



IPLA

INTERNATIONAL PHYSICAL
LITERACY ASSOCIATION

IPLA CONFERENCE 2019

A Deeper Dive into Physical Literacy

10 – 12 JUNE 2019

The University of Gloucestershire

Oxstalls Campus

Gloucestershire (UK)

MONDAY 10 JUNE 2019

DAY 1: PRACTICE

09.00 - 09.15	ARRIVAL / REGISTRATION
SESSION 1 09.15 - 10.15	KEYNOTE: Unpacking Physical Literacy Elizabeth Durden-Myers
10.15 - 10.30	TEA & COFFEE BREAK
SESSION 2 10.30 - 12.00	WORKSHOP: 'Leading' Change – How Leadership Style Impacts Positive Physical Literacy Outcomes Simon Padley
12.00 - 13.00	LUNCH
SESSION 3 13.00 - 14.30	PAPER PRESENTATIONS: Physical Literacy in the Community (<i>infographics</i>) Dominic Cunliffe How Can Balanceability Support the Development of Physical Literacy Brittany Eagle Physical Literacy by Design Trevor Smith & Andy Mytom An Attempt to Physical Literacy Informed Practice: Experiences of a National Wide Professional Development Project in Taiwan. Hsin-heng Chen & Ching-Ping Lin

14.30 - 15.00	TEA & COFFEE BREAK
SESSION 4 15.00 - 16.30	WORKSHOP: Developing a Physical Literacy Informed National Curriculum for Health and Well-Being Helen Hughes & Gethin Mon Thomas
16.30 - 17.00	SUMMATIVE SESSION

TUESDAY 11 JUNE 2019

DAY 2: POLICY & RESEARCH

SESSION 1 09.00 - 10.15	PANEL DISCUSSION: Making Sense of Physical Literacy across the Communities in Wales Marc Gregson
10.15 - 10.30	TEA & COFFEE BREAK
SESSION 2 10.30 - 12.00	PAPER PRESENTATIONS (Re)introducing a Socio-Materialist Perspective into Physical Literacy Gillian Bartle Getting Up Close with Taoist-Chinese Perspectives on Physical Literacy Sum Kim Wai Raymond <i>(Yan Tsz Shun; Shy Deng Yau & Wei Feng Min)</i> Physical Literacy: A Cognitive Shift at Heritage Schools Ashish Kumar Rawat Promoting Physical Literacy in a Cultural Setting Trevor Smith
12.00 - 13.00	LUNCH
SESSION 3 13.00 - 14.30	WORKSHOP: How to Develop Physical Literacy Without Facilities, Equipment or Formal Training? Can it be done? Nigel Green
14.30 - 15.00	TEA & COFFEE BREAK

SESSION 4 15.00 - 16.30	<p>PAPER PRESENTATIONS:</p> <p>Exploring Stakeholder Perceptions of a Physical Literacy Assessment Tool for Children Hannah Goss <i>(Cara Shearer, Elizabeth J. Durden-Myers, Zoe R. Knowles, Lynne M. Boddy & Lawrence Foweather)</i></p> <p>Effects of Sport Education Intervention in University Required Physical Education: Cluster Randomized Trial of Students' Perceived Physical Literacy and Physical Activity Levels CHOI Siu Ming <i>(SUM Kim Wai Raymond)</i></p> <p>Physical Literacy Across the World Margaret Whitehead</p>
	<p>Q&A SESSION: Your Questions Answered Margaret Whitehead</p>
	<p>16.30 - 17.00</p> <p>SUMMATIVE SESSION</p>

WEDNESDAY 12 JUNE 2019

DAY 3: IPLA MEMBERS

SESSION 1 09.00 - 10.15	IPLA AGM / CONFERENCE EVALUATION / DISCUSSION
10.15 - 10.30	TEA & COFFEE BREAK
SESSION 2 10.30 - 12.00	Early Years SIG
	Education and Training SIG
	Research SIG
	Advocacy SIG

GILLIAN BARTLE

University of Stirling

(Re)introducing a Socio-Materialist Perspective into Physical Literacy

In this research project I am seeking to find ways of capturing the experiences of Scottish primary teacher trainees as they learn to teach physical education informed by physical literacy. Whitehead's (1987, p. 51) thesis on 'embodiment and implications for PE' draws especially on Merleau Ponty's phenomenology, with particular regard for the relational potentials between subject and the "world as instrument we all play". However, the importance of these relationship potentials is less evident in subsequent physical literacy discussion so far.

