



Physical Literacy – Positive experiences for all

May 2025



Introduction

*An engaging workshop where we'll dive into the **world of physical literacy**! Discover what it truly means, why it's a game-changer, and how you can make a powerful impact through your delivery.*

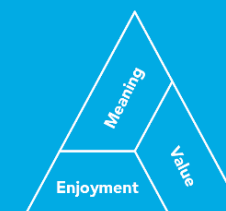
*How do we create **self-acceptance** so children aren't judged? This session will dive into the **intrinsic motivations** and what we all can do to break the generational cycle of inequalities.*

What is Physical Literacy?

Physical literacy
is our relationship
with movement
and physical activity
throughout life.

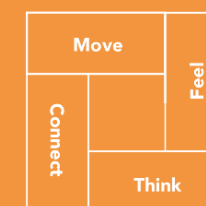
A personal relationship

Having a positive and meaningful association with movement and physical activity.



Movement and physical activity

How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.



Throughout life

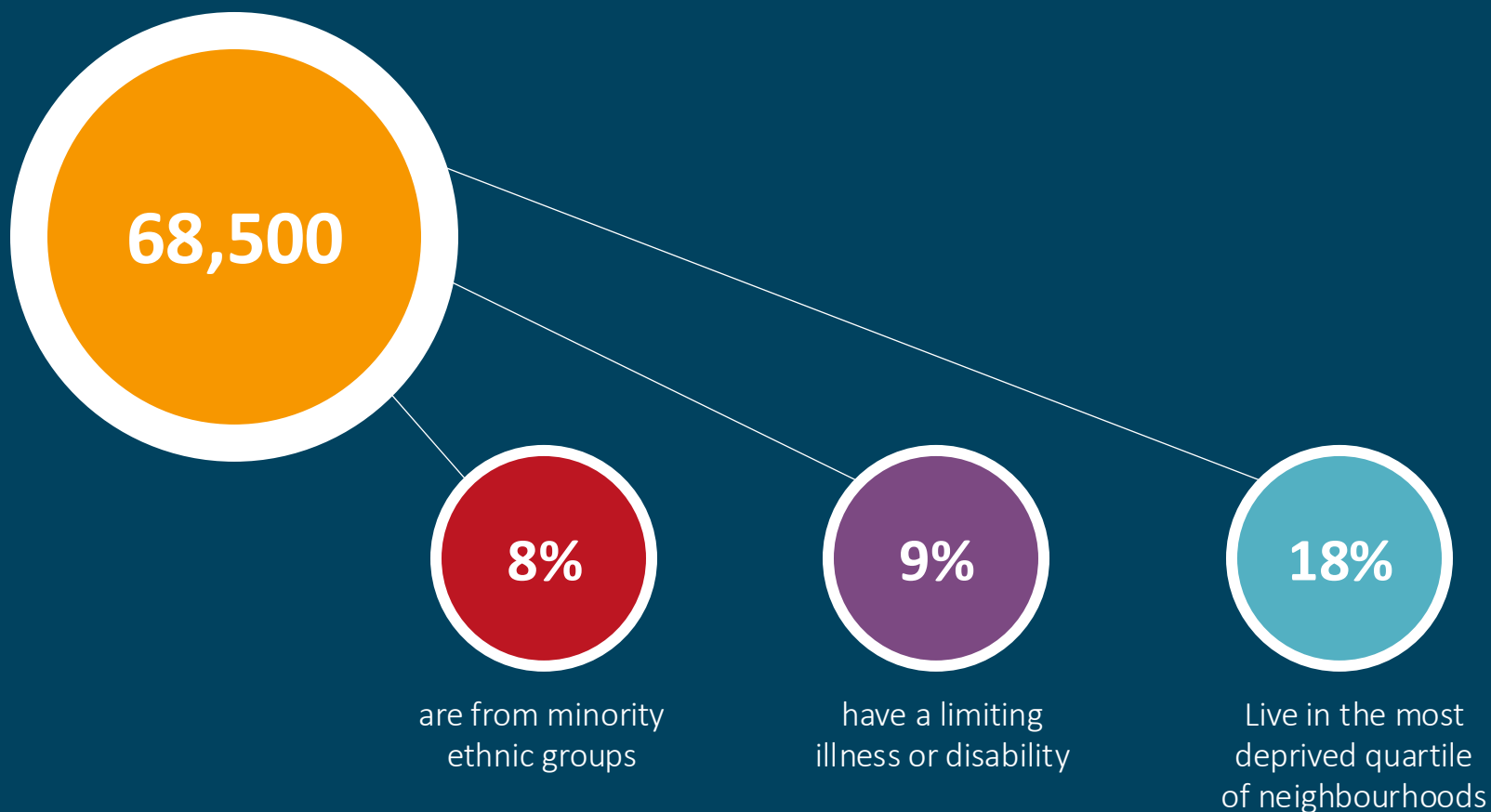
Influenced across the lifecourse by individual, social and environmental factors.



