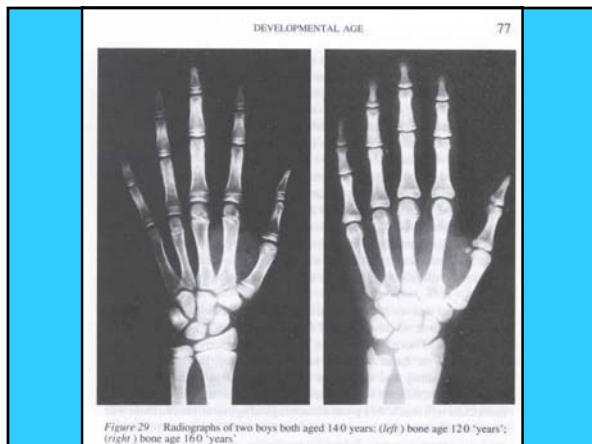
- A seven stage model for building physical literacy, training, competition and life-long activity based on developmental age – the maturation level of the individual, rather than chronological age.



Chronological age – biological age / developmental age

- Skill development, training and competition is based on chronological age
- Athletes can be 4 - 5 years apart by maturation levels







LTAD – The Who	
• Active Start Stage	Home – Community Centres - Daycare <i>0-6 females and males</i>
• FUNdamental Stage	Home – Community Centres – Schools - Clubs <i>6-8 females / 6-9 males</i>
• Learning to Train	Community Rec. – Schools - Clubs <i>8-11 females / 9-12 males</i>
• Training to Train	Schools – Clubs - PSOs <i>11-15 females / 12-16 males</i>
• Training to Compete	Schools – Clubs – PSOs - NSOs <i>15-21 + - females / 16-23 + - males</i>
• Training to Win*	Clubs – NSOs – Pro Teams <i>18 + - females / 19 + - males</i>
• Active for Life	Community Rec. – Schools - Clubs

*females
males
After onset of
PHV and
development
of Physical
Literacy*

- 10 Key Factors Influencing CS4L**
1. The 10-year rule: 10 years, 10,000 hours
 2. *FUNdamentals: Fundamental movement skills + fundamental sport skills = physical literacy
 3. Specialization: early vs. late specialization sports; do not specialize too early (before age 10)!

10 Key Factors continued...

- 4. *Developmental Age: growth & maturation

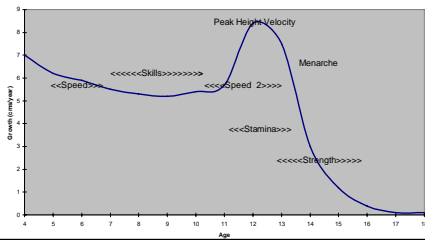
How old is a 13 year old?



10 Key Factors continued...

- 5. Trainability: optimal windows; stamina, strength, speed, skill, suppleness

Optimal Windows of Trainability for Females



10 Key Factors continued...

- 6. Physical, Mental, Cognitive and Emotional Development: the whole person!

Early Adolescence
•Social interaction needed

Late Adolescence
•Include athletes in planning and decision-making
•Allow time to establish independent social interaction

Early Adulthood
•Allow athletes more input, but maintain coach leadership.

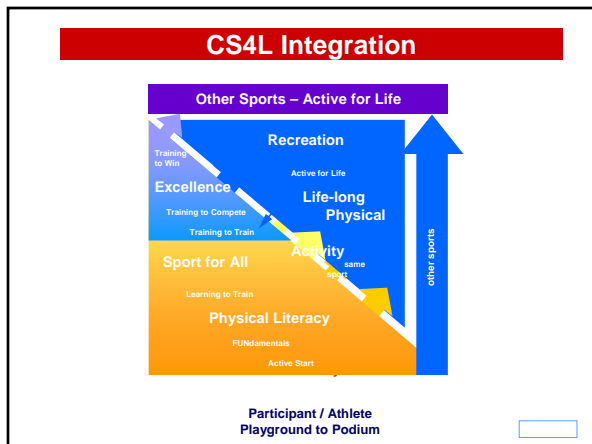


10 Key Factors continued...

- 7. Periodization: time management of training process
- 8. Calendar planning for competition:
 - * competition is a good servant, but a poor master;
 - * need to reduce the current paradigm of over-competition and under-training

10 Key Factors continued...

- 9. *System alignment and integration: activities of schools, communities, clubs, PSO's, NSO's should be fully integrated through the CS4L LTAD
- 10. Continuous Improvement
 - Live and Learn
 - A commitment to excellence



Not just about SPORT!

- **Recreation & community sport / activity**
 - **Vital role ...**
 - *Building Physical Literacy*
 - Growth & maturation
 - Skill development
 - Role of competition
 - Integrated & aligned sport system
 - Quality instruction / coaching & parent education
- **Implications for Recreation/Community Sport ...**

Community Recreation

- **Multi-sport approach**
 - Skating,
 - Aquatics,
 - Running sports etc...
- **Community Sport Alliances**
 - Be Fit for Life Centres/ASDC
- **Recreation Programming**
 - Multi-sport
 - Parent education
 - Partnering with schools
 - CPRA
- **Facilities !!**



Our Future...CHILD/YOUTH SPORT?

- **Fun**
- **Active ... growth & development***
- **Skill development**
- **Personal achievement & challenge**
(*competition?*)
- **'Life' skills & lessons**
- **Life-long activity & future healthy decisions**

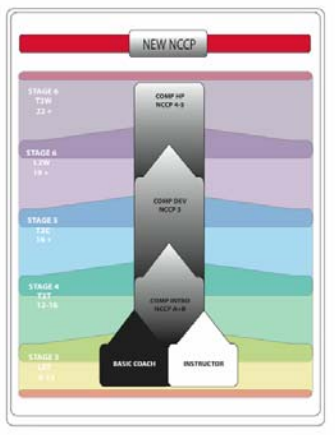
* Physical, intellectual, emotional, social & behavioural

CHILDREN / YOUTH SPORT

- **GOOD coaches / teachers are critical**
 - **Need to understand children's values**
 - **"Children first; coaches second!"** (Parry, 1985)
- **Coaching/instructing/teaching children should be thought of as worthwhile regardless of the result!***
- **NB: Bulk of research shows young people primarily concerned with enjoyment & satisfaction in their sport**

* Immanuel Kant view

LTAD and Coaching NCCP Alignment



Why is CS4L Important in Alberta Communities?

- **New approach/philosophy**
- **Development age vs. chronological age**
- **Means to facilitate optimal development of athletes to achieve their full potential**
- **Vehicle to promote positive, motivating experience for all sport participants**
- **Full sport system alignment and integration**

Commitment from Alberta

- Don't lose the importance of early stages and "Active for Life" program needs
- Province has included LTAD in our Bilateral programming funds request.
- P/Ts are willing to assist NSOs in advancing LTAD.
- What can you do?

Impact of adopting CS4L

- On Parents
- On Coaching
- On multi-sport events
- On Community Recreation
- On officials and volunteers
- On Sport Science
- On the entire sport system operation
 - Locally
 - Nationally
 - Internationally

Overview

1. Based on developmental age
2. Identifies physical literacy as foundation
3. Outlines optimal training, competition and recovery programs
4. Calls for appropriate competition structures
5. Impacts entire sport continuum and all participants
6. Integrates all stakeholders
7. Made in Canada
8. Supports Canadian Sport Policy Goals
9. Promotes healthy, physically literate nation of life long participation.



Insanity is doing the same thing over and over again and expecting different results.

(Albert Einstein)