Here I would like to frame research into the practice of PE informed by PL by (re) introducing a socio-materialist perspective. Ways in which a methodology of empirical research might align with the philosophy of PL will be explored within this socio-material framing. This will be 'messy', for as Law (2004, p. 2) suggests, parts of the world "have been distorted into clarity" for the purposes of academic research.

Further, such a framing will have a number of impacts. First, the centrality of embodiment will be explored encouraging a decentring of the human (Mannion, 2018). Second, methods which unravel the messiness of processes, policies, activities, equipment, learning, experiences, feelings, relations, and explore such flows of actions, might in turn open up educational questions. Merleau Ponty (2002) refers to 'intersecting lines' of possibilities and potential, whilst others add that the world constantly reveals a 'meshwork' (Ingold, 2007) which is dynamic and affording countless (inter)actions (Adams & Thompson, 2016). Placement of the human actor as central to teaching and learning, and so also in empirical research, means that nonhuman things are already rendered peripheral. Decentring the human may reveal lines of force and other actors in a way which illuminates actions not ordinarily 'seen' (Mannion, 2018).

Indeed, it will be argued that what is referred to as the dialectic between human-thing (Whitehead, 1987) is always more complex, and that an assemblage of things gives an opportunity for multiple dialogues (Law, 2004). Whitehead (1987) alludes to things being more involved in a meshwork of dialogues, stating that things 'beckon' the perceiver. What might be the implications of such a beckoning? Raising such a question strikes at the heart of the phenomenological foundations of PL and is central to how I would like to justify methods of data collection/capture/investigation, as I open up discussion as to how this might be promoted whilst honouring the embodiment.

In this paper I provide an example of digital research methods, wherein mobile 'phones captured image and short text through Twitter, and provided 'snapshots' of pupil experiences during elective (non-compulsory) physical education. The data provided generated examples which, if followed, may help show how experiences and (inter)actions continue to flow and weave beyond the 'classroom' and into the world's playground.

HSIN-HENG CHEN

National Taiwan Normal University

Ching-Ping Lin

**An Attempt to Physical Literacy Informed Practice:
Experiences of a National Wide Professional
Development Project in Taiwan**

While promoting lifelong engagement in sports or physical activity is a goal never absent from the national curricula of Physical Education (PE) or Health and Physical Education (HPE) in Taiwan, the strategies proposed and used to accomplish such goal were varied through time. During the Grade 1-9 HPE Curriculum (launched since 2001), the proposed strategy changed from skill-based to ability-orientated teaching. It then moved to competency/ literacy-orientated teaching practice when the Grade 1-12 HPE Curriculum was introduced in recent years. This shift led to a rapidly growing interest in the concept of physical literacy among researchers and teacher educators in higher education. Despite having international scholars invited to deliver keynote speech and workshops that elaborated the meaning of physical literacy, it was also found that being unfamiliar with the definition and importance of physical literacy was not the only obstruction. This paper is based on observations and reflections of two teacher educators who have been running a national wide project that aims at supporting Taiwanese PE teachers to implement the new curriculum and to deliver literacy-orientated practices. Key consideration and turning points of directing this four-year project are illustrated. It is also suggested that a lack of a variety of pedagogical knowledge and personal obsession with teaching specific sports were key barriers that keeps teachers from physical literacy informed practice. In addition, in order to have PE teachers truly embracing the concept of physical literacy, they should also be invited to effectively and critically reflect on the consistency of their own beliefs and practice.