A Journey Through Life – Sport Wales



There are **68,500** young people in Cornwall



Source: ONS 2024 Mid year population projections, Census 2021, IMD 2019
*% of the CYP population aged 5-15

52% of children and young people are **not active enough**



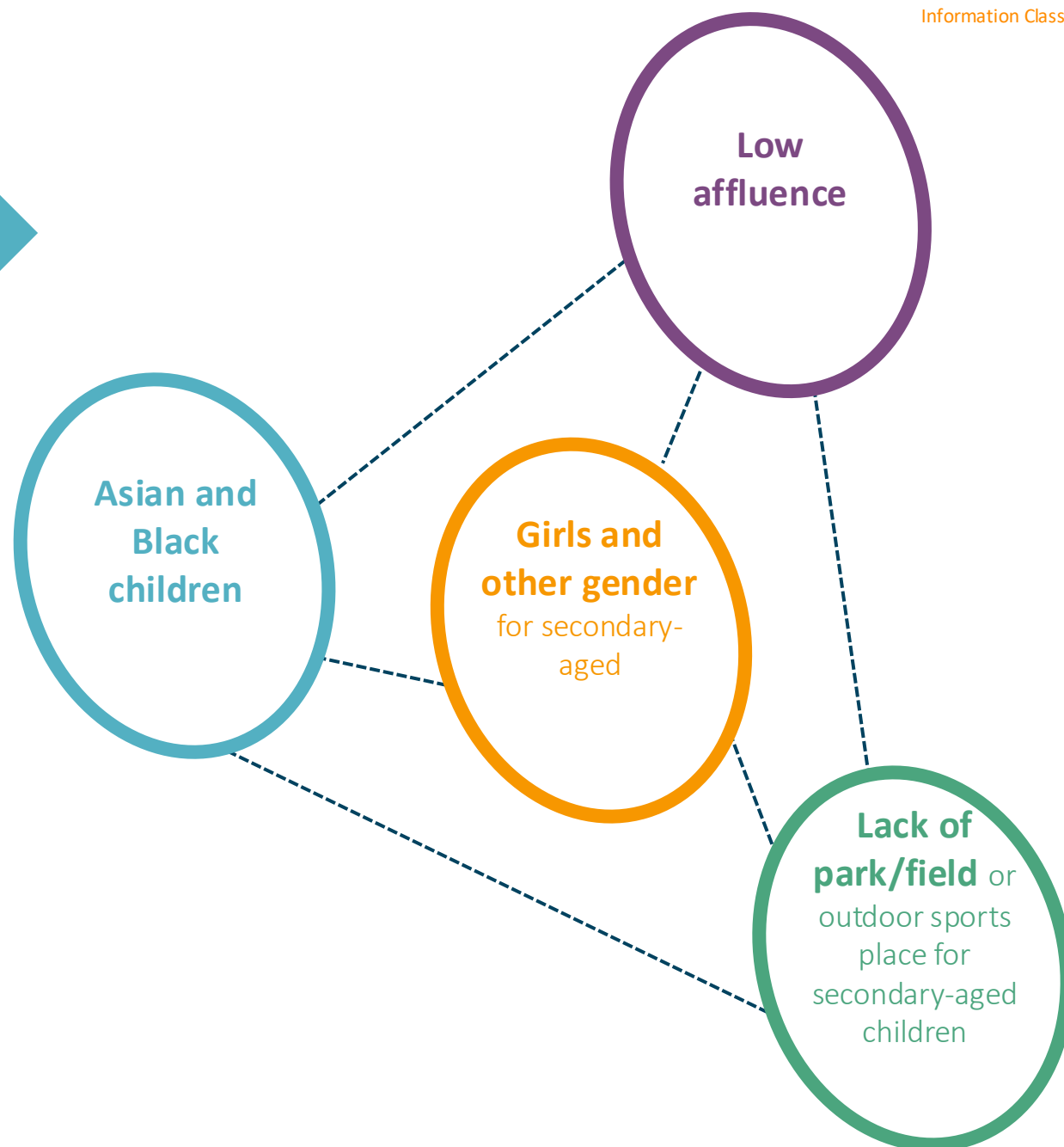
That's **36,000**
young people not
meeting recommended
activity levels