DOMINIC CUNLIFFE
Solent University

Up to TEN separate students will have their work presented

Physical Literacy in the Community

Final year students from Solent University's BA(Hons) Sport and Physical Education course were tasked to design and produce a selection of infographics which depict physical literacy within the wider community. The students were given the freedom to select an appropriate design, story and illustration of physical activity and have chosen an array of topics which include:

- PL through the Lifecourse;
- PL in the Elderly;
- Being Active for Life;
- PL for the world;
- PL for Injured Children;
- Physical Activity in Primary School;
- Physical Activity for Octogenarians;
- Physical Activity during Pregnancy;
- PL & Inactivity.



BRITTANY EAGLE

Balanceability

How can Balanceability Support the Development of Physical Literacy

Balanceability is an afPE Approved learn to cycle programme for children from 2.5years upwards. Balanceability assists in developing children's physical literacy through fun games using specialist equipment and balance bikes, whilst also providing children with the opportunity of developing a life skill of riding a bike.

Elements of physical literacy underpin the foundations of the Balanceability programme, with all activities designed to promote the motivation, confidence and physical competence of a child. Balanceability also helps to underpin co-ordination, visual motor and auditory skills, and standards in reading and comprehension.

The Balanceability Training day also enhances instructor's knowledge of physical literacy ensuring that settings have up to date knowledge and skills to help each child develop. Balanceability is able to support the development of physical literacy through activities that develop core stability and gross and fine motor skills by providing children with the opportunity to develop these skills at an early age to ensure they do not miss development milestones.

Balanceability have been working with East Sussex Council over the last four years providing 114 nurseries the resources and training to ensure they can support children's physical literacy development. This has provided us with a large amount of data to show the impact Balanceability has had on supporting the development of this cohort of children.

HANNAH GOSS

Liverpool John Moores University

Cara Shearer², Elizabeth J. Durden-Myers³, Zoe R. Knowles²,
Lynne M. Boddy² & Lawrence Foweathe²

Exploring Stakeholder Perceptions of a Physical Literacy Assessment Tool for Children

PURPOSE

UNESCO (2015) highlighted the importance of developing physical literacy from childhood, though it remains unclear how best to evidence an individual's physical literacy journey. The aim of this study was to explore key stakeholders views of current practice, future directions and effective implementation of physical literacy assessment, with a view to informing the development of a rigorous, authentic, and feasible physical literacy assessment.

METHODS

Purposive samples of children aged between 6 - 7 years (n=39), and 10-11 (n=57), primary school teachers (n=23) and experts with an interest in physical literacy (academics n=13, practitioners n=8) were recruited to take part in a series of concurrent focus groups conducted between June and December of 2018. Each group followed a semi-structured focus group guide and on average, included 6 participants and lasted 40 minutes. All focus groups were audio recorded and transcribed verbatim. Data was analysed through a deductive process, using recommendations from a feasibility framework, and then inductively, to enable thematic analysis to identify key themes for exploration. Pen profiles were constructed to represent these.

FINDINGS

Preliminary findings indicate that all stakeholders viewed the assessment of physical literacy as important, but in line with well-established barriers, it was not a priority in many schools, resulting in a variable practice. Crucially, no assessment of the affective and cognitive domains of physical literacy was reported to be in used schools. Children recognised that teachers were constantly making judgements to help them improve, agreed a more formal assessment could help record this, and that assessment should be differentiated for each child and 'it should be fun, but challenging'. Teachers reported that future assessment should be time-efficient, simple and useful.

CONCLUSION

Study findings reveal a demonstrable need for a feasible physical literacy assessment tool that can be effectively used in schools. To our knowledge, this is the first attempt to involve these stakeholders, and triangulate the responses, in the development stages of a physical literacy assessment. These findings will provide an evidence base to inform the development of a theoretically aligned physical literacy assessment tool, suitable for use in schools. In turn, this will enable robust, empirical evidence to be collated, to evidence theory, and inform practice and policy.

KEY WORDS

physical activity, physical education, feasibility, qualitative.

NIGEL GREEN

IPLA

Community Challenge – Nepal

Set in a beautiful rural valley in Nepal, two primary schools occupy small plots of land – one at the bottom of a hill and the other at the top (2 hours walk up hill). The teachers have no training in physical education and the school has no equipment or facilities, apart from the surrounding landscape. This session will set the scene in more detail and provide you with a challenge to solve. Challenge - Given the environment these schools are based, how could they be supported to provide a positive learning environment with a focus on physical literacy?

1. How could the school utilise and possibly modify (at minimal cost) the facilities in the school grounds and local community to provide a range of physical activity experiences for the children?
2. What simple equipment would need to be supplied to support the development of each child's physical literacy through a range of activities?
3. What support materials would the teachers' needs to allow them to provide these learning opportunities safely and how could these be best provided so that teachers could access and use the resources easily?

MARC GREGSON

Sport Wales

Making Sense of Physical Literacy cross the Communities in Wales

The workshop will highlight the importance Sport Wales places on physical literacy and how they have been supporting community partners to understand, develop and embed physical literacy within their provision. Sport Wales will share their approach to working with wider community partners, including Governing Bodies of Sport and share Wales' Vision for Sport and Sport Wales' new long-term strategy, together with examples of how partners have brought the concept of Physical Literacy to life.

Since 2010, Sport Wales has embraced the concept of Physical Literacy as a key strand of its core business. Sport Wales introduced the sectors' Vision for Sport in Wales in 2011, with an aspiration to get 'every child hooked on sport for life'. A strategic priority within the previous Vision was 'Skills for a life in Sport' where every child and young person is provided with the skills and confidence from an early age to be physically literate through high quality, engaging sporting experiences. This signified a change in approach to both strategic design and delivery away from siloed, age/phase-specific programmes to a broader continuum of learning / journey of experiences. July 2018 saw the launch of the new Vision for Sport in Wales and was created following a vibrant national conversation with the people of Wales. Its collective vision is 'An active nation where everyone can have a lifelong enjoyment of sport' together with a mission to 'Unleash the benefits of sport for everyone'. Central to Sport Wales' new long-term strategy is the physical literacy concept with the aim of developing a person-centred, physical literacy informed, sporting landscape for Wales.

The workshop will share our 'learning journey' to date, provide examples of the approaches taken and offer an opportunity for workshop delegates to ask questions. Finally, the workshop will discuss the opportunities, challenges faced and where next for the operationalisation of Physical Literacy in community settings across Wales.

HELEN HUGHES
GETHIN MON THOMAS
Sport Wales

Developing a Physical Literacy Informed National Curriculum for Health and Well-Being

The presentation will focus on the design and construction of the draft Welsh 3-16 National Curriculum in Health and Well-being; how the curriculum has been developed through teacher agency; the role of supporting expert input; the advantages of this approach and the lessons learnt.

Education reform in Wales has provided the impetus and opportunity to re-define Health and Wellbeing in Education. Successful futures (2015) provides a clear rationale for reform and provides the vision for the future of education in Wales. Successful futures suggest that traditional subjects are replaced with six Areas of Learning and Experience (AoLE): Language Literacy and Communication, Science and Technology, Expressive Arts, Humanities, Mathematics and Numeracy and Health and Well-Being. Curriculum for Wales is a process orientated curriculum and provides far greater teacher agency in both its development and interpretation at local level.

Each AoLE is organised using an approach similar to the 'Big Ideas' approach, e.g. British Columbia. In Curriculum for Wales the 'Big Ideas' approach has been developed into 'What Matters' statements (WMs). The statements provide a lens through which learning experiences and progression are framed and have been developed from an international evidence base within Health and Well-being. Each WMs captures a continuum of learning from 3yrs through to 16yrs.