Source: Sport England Active Lives, Children and Young People survey 2023-24, ONS Mid year population estimates, 2023

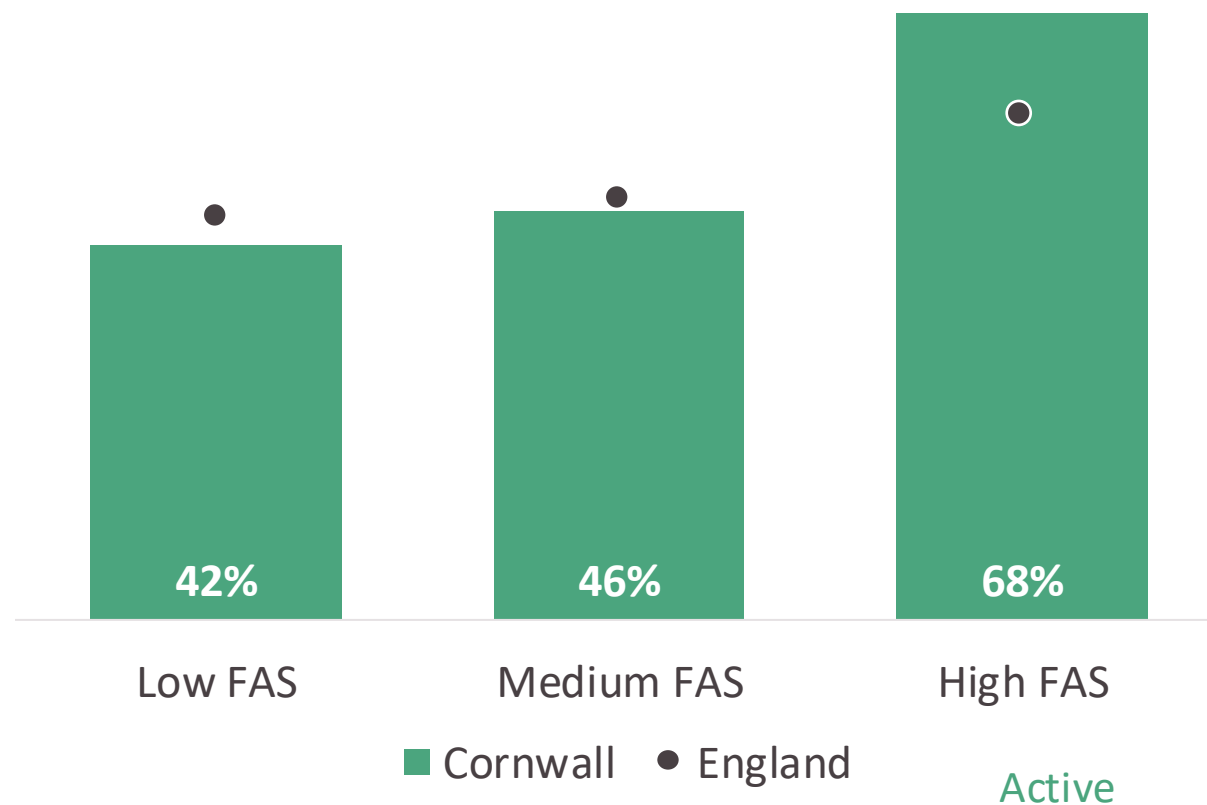


Key characteristics for children and young people

The key driver of lower levels of physical activity is where a child has **two or more characteristics associated with being less active**

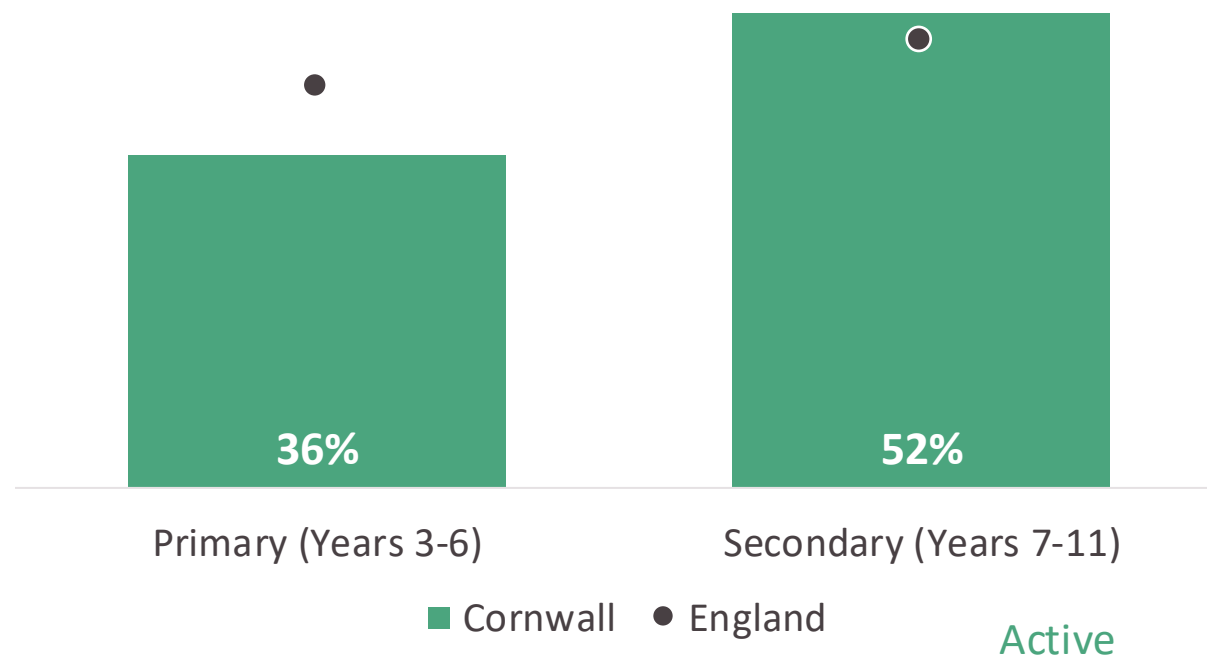


In Cornwall, children and young people from **high affluence families are far more likely to be active** than their peers from both low and medium-affluence families



Source: Sport England Active Lives, Children and Young People survey 2023-24
Measure: An average of 60 minutes or more a day, either at school or outside school (**everywhere**)

Activity levels are lower
in primary than
secondary schools



Source: Sport England Active Lives, Children and Young People survey 2023-24
Measure: An average of 60 minutes or more a day, either at school or outside school (**everywhere**)

Positive Relationship?