Sitting beneath each WMs are achievement outcomes these have been developed using an evidence-based progression framework. The progression framework articulates learning and development, drawing on key knowledge (disciplinary and instrumental), skills and experiences and the general nature of growth and progression across the school years considered essential to achieving the statement.

ASHISH KUMAR RAWAT

The Heritage School

Physical Literacy - A Cognitive Shift at Heritage Schools

New paradigm of teaching and learning process is the need of today hour & India is struggling in giving Physical Education its due importance in educational institutions. Where gaining marks and holding ranks stands for more importance than providing students an exposure for students to learn and experience. Heritage group of schools have already been into a right frame where they make sure towards what is right for students by making desired changes in their curriculum. An effort of bringing the right change for their students Heritage started exploring the Physical literacy as one of the parameters where right of approach can be adopted and learning can take place which was more of teacher centric in the earlier days. Introduction of Physical Literacy was less of Physical change to our curriculum but it was more about making the cognitive shift in more 40 Physical education teachers, 3 different schools with different infra and lot more decision makers. This journey started with introduction of the concept through theoretical understanding to all concerned followed by lot of discussion of concepts which was very different to Indian pattern of coaching methodology where it was more about gaining outcomes from each teaching sessions. It was a challenge for each one of us, as it was completely different from what and how we have been taught in the institutions.

Physical literacy highlights the importance of guiding age specific people through development of various skills and fostering confidence and competence as they continue their journey to lifelong active behaviour. It focuses on creating a safe & supportive environment for all participants with an individualistic approach. It also gives due importance to the leaders to develop personal philosophy that will help them in effective lifelong physical literacy journey for people engaged in learning.

Understanding the above concept was easy but bringing them into action was as difficult as a shift from Western to Asian culture. Beyond the challenges that were faced during the course of implementation Heritage schools made significant achievement firstly in making the cognitive shift in individuals and moreover in the implementation of the non-visible approach to bring out the desired change keeping the soul of physical literacy intact and making the best use of what an individual has gained in his academic cycle.

The above sharing talks about the journey of Heritage schools in making the right shift and still struggling in its own unique way to display the right characters of physical literacy which will surely be achieved in due course of implementation of the concept.

SIMON PADLEY

Cheltenham Ladies College

'Leading' Change – How Leadership Style Impacts Positive Physical Literacy Outcomes

Creating environments for long term positive youth outcomes requires a complex combination of factors to be considered. Recent research and coaching debate has identified the need for coaching to examine its practices to better facilitate positive athlete outcomes (Allen et al, 2017, Cote and Gilbert, 2009). Recently, authors have begun to examine the benefits of adopting an existential philosophical approach to athlete development (Aggerholm, 2015) acknowledging the need for practitioners to craft the entirety of their environments. Recent work by Turnnidge and Cote (2017) has demonstrated the benefits of adopting transformational leadership behaviours in creating and shaping environments for long term positive athlete outcomes. In parallel Rieke, Hammermeister and Chase (2008) investigated the impact of servant leadership qualities on athlete performance and enjoyment showing some positive correlations between adopting these perspectives and athlete intrinsic motivations.

This workshop will explore leadership in its widest context and debate the impact of adopting values-based practices to better understand the position of teacher and coach as servant facilitating the desired outcomes of the athletes and pupils we work with.

CHOI SIU MING

The Chinese University of Hong Kong

SUM Kim Wai Raymond

Effects of Sport Education Intervention in University Required Physical Education: Cluster Randomized Trial of Students' Perceived Physical Literacy and Physical Activity Levels

Before conducting the assessment of physical literacy, physical educators should provide high-quality pedagogy (Edwards et al., 2018). The goal of physical education is to help students making progress on their physical literacy journey by planning and providing context-rich curriculum and lesson contents (Pot et al., 2018). Physical literacy cannot be taught, but it can be promoted through pedagogical model (Flemons, Diffey, & Cunliffe, 2018; Pot et al., 2018) such as teaching games for understanding (Thorpe, Bunker, & Almond, 1986) and sport education (Siedentop, 1994). It has been argued that the goals of sport education have the potential to contribute to the attributes associated with the development of physical literacy (Hastie and Wallhead, 2015).

Future studies are required on assessing physical literacy in young adults, adults, and the elderly and across different environments (Edwards et al., 2018). University students are at the stage of transition from compulsory physical education in secondary school to more self-initiated physical lifestyle in adulthood (Sum, Cheng, et al., 2018). Unfortunately, despite its importance, study of physical literacy among them is insufficiently investigated. In view of connecting from physical education to public health determinants of increasing physical activity (Cairney, Dudley, Kwan, Bulten, & Kriellaars, 2019; Choi, Sum, Leung, & Ng, 2018), this study aimed to investigate the effect of sport education on perceived physical literacy and physical activity levels of students in university required physical education through a cluster randomized trial. A total of 381 university students (268 male and 113 female) with a mean age of 18.55 (\pm 0.982 years) took part in this study between January and April 2019. Clusters were courses with around 25 students and lasted for 10 lessons, 1-day per week and the duration for each lesson was around 90 minutes and they were randomised into sport education group and control group. The outcomes were physical activity levels (self-reported and objective), perceived physical literacy (affective and cognitive domain) and fitness instruction time. They were measured on the baseline level, post-intervention (10th lesson; 11th week) and follow-up stage (13th lesson; 15th week).

At this time, preliminary results reveal that only time effect of pre- and post-test were found, but it is not statistically significant between groups. Most of the variables are improved across time such as physical activity levels, intrinsic motivation, identified regulation and external regulation, physical activity enjoyment. The physical literacy attributes of self-expression and communication with others were also improved across time. For the motivational climate, participants perceived an increased in empowering climate with a decrease in disempowering climate throughout the course. Further analyses are required to investigated on the follow-up effect.

Although this study is comprehensive in its design, current analyses restricted to the affective, cognitive and behavioural domain of physical literacy. The physical domain and devolving responsibility have been omitted. Mixed method is also recommended on the pragmatic approach of measuring physical literacy.

SUM KIM WAI RAYMOND

The Chinese University of Hong Kong

Yan Tsz Shun, Shy Deng Yau, Wei Feng Min

Getting Up Close with Taoist-Chinese Perspectives on Physical Literacy

The term 'Physical Literacy' is becoming more prevalent in Western countries including in Europe, North America and Australia at policy and academic levels. However, the concept and practicality of physical literacy has been less explicitly investigated and implemented at those levels in Asian countries, particularly in the greater China region such as Mainland China, Taiwan, Hong Kong and Macau. The aim of this presentation is to argue that the essence and philosophy of physical literacy can be explained by ancient Chinese Tao (道) philosophy which can be traced back more than two thousand years. This is despite the fact that Dualism as a separation between body and mind is the key concept of Tao philosophy, where the prevalent concept of physical literacy is based on Monism, Existentialism and Phenomenology. The presentation will adopt two Tao philosophers, Lao Tzu (老子) and Chuang Tzu (莊子), who believed that the world started from "Tao", where "Tao" is the system for everything operating in the universe. 'Tao' determines that things should be regarded as 'Yin' (陰) or 'Yang' (陽), 'Something' (有) or 'Nothing' (無), 'Have a Name' (有名) or 'No Name' (無名), which is a dynamic model as stated by the Taoists.

Following this vein, the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2017) will be used as a framework to apply into Tao philosophy. Within this philosophy, 'Integration of heaven and humankind' (天人合一), and by the actualization of 'Qiwu' (uniformity, 齊物) one can achieve the state of 'Xiaoyao' (free and easy wandering, 逍遙), 'Wuwei' (let things take their own course, 無為) and 'pu' (simplicity, 樸). Hence, one may behave with 'Te' (the direct action to achieve 'Tao', 德) and to be close to the ideal state of Tao (the course/way, 道), in which the condition of 'Kih Lo' (perfect enjoyment, 至樂) can be achieved. The whole process can be then included as the content of 'Xiuyang' (literate, 修養). To conclude, this presentation intends to provide an Eastern model (the Taoist approach of physical literacy) and open up dialogue for further clarifications and offer insight into a wider range of the contemporary perceptions of physical literacy.