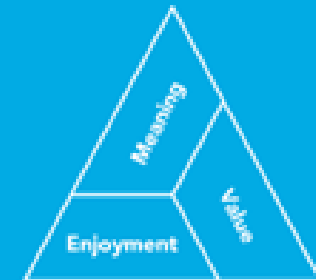
What leads to a Positive Relationship?

Impact of:

- People
- Places and spaces
- Culture

A personal relationship

Having a positive and meaningful association with movement and physical activity.



Culture that normalises movement!

Experiences

Discuss positive experiences – why and the feeling

Discuss negative experiences – why and the feeling

- Physical Experiences
- Social Experiences
- Emotional Experiences

Experiences

<p>Creating positive physical experiences for participants can be achieved by focusing on several key aspects.</p> <p>For example:</p>	<p>Creating positive social experiences for participants can be achieved by focusing on several key aspects.</p> <p>For example:</p>	<p>Creating positive emotional experiences for participants can be achieved by focusing on several key aspects.</p> <p>For example:</p>
<p>Ensuring challenge is developmentally appropriate:</p> <ul style="list-style-type: none"> Gather information about the participant's age, skill level, and developmental stage. Tailor the challenges based on the participant's individual strengths, weaknesses, and interests to ensure they are both engaging and suitable for their developmental stage. Regularly monitor and assess the participant's progress to ensure the challenges remain appropriate and adjust them accordingly. <p>Ensuring challenge is introduced progressively:</p> <ul style="list-style-type: none"> Break down complex tasks or skills into smaller, more manageable components. Start with simple challenges that align with the participant's current abilities and gradually increase the difficulty level over time. Regularly review and adjust the challenges based on the participant's progress and readiness for new challenges. <p>Consulting with and brokering challenge with the participant (self-determined):</p> <ul style="list-style-type: none"> Encourage open communication and active collaboration with the participant to understand their interests, goals, and preferred challenges. Empower the participant to set their own goals and objectives, while providing guidance and support to ensure they align with their developmental stage. Offer choices and options for challenges within a given framework or curriculum, providing the performer with a sense of ownership and control over their learning and development. Conduct regular discussions or meetings with the participant to explore their preferences, aspirations, and areas they would like to make improvements. Continuously seek feedback from the participant and incorporate their input into the challenge selection and progression process. <p>Provide appropriate equipment to meet the participant's stage of development:</p> <ul style="list-style-type: none"> Research and identify equipment or resources that are suitable for the participant's developmental stage and align with the challenges they will undertake. Consider the participant's physical, cognitive, and emotional needs when selecting equipment. Ensure the equipment is safe, age-appropriate, and provides an appropriate level of challenge without being overwhelming. 	<p>Nurturing a sense of belonging:</p> <ul style="list-style-type: none"> Foster a sense of belonging between participants by encouraging active participation and involvement from all. Create opportunities for participants to contribute their ideas, opinions, and talents, making them feel valued and connected. Recognise and celebrate individual achievements, ensuring everyone feels valued and appreciated. Create a positive social experience by fostering an inclusive environment where participants from diverse backgrounds, abilities, and ages feel welcome and valued. This can be achieved by promoting diversity, equity, and inclusion in all activities and ensuring that everyone has equal opportunities to participate. <p>Encouraging a culture of support and respect:</p> <ul style="list-style-type: none"> Promoting positive role modelling among participants, coaches/teachers, and officials is essential for creating a positive social environment. Demonstrating respect, fairness, and good sportsmanship helps foster a culture of inclusivity, respect, and empathy. Demonstrate respectful behaviour addressing any instances of disrespect or incivility promptly and encourage active listening and empathy within groups, ensuring that everyone's perspective is heard and respected. Provide opportunities for mentorship or buddy systems to foster guidance and support among new members and promote a collaborative environment by encouraging teamwork and cooperation where all contributions are valued. <p>Celebrating success collectively without making comparisons:</p> <ul style="list-style-type: none"> Implement a culture of recognition and appreciation where all achievements no matter how small are acknowledged highlighting the contributions of each team member individually and emphasise their unique strengths. Encourage a supportive feedback culture that focuses on personal growth and improvement, rather than making comparisons between individuals. Foster a collaborative mindset by emphasising the team's collective achievements rather than individual performances, organising team celebrations or events to commemorate milestones or accomplishments. <p>Creating an environment where failure is accepted as a natural part of progression and learning:</p> <ul style="list-style-type: none"> Recognise and reward efforts and progress, regardless of the outcome, to encourage a positive attitude towards failure as a learning opportunity. Promote a growth mindset by encouraging participants to take risks and learn from their mistakes. Establish a safe space where individuals feel comfortable discussing and learning from failures and encourage transparent and constructive feedback to facilitate learning and improvement. 	<p>Person-Centered Approach:</p> <ul style="list-style-type: none"> Provide participants with a voice and choice, introduce feedback sessions or surveys to gather individuals' views, opinions and incorporate their preferences into decision-making processes. Consult with participants when developing training plans that reflect the unique needs, desires, and goals of each person. Conduct regular one-on-one meetings to address concerns, listen to feedback, and provide opportunities for individuals to express their thoughts and ideas. <p>Fun and Enjoyable Activities:</p> <ul style="list-style-type: none"> Organise group activities that cater to various interests and abilities, allowing everyone to participate and enjoy themselves. Participation in such activities should be through choice! Design activities that incorporate a variety of formats and where possible incorporate elements of gamification into activities to make them more engaging and interactive. For example, create challenges, competitions, or point-based systems. Encourage individuals to suggest and organise activities they find enjoyable, promoting a sense of ownership and engagement. <p>Building Confidence and Belief that progress can be made:</p> <ul style="list-style-type: none"> Provide regular opportunities for individuals to set goals and track their progress. This can be done through individual goal-setting sessions or group discussions. Make progress visible no matter how small and celebrate achievement individually and reward effort, developing individual skills and knowledge and empowering individuals to feel capable and confident in their abilities. Foster a supportive environment where individuals can share their challenges and learn from each other's experiences. <p>Celebrating Achievements and Rewarding Effort:</p> <ul style="list-style-type: none"> Establish a recognition vehicle to celebrate achievements, whether big or small. This could include certificates, awards, or public acknowledgments. Organise regular events or gatherings where individuals can share their accomplishments and be applauded by their peers and staff. Encourage peer-to-peer recognition, where individuals acknowledge and appreciate each other's progress and efforts.