TREVOR SMITH
Sportsmith Ltd

Promoting Physical Literacy in a Cultural Setting

Sportsmith Ltd is a consultancy company, based in Oxfordshire. Its Managing Director, Trevor Smith has over 30 years of experience in the public, private and voluntary sectors working in physical education, sports development, leisure services management, national youth sports charity and international programme management, policy and strategy consultancy and quality assurance.

One of Sportsmith's current projects is for the 3-2-1 Olympic and Sports Museum in Doha, Qatar. The museum, which is due to open in February 2020, will be the biggest of its kind in the world. Its location, at the stadium which will host the IAAF World Championships in 2019 and the FIFA World Cup in 2022, will place it on the list of "must visit" attractions for many residents and visitors to Qatar.

The project is to create and design a space within this cultural and heritage venue which will inspire visitors to begin or expand their personal physical literacy journeys.

The product is The Activation Zone – a space in which visitors will be able to discover which sports and activities they might enjoy and where in Qatar they can access them. The challenge has been to achieve this by creating an environment and experience which is not overtly linked to sport, yet which encourages engagement of all visitors and inspires them to adopt more active and healthy lifestyles. The response has been the creation of a simulation of Qatar's "active community" and an invitation to take a walk through the landscape. Along the way, visitors will have the opportunity to take part in a number of low stress digital interactive challenges, each of which will collect data and build an indicative physical profile of each participant based around five key competency areas.

The entire project is based on the premise that it should not be clinical or scientific in any way. Hence the challenge has been to create activities in which visitors do not feel that they are being assessed and to create a measurement framework which uses this information to inspire and advise, not prescribe.

This presentation will outline the approach that Sportsmith has taken to design and build the interactive challenges at the museum; to use the data collected to build a physical profile of each individual visitor; to use this to identify sports and activities which suit these profiles and to connect Qatar residents to relevant activity opportunities across the country.

TREVOR SMITH
Sportsmith Ltd

Andy Mytom (David Morley Architects)

Physical Literacy by Design

Sportsmith Ltd is a consultancy company, based in Oxfordshire. Its Managing Director, Trevor Smith has over 30 years of experience in the public, private and voluntary sectors working in physical education, sports development, leisure services management, national youth sports charity management and international programme management, policy and strategy consultancy and quality assurance.

David Morley Architects' ethos is summed up by its strapline "Enhancing lives through design". This multi-award winning practice has an impressive portfolio of sport-related projects, including Loughborough University's Sport Park, Lords Cricket Ground, the London 2012 Water Polo Arena and The Hub in Regents Park.

Much has been written and discussed about the role that our built and natural environments play in facilitating our physical literacy journeys. For many years, designers have attempted to "build" activity into residential and domestic settings, from early developments like Bourneville in Birmingham to some of the current state of the art facilities like the award-winning Warwick University student facilities designed by David Morley Architects.

The building and the landscape design of residential, study and work environments can clearly go some way to encouraging people to choose to become active. Many office buildings provide gyms for staff, or install trim-trails around their perimeters, but does that actually encourage the inactive to be more active? Or does it purely provide another activity option for the already active to utilise?

Sportsmith and David Morley Architects' assertion is that a successful building project should begin at concept design stage with the inclusion of focussed planning and programming which focusses on the people. Who are the users? What will motivate them to engage with the facility? Who will help them to access the opportunities on offer? What should the building/project actually feel like?

This presentation explores the possibilities offered by taking a joined-up approach to designing activity into our environment and looks at a few examples of where this has been achieved effectively.



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WE'D LOVE TO HEAR WHAT YOU THOUGHT
OF THIS YEAR'S CONFERENCE.

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