Movement and Physical Activity

Movement and physical activity

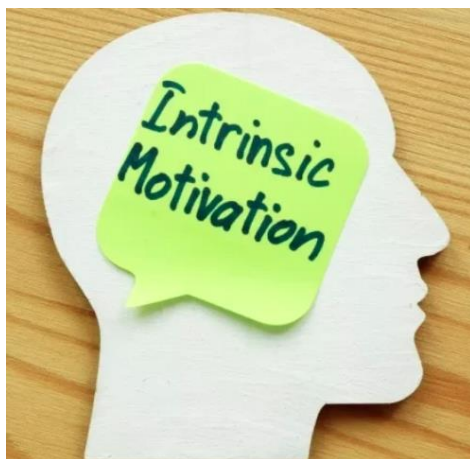
How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.



1. Move – Physical competency levels
2. Feel – Confidence and **motivation**
3. Think – Knowledge and understanding
4. Connect – Connection with others, environment, community etc...

Motivation?

Working in small groups write down on post it notes how you develop motivation in children you engage with?



**Relatedness or
Belonging**



**Autonomy
Voice and Choice**

Competence





Why does it matter?

Because the **quality of our relationship** with movement and physical activity **profoundly influences** our choice to be active.

Having a positive and meaningful relationship with movement and physical activity makes us more likely to be and stay active, benefiting our health, well-being and quality of life.

Sport England consensus statement (2023)

In summary.....

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*How do we create **self-acceptance** so children aren't judged? This session will dive into the **intrinsic motivations** and what we all can do to break the generational cycle of inequalities.*



Thank you

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